NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2018-2019

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  - Post-baccalaureate Certificate in Latin
  - Post-baccalaureate Certificate in Leadership and Management
  - Post-baccalaureate Certificate in Leadership of Nonprofit Organizations
- **School of Education**
  - Accelerated Certification for Teaching (ACT)
  - Certificate of Advanced Study in Education
  - Master of Arts in Administration and Supervision for Changing Populations

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- Master of Arts in Leadership in Special Education - Administration
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NDMU Catalog

2018-2019



# Academic Calendar

View the Academic Calendar: HERE

Notre Dame of Maryland University
4701 North Charles Street
Baltimore, Maryland 21210

410-435-0100
Map It

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# Academic Policies/Regulations

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## Academic Probation

Graduate students must maintain a 3.0 on a 4-point scale (B) Cumulative GPA to remain in Good Academic Standing. Students whose Cumulative Grade Point Average falls below 3.0 will be placed on Academic Probation status. Students on Academic Probation will be given three semesters (in which they register for a course) to raise their Cumulative Grade Point Average to 3.0. Failure to do so will result in Academic Dismissal from the graduate program. These provisions do not apply to students admitted on probation; provisions governing that status are identified in the Letter of Admission.

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## Advising

Students are advised by one of the professional academic advisors or Graduate Program Coordinators and as needed by faculty. Students in the MAT program or the Accelerated Certification for Teaching program are advised by the director of Post-Baccalaureate Teacher Certification Programs or the graduate program coordinator at the Southern Maryland Higher Education Center (SMHEC). Students are informed of future class schedules, changes of policy and other matters of interest through their Notre Dame email account, the University Web site or through special mailings**.** The final responsibility for completing program requirements rests with the student. **Students should be aware that questions about academic progress are discussed only via official University email.**

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## Attendance

The University is committed to providing a complete on-site or online learning experience that includes the opportunity to fully engage in the learning process.  Class attendance and participation are critical to program success and demonstrate desired dispositions of the profession. The instructional environment, whether in the classroom or online, fosters student-centered learning, collaboration, and the opportunity to share perspectives; therefore, class attendance and engagement in learning are essential to the process.

Students are expected to be:

- Present for all class meetings (onsite or online), to be punctual, and to remain for the duration of the class,
- (for online students) actively engage in the course within the first 72 hours or they will be withdrawn,
- familiar with and to adhere to the written attendance policies pertaining to their specific School of program of study, and
- aware that the effect of absences is heightened in courses that are compressed in length (for Winterim courses, no absences are allowed).

Absence, frequent lateness, or early departures may result in a reduction in the course grade. Excessive absences early in the course may result in withdrawal.  Excessive absences throughout the duration of the course may result in failure.  Students are responsible for communicating with the instructor about an absence to discuss implications/consequences. Students should consult the course syllabus for attendance expectations.

If a student believes his/her attendance problems are related to a disability (short or long term) or medical condition, the student may be protected under disability services. Students must meet

and register with Disability Services (not the course faculty or Advisor) to receive reasonable accommodations. The University is committed to providing reasonable accommodations and equal access to its programs.  Links for helpful information are found below:

Accessibility and Health Promotion

Accessibility - Faculty

Accessibility - Syllabi at NDMU

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## Auditing a Course

Students possessing a bachelor's degree may audit graduate courses for which there are no prerequisites, on a space-available basis. Students must register for the course and pay full tuition. Students cannot change from audit to credit status after the class begins and they will need to repeat required classes taken for audit if they subsequently matriculate in a graduate program. The instructor's approval is required for Audit. Students cannot receive financial aid for audited courses.

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## Children in the Classroom Setting

Students are advised that children are prohibited from attending classes. Though Notre Dame is sensitive to the needs of parents and the potential for difficulties in providing child care, the campus is not to be used as a playground for children while the parent is attending class. The University denies any liability for injuries sustained by children while on campus when the parent or supervising adult is in class.

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## Communication and Email

Notre Dame uses students' Notre Dame generated email address and not personal email address for communication, which include news, reminders, updates, deadlines, cancellations, course enrollment information and changes in policy, to assist students in their academic planning. Students are responsible for checking their Notre Dame email account for information.

Email accounts for new students are created prior to the start of the semester or term. Letters containing personalized account information and a how-to brochure will be mailed after new

students register for courses. Students may forward their Notre Dame email to any other account of their choosing. For questions concerning Notre Dame email accounts, students should contact the IT Help Desk at HelpDesk@ndm.edu or 410-532-5200.

Students should also refer to the information located in this Catalog, online schedules, postings on Joule, and the Notre Dame website for important information regarding registration, graduation application dates, policies/procedures, as well as news and updates from the University community. Additional course and University information is listed through WebAdvisor.

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## Enrollment Status by Number of Credits* (Fall/Spring)

| | Full-Time Enrollment | ¾-Time Enrollment | ½-Time Enrollment | Less than ½-Time Enrollment |
|---|---|---|---|---|
| **Master's Degree/Graduate Certificate** | 9 credits | 7-8 credits | 4.5-6 credits | 1-4 credits |
| **Ph.D. Degree** | 6 credits | 4-5 credits | 3 credits | 1-2 credits |

**Note: To be considered eligible for federal financial aid, graduate students must be enrolled at least half-time. Refer to the Financial Aid section in the Graduate Catalog for additional information.*

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## Grades

Grades represent the course faculty's evaluation of a student's achievement in the course. Each letter grade in a graduate course is interpreted as a letter grade and Grade Point Average (GPA) as described below:

| | | |
|---|---|---|
| A | 95 - 100% | 4.0 |
| B+ | 90 - 94% | 3.5 |
| B | 85 - 89% | 3.0 |

| | | |
|---|---|---|
| C+ | 77 - 84% | 2.5 |
| C | 70 - 76% | 2.0 |
| F | Below 70% | 0.0 |
| AU | Audit | |
| W | Withdrawal with permission | |
| I | Work incomplete due to emergency/other extenuating circumstances | |

Grade Points are multiplied by the credit value of the course in calculating the Grade Point Average. Transfer credit is not calculated in the Grade Point Average.

Notre Dame of Maryland University requires a Grade Point Average of 3.0 on a 4-point scale for graduation from any of the Graduate Degree or Certificate Programs of Study.

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## Grade Appeals

Only final course grades may be appealed. Students and faculty are expected to communicate and confer during the course concerning student progress, particularly the evaluation of student work assignments, tests, quizzes, papers, exams, and other projects. Every effort should be made to resolve questions regarding grading while the course is still in progress.

A final grade may be appealed if there is evidence the grade was not given in accordance with the provisions set forth in the course syllabus or in the announced course modifications or descriptions for particular projects and assignments.

For appealing a grade, the principle of seeking a reasonable, fair, and speedy resolution prevails throughout the process below described. Grade Appeals must be submitted no more than fourteen days following the end of the semester term in which the grade in question was earned. All information related to the appeal and the appeals process is expected to remain confidential.

1. When a student wishes to appeal a final grade, the student must write to the faculty member setting forth the basis for the appeal, evidence relevant to the case, and the remedy sought. This appeal must be made within two weeks of the official end of the semester.
2. The faculty member will respond in writing to the student's appeal within two weeks of receiving the written appeal.
3. If not satisfied with the faculty member's response, the student may, within two weeks of the

response, appeal to the Dean in the School of Education, Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business, and Associate Dean in the School of Nursing.

4. The student makes the appeal in writing, again setting forth the appeal, the evidence, and the remedy sought in Step One. The Dean in the School of Education; Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business; or Associate Dean in the School of Nursing informs the faculty member of the student's appeal and obtains a copy of the faculty member's written response to the student. The Dean in the School of Education; Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business; or Associate Dean in the School of Nursing then reviews the written record and may select an alternate mediator agreeable to both parties.
5. The Dean in the School of Education; Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business; or Associate Dean in the School of Nursing then writes a response including a report on the steps taken in the mediation process. The written response will be sent to the student, the faculty member, and the School's dean (Arts, Sciences and Business and Nursing) within two weeks of the conclusion of the mediation process.

   **Note:** The decision by the School of Education Dean is a final decision; the appeal process ends with this step.

6. If the Appeal originated in the School of Arts, Science, and Business or School of Nursing, there is an additional step in the appeal process.
7. If students are not satisfied with the outcome of the mediation process, the student may appeal in writing within two weeks to the School's Dean. The Dean will then ask for a written statement and a copy of relevant materials from the faculty member. The Dean may seek further information as needed. The Dean forwards a decision in writing to the student and Associate Dean or Chair within six weeks of having received the appeal. The decision of the Dean is final.
8. Situations regarding academic dishonesty are reviewed consistent with the Honor Code procedures and are not handled as regular grade appeals.

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## Graduation

All students must file a Graduation Application with the Registrar's Office to initiate the graduation process. **This application is required irrespective of the student's intent to participate in the Commencement Ceremony.** Filing a Graduation Application will initiate a formal review of credits and requirements by the both the School and Registrar's Office staff.

The completed Graduation Application must be signed by the student's academic advisor before

submission to the Registrar's Office. The graduation fee must accompany the Graduation Application before it can be processed.

The deadlines for submitting this Application are as follows:

May Commencement …… October 15

August Commencement …… April 15

December Commencement …… June 15

Failure to submit the Application by the above published deadline will result in postponement of the conferring of the degree until the next graduation period.

The NDMU Commencement Ceremony is held each May. All August and December graduates are invited to participate in May Commencement Ceremony.

A Grade Point Average of 3.0 on a 4-point scale is required for graduation from all degree programs and for completion of certificate programs. Diplomas are withheld until the graduate's account is paid in full. Graduates may purchase tams, gowns and hoods at the campus bookstore.

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### Honor Code

By enrolling at Notre Dame of Maryland University, every student accepts and is bound by the *Honor Code*. The *Honor Code* is based on respect for the individual, personal responsibility, and honesty. It requires students, faculty, staff and administrators to uphold *Honor Code* procedure including the reporting of violations. Under the *Honor Code*, examinations have been unproctored since 1936. The *Honor Code* expects academic honesty.

The membership of the Honor Board shall include student representatives from Notre Dame's graduate programs. These representatives will be appointed by the governing council or School for each program. These students will sit with the Honor Board in all cases involving graduate students and in all meetings where Honor Board procedures and policies are reviewed. A faculty member who teaches in the graduate program will also have a seat on the Honor Board.

The *Honor Code* assumes that all work submitted is one's own, and, therefore it is agreed that:

- Examinations and tests are generally unproctored,
- a signed pledge on the admissions application, on all tests, and all term papers confirms the student's intention of academic honesty. Students write: *"I hereby affirm that I have neither given nor received help on this exam, paper, or assignment." (Signature),*

class materials are not permitted in the testing area,
- cell phones may not be used in testing locations, and
- the student hands all exams to the faculty member in charge of administering the exam.

Violations of the *Honor Code* include, but are not limited to:

- Cheating on tests, examinations or other class or laboratory work,
- plagiarism: unacknowledged appropriation of another's work, thoughts, or ideas, and the unacknowledged incorporation of that work in one's own written work offered for credit. This includes submitting work that was created, researched or produced by someone else,
- falsification of records or data: knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects and other academically-related work,
- unauthorized reuse of work: turning in substantially the same work to more than one class without consent of the instructor involved,
- misrepresentation in bibliography and footnotes, and
- dishonest use of computer facilities: unauthorized or unacknowledged use of a computer file, program, account or log-in name or password.

Students taking courses at other colleges or universities are required to acquaint themselves with the academic and non-academic regulations of that college or university.

Faculty members who have reasonable proof of a violation of the *Honor Code* are to approach the student, learn the facts and report the incident within 48 hours to the Dean in the School of Education, Program Director/ Chair in the School of Arts, Science, and Business, and Associate Dean in the School of Nursing, who will advise the faculty member on the next course of action.

Graduate students are expected to adhere to Notre Dame's Code of Behavioral Standards (section in *Honor Code*). Refer to B08.01 Disruption of the Educational Process which prohibits "Disruption or obstruction of teaching, studying, research, administration, sponsored social programs, fire policy, emergency services, and other University activities."

The following is a direct link to the *Honor Code* found in the Student Handbook.

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## Honor Societies

Graduate students with outstanding records are eligible to become members of certain honor societies. Five honor societies currently invite graduate students to become members.

***Kappa Gamma Pi***, the National Catholic College Graduate Honor Society, invites graduate students who have achieved impressive academic and service records. This honor is restricted to

15% of each graduating class; new members are nominated during the months immediately preceding graduation.

***Sigma*** invites outstanding students in the Nursing program to join the International Honor Society for Nursing.

***Delta Mu Delta,*** the Honor Society in Business Administration, invites outstanding students in the Master of Arts in Leadership and Management program, as well as students in the Nonprofit Management program, to membership.

***Kappa Delta Pi***, the Honor Society in Education, invites outstanding students in the Leadership in Teaching and Master of Arts in Teaching programs to join.

The ***Phi Beta Delta*** International Honor Society (Epsilon Iota Chapter) recognizes individuals for their interest in the areas of international education and exchange and for their efforts in promoting international understanding.

Questions about any of the societies should be directed to the respective academic department or School.

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## Incompletes

A semester officially ends on the date specified in the academic calendar. An Incomplete grade (I) can be granted only for reasons clearly beyond the student's control and under the following circumstances:

- The request must be made by the student to the course faculty. It is the course faculty's decision to accept/deny the request,
- the student's request must be based on a serious illness or emergency preventing the student from completing the work for the course, and
- the student must have satisfactorily completed at least half the course work at the time the Incomplete is requested.

The final determination of the Incomplete grade is the responsibility of the course faculty. The Incomplete grade is calculated as an 'F' and therefore accrues no quality points. It is the student's responsibility to submit all the required work to the course faculty so that a grade may be substituted by the mid-point of the following semester. Work not submitted to the course faculty on time will result in the grade being converted to an "F" at the mid-point of the following semester. The course faculty will submit a Grade Change form to the Dean for signature, which will be subsequently submitted to the Registrar Office. The School Dean, at the request of course faculty,

can grant an extension.

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### Matriculant Status and Leave of Absence

A matriculant is a student who has been officially admitted as a candidate for a particular degree; graduate students are admitted to a specific program. Each matriculant's program is governed by the catalog in force at the time that the student was admitted as a matriculant to the program. Any modifications to that program must be approved in writing by the applicable School Dean. Students have seven (7) years from the time of admission to degree status to complete any of the master's degree programs, except the Master of Arts in Teaching program (MAT) which is normally completed in 15 months by full-time students and within three (3) years by part-time students.

Matriculating students lose matriculation if they do not complete at least one course each year, in any semester or term, including Winterim and Summer, unless a leave of absence has been granted to cover the period of non-attendance. A leave of absence may be requested from the Associate Dean or Program Director/Department Chair. Such a request must be made in writing before the fourth semester or term of absence.

A student may request a leave of absence for up to 180 days. The period of time allowed for a leave of absence will be added to the normal seven-year limit for completion of degree requirements. Students on leave maintain their matriculant status; therefore, they are not eligible to earn credit at another college during their leave from Notre Dame without advance approval.

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### Repeating a Course

With permission of the School Dean, a student may repeat only one course that has been failed. The higher grade and course credits will be counted in the student's Cumulative Grade Point Average and toward the credits needed for the degree. Both grades, however, will appear on the student's official transcript. The repeated course must be taken at Notre Dame. A second grade of "F" in any course will result in Academic Dismissal from the graduate program. A course with a grade of "C" or higher may not be repeated.

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### Study Abroad

Notre Dame of Maryland University is committed to providing students an educational experience that is global in nature. Students are encouraged to include a study abroad experience in their

Program of Study, if possible. Study in another culture during the Winterim or the summer term will enrich students' academic programs and can help them develop an international perspective, intercultural and linguistic skills, as well as a sense of global responsibility.

Notre Dame faculty members teach courses abroad during the Winterim and summer terms. Short-term study abroad experiences are typically 1-2 weeks in length and are offered for academic credit. With permission from applicable Associate Dean, Program Director/Department Chair, or Dean, a study abroad experience may be used to fulfill graduate program requirements. Students should check with the Financial Aid Office to determine if aid may be available for study abroad experiences.

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### Withdrawing from Courses

Students withdraw from a course through the Registrar's Office. Course withdrawals are effective on the date the written withdrawal is received in the Registrar's Office. This date determines both the grade and tuition reimbursement (if any), regardless of whether the course has met or whether the student has attended class sessions.

Students who officially withdraw receive the grade of "W" which will appear on the student's transcript. Deadlines are published in the University's academic calendar. Students who fail to officially withdraw from a course and stop attending will receive a grade of "F" and be liable for full payment of tuition and fees and be responsible for understanding impacts to their financial aid eligibility.

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### Withdrawing from a Program

A matriculant who wishes to withdraw from a program before completing the degree should submit a written statement of withdrawal to the applicable program advisor and the Registrar's Office. Matriculant students who have outstanding financial aid obligations or who have received financial aid in the past should consult with the Director of Financial Aid before withdrawing.

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Baltimore, Maryland 21210

410-435-0100

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# Academic Programs

The following are graduate Programs of Study at Notre Dame of Maryland University:

## Master's Programs

- Administration and Supervision for Changing Populations
- Catholic School Leader/Teacher
- Contemporary Communication
- English Literature
- Gifted and Talented Education
- Analytics in Knowledge Management
- Leadership and Management
- Leadership in Special Education
- Leadership in Teaching
    - Administration and Supervision
    - Cultural Proficiency
    - Digital Technology Leadership
    - English to Speakers of Other Languages
    - Library Media Specialist
    - Mathematics Instructional Leader (Pre K - Grade 6 or Grade 4 - 9)
    - Literacy Specialist/Coach (Reading Specialist)
    - Spanish
    - STEM
- Nonprofit Management
- Nursing
- Teaching
- TESOL (Teachers of English to Speakers of Other Languages)

## Ph.D. Programs

- Instructional Leadership for Changing Populations
- Higher Education Leadership for Changing Populations

## Certificate Programs

- Accelerated Certification for Teaching
- Certificate of Advanced Study in Education
- Post-Baccalaureate Certificate in Curriculum and Instruction
- Post-Baccalaureate Certificate in Leadership and Management
- Post-Baccalaureate Certificate in Leadership of Nonprofit Organizations
- Post-Master Certificate: Nurse Educator
- Post-Master Certificate: Nurse Administrator
- Post-Master Certification
    - Administration and SupervisionGifted and Talented Education
    - Library Media Specialist
    - Mathematics Instructional Leader (Pre-K - Grade 6 or Grade 4-9)
    - Literacy Specialist/Coach (Reading Specialist)
    - Special Education
    - STEM
    - TESOL

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# Admission to Programs

*Students are admitted to a specific graduate program. Once admitted, students may take courses in that Program of Study at any of the four centers (Baltimore campus, Northeast Maryland Higher Education Center, Anne Arundel Community College, and SMHEC) provided appropriate courses are offered. All Programs of Study are offered on the Baltimore campus.*

**The following are topics related to Graduate School Admission at Notre Dame of Maryland University:**

## Submission of Application Materials

School of Arts, Science, and Business
School of Education
Master's Degree Programs
Ph.D. in Instructional Leadership for Changing Populations
Ph.D. in Higher Education Leadership for Changing Populations
School of Nursing
School of Pharmacy

## Admission Criteria: Master's Degree Programs - General Requirements

## Admission Criteria: PhD Degree Programs - Requirements

Ph.D. in Instructional Leadership for Changing Populations
Ph.D. in Higher Education Leadership for Changing Populations

## Program-Specific Admission Requirements for Master's Degrees in Addition to General Requirements

School of Arts, Science, and Business
Additional Requirements: Master of Arts in Art Therapy
Additional Requirements: Master of Arts in Contemporary Communication
Additional Requirements: Master of Arts in English Literature
Additional Requirements: Master of Arts in Leadership and Management
Additional Requirements: Master of Arts in Nonprofit Management
Additional Requirements: Master of Science in Analytics
Additional Requirements: Master of Science in Risk Management
School of Education
Additional Requirements: Master of Arts in Teaching
Additional Requirements: Master of Arts in TESOL
Additional Requirements: None
Master of Arts in Administration and Supervision for Changing Populations

- Master of Arts in Gifted and Talented Education
- Master of Arts Leadership in Administration and Supervision
- Master of Arts Leadership in Teaching
- Master of Arts Leadership in Teaching: ESOL
- Master of Arts Leadership in Teaching: Cultural Proficient Leadership
- Master of Arts Leadership in Teaching Library Media Specialist
- Master of Arts Leadership in Teaching Literacy Specialist
- Master of Arts Leadership in Teaching Mathematics
- Master of Arts Leadership in Teaching: Spanish
- Master of Arts Leadership in Teaching Special Education
- Master of Arts Leadership in Teaching Special Education Exceptionalities
- Master of Arts Leadership in Teaching STEM

School of Nursing

- Additional Requirements: Master of Science in Nursing

## Admission Criteria: Non-Degree Programs

School of Arts, Sciences, and Business

- Post-Baccalaureate Certificates in Business
- Post-Master's Certificate in English Literature

School of Education

- Accelerated Certification for Teaching
- Certificate of Advanced Study in Education (CASE)
- Curriculum and Instruction
- Post-Master Certification Programs
  - Administration and Supervision
  - Gifted and Talented Education
  - Library Media Specialist
  - Mathematics Instructional Leader
  - Literacy Specialist/Coach (Reading Specialist)
  - Special Education
    - Exceptionalities Certificate
    - Graduate Dyslexia Certificate
  - STEM
  - TESOL

School of Nursing

- Nurse Administrator Certificate
- Nurse Educator Certificate

## Accepted Student Status

Provisional Status

Conditional Status

## International Student Admission

## Specialized Contract Courses for Non-Matriculants

## Registration for Professional Development Institute (PDI)

**Visiting Students**

**Policies Related to Admission**

Transfer Credit Policy
Re-admission Policy
Registration Policies

**WebAdvisor**

Change in Registration

**Online Consortium Registration**

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## Submission of Application Materials

Students in the graduate programs must hold a baccalaureate degree from an accredited college or university **before** beginning graduate study. Candidates for admission are assessed on an individual basis, based on admission criteria and any additional information which the student may provide.

Inquiries and application materials should be directed as follows:

### School of Arts, Science, and Business

**For Master's Degree Programs:**

Enrollment Manager for the School of Arts, Sciences and Business
410-532-5131

http://ndm.edu/grad-prof-studies/admissions-aid/apply

### School of Education

**For Master's Degree Programs:**

Enrollment Manager
gradedu@ndm.edu
410-532-5504

http://ndm.edu/grad-prof-studies/admissions-aid/apply

**For the Ph.D. in Instructional Leadership for Changing Populations Program:**

Jeanette Quinn, PhD, Assistant Dean for Advising
jquinn@ndm.edu
410-532-5895 or 410-532-5149

http://ndm.edu/grad-prof-studies/admissions-aid/apply

**For the Ph.D. in Higher Education Leadership for Changing Populations Program:**

Sr. Sharon Slear, PhD
sslear@ndm.edu
410-532-3169

http://ndm.edu/grad-prof-studies/admissions-aid/apply

### School of Nursing

**For the Master of Science in Nursing program:**

Natalie Scimonelli, Enrollment Manager
ndmunurse@ndm.edu
410.532.5236

http://ndm.edu/grad-prof-studies/admissions-aid/apply

### School of Pharmacy

For information on admissions to the School of Pharmacy, please visit the School of Pharmacy **Admissions Page**.

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## Admission Criteria: Master's Degree Programs

**General Requirements**

Regardless of the School where the program resides, applicants to master's programs must have completed a Bachelor of Arts (BA) or Bachelor of Science (BS) degree with a Cumulative GPA of 3.0 or above on a 4-point scale. All students interested in earning a master's degree will submit items described below:

1. Completed Graduate Application.
2. Official transcript from the accredited institution that granted the baccalaureate degree, plus official transcript(s) of any previous graduate study. Send official transcripts directly to the applicable School where the Program of Study resides.
3. An essay is required for admission into all Schools. Refer to applicable School and/or **Application** for specific areas to address in the essay.
4. Students with a graduate degree from a foreign university are not automatically admitted They may be invited to take one or more of the admissions tests in order to advance their candidacy for admission, especially programs with an admissions cap.

*Note: School-specific additional admission requirements are located in the next section. Applicants to Doctor of Philosophy (Ph.D.) programs, refer to Admission Requirements located in the next section.*

**Priority Filing Dates**

- **Fall Semester** July 5
- **Winterim Session** November 5
- **Spring Semester** December 5
- **Summer Semester** April 5

The optimal submission time for applications is a semester ahead in order to enroll in courses of the student's choice. Notre Dame students may register for two semesters at the same time: Summer and Fall together; Winterim and Spring together.

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## Admission Criteria: PhD Degree Programs - Requirements

### School of Education—Doctoral Programs

#### Ph.D. in Instructional Leadership for Changing Populations

#### Admission Requirements (School of Education)

Individuals interested in earning a doctoral degree must fulfill all admission requirements. Candidate applications are reviewed for the following requirements:

1. Successful completion of a Master's degree from an accredited institution with a GPA of at least 3.5 on a 4.0-point scale.
2. Completed graduate application form.
3. Two recommendation letters.
4. Official transcripts of all post-secondary education sent directly from those institutions to the School of Education.
5. A statement describing personal area of academic interest and research.
6. Satisfactory score on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) taken no longer than five years before date of application to the program. The MAT/GRE may be waived if the applicant had a 3.0 GPA on a 4-point scale in his/her bachelor's degree program **AND** a 3.75 in his/her master's degree program.

*Note: While the School of Education encourages applicants to apply online, paper applications may be obtained from the School of Education.*

#### Ph.D. in Higher Education Leadership for Changing Populations

#### Admission Requirements (School of Education)

Individuals interested in earning a doctoral degree must fulfill all admission requirements. The Program of Study is designed for cohort groups. Every attention will be given to moving each cohort through the Program according to a specified timeline provided at the time of admission. Candidate applications are assessed regularly in light of the following requirements:

1. Successful completion of a Master's degree from an accredited institution with a Grade Point Average of at least 3.5 on a 4-point scale.
2. A completed graduate application.
3. Two recommendation letters.
4. Official transcripts of all post-secondary education sent directly from those institutions to the School of Education.
5. A statement describing personal area of academic interest and research.
6. Satisfactory score on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) taken no longer than five years before date of application to the program, The MAT/GRE may be waived if the applicant had a 3.0 GPA on a 4-point scale in his/her bachelor's degree program **AND** a 3.75 in his/her master's degree program.

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## Program-Specific Admission Requirements for Master's Degreess in Addition to General Requirements

### School of Arts, Science, and Business

#### Additional Requirements: Master of Arts in Art Therapy

To be considered for admission to the Master of Arts in Art Therapy program, applicants must have completed a BA or BS degree with a Cumulative GPA of 3.0 or above on a 4-point scale. There is no Graduate Record Examination (GRE) requirement for admission.

Applicants must complete the general requirements for graduate admission and meet and/or address the following program requirements*:

1. A statement of purpose detailing: affinity for working with people; motivation for pursuing career in art therapy; personal

meaning of art and/or creativity in the candidate's life; creative strengths and areas of anticipated growth. APA format should be used.

*Note: This essay is in addition to the general essay required as described under General Requirements.*

2. Two recommendation letters.
3. Art portfolio for review. Portfolio to include: minimum of 15 pieces reflecting knowledge of a range of materials (two and three dimensional media) and techniques. Actual works or high resolution photos of work acceptable. Expressive work not exclusively created as assignments are preferred.
4. Coursework prerequisites:

    - A minimum of **18 credit hours in studio art including** drawing (3), painting (3), *and* ceramics or photography (3)
    - A minimum of **12 credit hours in psychology including** child/adolescent or human development *and* abnormal psychology.

*Note: At least 12 hours of the studio art and at least nine (9) hours of the psychology must be completed prior to admission with the remaining hours being completed within the first year of enrollment in the program.*

*Requirements are consistent with the standards set forth by the American Art Therapy Association Accreditation Council for Art Therapy Education and Commission on Accreditation of Allied Health Education Programs.

**Additional Requirements: Master of Arts in Contemporary Communication**

No additional requirements for this program.

**Additional Requirements: Master of Arts in English Literature**

To be considered for admission to the Master of Arts in English Literature program, applicants must have completed a bachelor's degree in a related field.

**Additional Requirements: Master of Arts in Leadership and Management**

To be considered for admission to the Master of Arts in Leadership and Management program, applicants must have completed a bachelor's degree with a cumulative GPA of 3.0 or above on a 4-point scale. If the student's cumulative GPA is between a 2.5 and 3.0, the GRE or Graduate Management Admission Test (GMAT) is required.

**Additional Requirements: Master of Arts in Nonprofit Management**

To be considered for admission to the Master of Arts in Nonprofit Management program, applicants must have completed a bachelor's degree with a cumulative GPA of 3.0 or above on a 4-point scale. If the student's cumulative GPA is between a 2.5 and 3.0, the GRE or GMAT is required.

**Additional Requirements: Master of Science in Analytics**

To be considered for admission to the Master of Science in Analytics program, applicants must have completed a bachelor's degree with a Cumulative GPA of 3.0 or above on a 4-point scale. If the student's Cumulative GPA is between a 2.5 and 3.0, the GRE is required. Applicants must have successfully completed an undergraduate statistics course.

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### School of Education

For specific admissions information based on your program, please consult with your enrollment manager. Upon review of admission criteria outlined above in General Requirements, applicants may be required to fulfill one or more of the following items:

- Letters of Recommendation

- Praxis Core or other Maryland approved test scores
- Admissions interview
- Watson-Glaser "Critical Thinking Appraisal"
- Grammar exam

**Additional Requirements: Master of Arts in Teaching (MAT)**

Students are admitted to the MAT program on a full-time basis to complete the program within ten (10) months or on a part-time basis with completion generally expected within two years. Although part-time work may begin any semester, students admitted to full-time study must begin their work in the summer term in order to complete their studies within ten (10) months.

Prospective students should consult with the MAT Coordinator or Southern Maryland Higher Education Center Program Coordinator for requirements pertaining to admission, advancement in the program, and special degree requirements.

**Additional Requirements: Master of Arts in TESOL**

International students who have learned English as a second language and who have not previously completed a degree from an English-speaking university will need to demonstrate English language skills through one of the following exams. Please submit, in addition to the requirements for the MATESOL degree, one of the following:

- A score of 7.0 or higher on the IELTS.
- A score of 100 or higher on the TOEFL Internet Based Test
- A score of 250 or higher on the TOEFL Computer Based Test
- A score of 600 or higher on the TOEFL Paper Based Test

**Additional Requirements: Other Master of Arts Programs in the School of Education**

Individuals interested in earning a Master of Arts degree in any of the programs listed below should note there are no additional requirements. Applicants should follow the General Requirements for Admission.

Master of Arts in Administration and Supervision for Changing Populations
Master of Arts in Gifted and Talented Education
Master of Arts Leadership in Administration and Supervision
Master of Arts Leadership in Teaching
Master of Arts Leadership in Teaching: ESOL
Master of Arts Leadership in Teaching: Cultural Proficient Leadership
Master of Arts Leadership in Teaching Library Media Specialist
Master of Arts Leadership in Teaching Literacy Specialist
Master of Arts Leadership in Teaching Mathematics
Master of Arts Leadership in Teaching: Spanish
Master of Arts Leadership in Teaching Special Education
Master of Arts Leadership in Teaching Special Education Exceptionalities
Master of Arts Leadership in Teaching STEM

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## School of Nursing

**Master of Science in Nursing**

To be considered for admission to the Master of Science in Nursing program at Notre Dame, applicants must have completed a Bachelor's degree in Nursing from an accredited college or university, or an equivalent degree from a comparable foreign institution and have attained a cumulative GPA of 3.0 on a 4-point scale. Applicants must submit the following items:

1. A completed graduate application form.

2. Official transcripts from all previous colleges attended for community college, baccalaureate, and graduate course work. Send all transcripts directly to the School of Nursing.
3. A 750 to 1000-word essay as outlined on the Graduate Application.
4. An active unencumbered State of Maryland license or compact state RN license.

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## Admission Criteria: Non-Degree Programs

### School of Arts, Science and Business

#### Post-Baccalaureate Certificates in Business

Notre Dame offers Post-Baccalaureate Certificate programs in Leadership and Management, Leadership of Nonprofit Organizations, and Risk Management. To be considered for admission to any of the certificate programs, applicants must have completed a bachelor's degree with a cumulative GPA of 3.0 or above on a 4-point scale. If the student's cumulative GPA is between a 2.5 and 3.0, the GRE or GMAT is required.

### School of Education

#### Accelerated Certification for Teaching

The Accelerated Certification for Teaching (ACT) program is a post-baccalaureate, non-degree, graduate level, state approved program for the preparation of elementary and secondary school teachers. Admission requirements to the ACT program are:

1. Completed Graduate Application.
2. Baccalaureate or advanced degree with a 3.0 GPA on a 4-point scale from an accredited institution.
3. Official transcripts of prior graduate and undergraduate work sent directly from those institutions to the School of Education.
4. Admissions interview with the ACT Coordinator.
5. Extensive prior study in liberal arts coursework and in the subject content area appropriate to the area in which the candidate is seeking certification
6. Three recommendation letters using the School of Education form located on the Application Information by School: School of Education web page http://ndm.edu/grad-prof-studies/admissions-aid/apply
7. Passing scores on Praxis Core.
8. The candidate's essay will be critiqued for writing skills and the candidate's oral communication skills will be assessed during the interview, as well as their level of readiness/preparation to become a classroom teacher.

#### Certificate of Advanced Study in Education (CASE)

1. Master's degree from an accredited institution with recommended GPA of 3.5 or above on a 4-point scale.
2. Completion of application materials, as noted under General Requirements.
3. Two recommendation letters using the School of Education form located on the Application Information by School: School of Education web page http://ndm.edu/grad-prof-studies/admissions-aid/apply

#### Curriculum and Instruction

Applicants to the Curriculum and Instruction program should have at least one year of teaching experience and a cumulative GPA of 3.0 or higher in their undergraduate program. All of the required credits for the post-baccalaureate certificate in Curriculum and Instruction must be earned at Notre Dame. Credits earned toward the certificate in Curriculum and Instruction may be applied to the Master of Arts in Leadership in Teaching.

#### Post-Master Certification Programs

Notre Dame offers the following Post-Master Certification Programs:

- Administration and Supervision
- Gifted and Talented Education

- Library Media Specialist
- Mathematics Instructional Leader
- Literacy Specialist/Coach (Reading Specialist)
- Special Education
- STEM
- TESOL

To be considered for admission, applicants should follow the General Requirements for Admission. There are no additional requirements for these Post-Master Certification programs.

### School of Nursing

**Admission Criteria: Non-Degree Programs in the School of Nursing**

**Post-Master Certificate Program: Nurse Educator Certificate and**

**Nurse Administrator Certificate**

The Post-Master Certificate program allows nurses who are pursuing a graduate nursing degree or have a graduate degree in nursing to enroll in the nurse educator or nurse administrator certificate programs of study. To be considered for admission, applicants must have a MSN, Doctor of Nursing Practice, or Ph.D. in Nursing from an accredited college or university with a Cumulative GPA of 3.0 on a 4-point scale. Applicants must submit the following items:

1. A completed graduate application using the 'Post-Master's Certificate Application' located on the School of Nursing application page. http://ndm.edu/grad-prof-studies/admissions-aid/apply
2. Official transcripts from all previous graduate coursework. Send transcripts directly to the School of Nursing. Graduates of Notre Dame's MSN program are not required to submit an official transcript.
3. An active unencumbered State of Maryland or compact state RN license.

*Note: Contact the School of Nursing Enrollment Manager if interested in enrolling in designated certificate courses while still engaged in either the MSN Nursing Leadership in Education or Administration programs of study.*

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## Accepted Student Status

Students will be fully accepted or may have provisional or conditional status.

### Provisional Status

Provisional status is granted to students who qualify for admission to a program, but who must complete a specific procedural requirement (*e.g.*, filing an official transcript issued after the bachelor's degree has been officially awarded). Provisional status in a program may be granted before the baccalaureate degree is conferred for graduate study. The requirements for admission to full degree (matriculant status) will be clearly stated in the letter of acceptance.

It is the responsibility of the student to schedule an appointment with an academic advisor when the requirements have been met. Until a requirement(s) is met, the provisional status designation will remain on the student's academic record. This will preclude students from registering for additional courses.

### Conditional Status

Conditional status is granted to students who may not fully meet admission criteria, but, are offered the opportunity to take courses before a final decision is made. Under conditional status, students are typically restricted to taking one and no more than two courses. The requirements for admission to full degree (matriculant status) will be clearly stated in the letter of acceptance.

It is the responsibility of the student to schedule an appointment with an academic advisor when the requirement(s) has been

met. Until this requirement is met, the conditional status designation will remain on the student's academic record. This will preclude students from registering for additional courses and progression in the program of study.

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## International Student Admission

Notre Dame welcomes students from every nation in the world to apply for admission. A diverse campus community enhances NDMU's world view and enriches classroom interaction.

Programs and services for international students include orientation, academic and immigration counseling.

In addition to general admission requirements and additional requirements as per the School where the graduate program resides, international applicants must:

1. Be able to qualify for the F-1 student visa: https://travel.state.gov/content/travel/en/us-visas/study/student-visa.html
2. Submit certified, transcribed and evaluated transcripts of undergraduate study equivalent at least to a U.S. bachelor's degree (international credentials must be evaluated through World Educational Services);
3. Submit a completed Affidavit of Support form that indicates ability to fully finance the program of study;
4. Submit a score of 550 or higher on the Test of English as a Foreign Language (TOEFL) if a student's native language is not English. A student will be exempt from taking the TOEFL if a: 1) a student has an undergraduate degree in English *or* 2) a student's undergraduate language of instruction was in English either in the U.S. or abroad.

Upon admission, students who are not permanent residents of the United States must contact Notre Dame's Director for International Education at 410-532-5561 or oip@ndm.edu to begin the student visa process. Once you have accepted the offer of admission and received your F-1 student visa you may register for classes. International students cannot be accepted provisionally.

International students on an F-1 visa at the graduate level are required, by United States government regulation, to be enrolled for nine credit hours each semester.

Notre Dame of Maryland University does not provide financial aid to international graduate students

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## Specialized Contract Courses for Non-Matriculants

Notre Dame offers graduate courses by contract with local organizations, including school systems, for specified populations. Students must provide evidence of an undergraduate degree to register for any graduate-level class. Students admitted to specialized contract courses may take these courses without being admitted to a program. Admission to specialized courses does not imply admission to other graduate courses or to a program. Students admitted to specialized contract courses may apply for admission to a program, and will be considered for admission under the usual application procedures.

If admitted, up to nine credits taken in contract courses may be considered for transfer into the degree program.

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## Registration for Professional Development Institute (PDI)

Students in the specialized education contract courses register as non-matriculants in the Professional Development Institute (PDI).

Students may be permitted to enroll in the Professional Development Institute (PDI) in order to take graduate level education

courses for their own enrichment or to fulfill requirements for Maryland schools. Teachers in Maryland schools may apply to the PDI for recertification or for a second certification.

By their signature on the PDI registration form, **students are affirming they have earned their undergraduate degree.** If the confirmation of the undergraduate degree (transcript) is not received from the granting institution, Notre Dame reserves the right to withdraw credit for the course(s) and to terminate the student's PDI status.

Students registering through the Professional Development Institute (PDI) may later apply for admission to a Notre Dame graduate program and will be considered for admission under the normal application procedure. If students wish to transfer from the PDI to matriculation in one of the degree programs, they must complete the regular graduate admission process. There are no exceptions to this policy.

Registering through the Professional Development Institute for graduate level or specialized courses does not guarantee admission to other graduate courses or to a graduate degree program.

If a PDI student is admitted to a graduate program, up to nine credits earned in PDI courses may be utilized in the degree program if those PDI credits apply to the degree program and if the student earned a grade of B or better in the PDI course(s). A delay of three (3) years or more in matriculating for a master's degree may mean that those courses (credits) are not applicable for the degree.

**Notre Dame reserves the right to determine which courses may be offered under the auspices of the Professional Development Institute (PDI).**

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## Visiting Students

Degree-seeking students in a graduate program at another college or university may be admitted as visiting students, taking courses at Notre Dame to be transferred to their graduate program. Undergraduate students may take one graduate course at Notre Dame of Maryland University per semester.

To be eligible, an undergraduate student must:

1. Be a matriculated student in good standing who has completed at least one semester of the senior year at one of the following institutions: Coppin State, Goucher College, Loyola University, Maryland Institute College of Art, Morgan State University, The Johns Hopkins University, Towson University or the University of Baltimore;
2. Have at least a 3.0 undergraduate GPA on a 4.0-point scale.
3. Present a letter from the Dean or Director of the Program of Study at the institution which he/she is attending, indicating permission to take a particular course.

Undergraduate students admitted under this policy are visiting students in the graduate programs at Notre Dame. **Courses taken at the graduate level are not eligible to be used for the undergraduate degree (or vice versa).**

Visiting student status will lapse once a student has completed the course(s) stipulated at the time of application. Admission of a Visiting Student to the University does not guarantee that a course will be scheduled, that it will not be cancelled in the event of insufficient enrollment, or that there will be room in the class at the time the visiting student attempts to register. Visiting students pay the current graduate tuition rate directly to Notre Dame. Grade reports are not sent to the student's home institution; students who require a transcript must request a copy from the Registrar's Office at Notre Dame.

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## Policies Related to Admission

### Transfer Credit Policy

At the time of admission, students must initiate requests for transfer credit for courses already completed. Graduate courses taken at other colleges and universities after admission to Notre Dame require advance approval from the appropriate dean. In certain Programs, it may not be possible to take core courses elsewhere given their unique design. Except as noted elsewhere in this Catalog, a maximum of **six (6) graduate credits** may be transferred into any of the Master's degree programs at Notre Dame. Courses transferred into the graduate program must carry a grade of "B" or better, be directly related to the student's Notre Dame Program, and not have been applied toward another degree. (Transfer credits must have been completed in the past seven years.)

### Re-admission Policy

Notre Dame does not automatically re-admit students who have withdrawn from the University or whose matriculant status has lapsed. Students must submit a new Graduate Application and official transcript(s). Readmitted students must fulfill the Program requirements in place at the time of re-admission.

### Registration Policies

Students who have satisfied the admission requirements and have been admitted into a specific graduate program may register for graduate courses. Students may not register until they have been officially accepted into a graduate studies Program of Study or approved for non-matriculant status.

Course schedules, registration dates, and instructions are available on the Notre Dame's website, *www.ndm.edu* and through WebAdvisor.

Registration fees are applied to a student's account at the time of registration. Tuition and other fees are due by a specific date each registration period. A student's registration is subject to cancellation if tuition and other fees are not paid by the specified deadline prior to the beginning of classes. However, please note that non-payment is not an authorized method of dropping a class; if the student's name remains on the class roster, the student will be responsible for payment and will receive a grade of "F" for the course.

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## WebAdvisor

WebAdvisor is an online tool for Notre Dame students and faculty. WebAdvisor data are real-time and enable students direct access including but not limited to: the *Schedule of Courses*, the *Catalog*, and information on a student's grades, schedules, financial aid, as well as access to online registration and payment and payment services. All students are provided access to WebAdvisor and are encouraged to use these tools.

### Change in Registration

To make a change in registration, i.e., dropping or adding a course, students should access WebAdvisor. Students may add a course until the date specified in the Course Schedule. Changes in registration must be made during the drop/add period. Students may drop a class without academic record until the day classes begin in that particular term. Dropped courses do not appear on the student's transcript. Once the term begins, students may withdraw from (but not drop) a course. The deadline for withdrawing is published in the Academic Calendar which can be found on the Registrar's webpage. If a student withdraws from a course a "W" grade will appear on the student's transcript. Students who fail to withdraw officially from a course and simply stop attending will receive a grade of "F" and will be responsible for full payment of tuition and fees.

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## Online Consortium Registration

Notre Dame of Maryland University is a member of the Online Consortium of Independent Colleges and Universities (OCICU).

This partnership allows NDMU graduate students to enroll in some courses offered online, with an accelerated pace. Students who elect the Project Management Concentration in the Leadership and Management Program will take up to four of their concentration electives online through the Consortium.

Students complete the registration process through NDMU and are awarded NDMU graduate credits upon successful completion of the course. Registration for online consortium classes is a two-stage process. Students are not officially registered until confirmation is received from OCICU. Students follow all OCICU rules and regulations when enrolled in these classes. Faculty teaching these courses are employed by Regis University. Students are responsible for tuition/fees for OCICU courses not dropped by the OCICU deadline date. Please see your academic advisor for more information on consortium online courses.

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# Financial Aid

Notre Dame of Maryland University offers a comprehensive program of need-based and merit-based financial assistance. It is designed to help students cover the difference between the amount they are able to pay and the total cost of attending NDMU. According to federal guidelines, parents of traditional-aged students assume the primary responsibility for the educational expenses of the students; it is also understood that students have responsibility to help pay for their education. For adult learners, federal guidelines state that students assume primary responsibility for their own educational expenses.

Financial aid is provided through scholarships, grants, loans and paid employment, which may be offered to students singly or in combinations called financial aid packages. The sources of such funds are the federal government, state agencies, private foundations, corporations, educational institutions and Notre Dame of Maryland University.

The Office of Financial Aid website, www.ndm.edu/financialaid, provides detailed and up to date information on the types of aid available, how to apply, eligibility requirements, policies and procedures, external scholarships for students, deadlines, a checklist, contact information and more.

## Additional Resources

- Application Process
- Cost of Attendance
- Policies

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# Application Process

## Obtain a FSA ID

All students, and parents of dependent students, should apply for a **U.S. Department of Education Federal Student Aid (FSA) ID**. The new FSA ID consists of a user-created username and password to electronically access the Federal Student Aid's online systems (including the FAFSA) and can serve as your legal signature.

## Complete the FAFSA

The Free Application for Federal Student Aid (FAFSA) may be filed beginning October 1 of each year. There is no charge for submitting the FAFSA.

We encourage students to submit your FAFSA by Notre Dame's priority deadline of February 15 (for students who start in the summer or fall semester) or November 15 (for students who start in the spring semester) to be considered for certain limited funds.

List Notre Dame of Maryland University on your FAFSA. Notre Dame's school code is 002065.

Submit your FAFSA. Print out and keep a copy of your submitted information for your records.

## FAFSA Follow Up

Students will receive an email from the U.S. Department of Education with a link to the **Student Aid Report (SAR)** that shows the results of the FAFSA. Check the SAR for accuracy and make any necessary corrections.

Students will receive an email from Notre Dame of Maryland University informing them when we have received your FAFSA results.

If the student's FAFSA is selected for a process called *verification*, accepted applicants will be notified via email to submit required documents.

Current students will be sent an email and advised to check Web Advisor for missing documents. Do not submit documentation unless it is requested.

About three weeks after submitting taxes to the IRS electronically (8 weeks for paper filing), attempt to use the **IRS Data Retrieval Tool** to import the financial information from the tax returns into your FAFSA to avoid processing delays. If you are ineligible to use the IRS Data Retrieval Tool, enter the updated information from your tax returns manually. See directions on how to use the IRS Data Retrieval Tool.

## Award Notification

After the student's financial aid file is complete, they will receive an award notice if they meet **eligibility requirements**. Award notices will be emailed to new students and posted on WebAdvisor for returning students.

Award letters for new students with complete financial aid files who plan to enroll for the fall semester will be sent beginning in November (December for students who plan to begin enrollment in the spring semester). Award information for returning students with complete files and who meet **satisfactory academic progress standards** will be posted on WebAdvisor beginning in late March.

After receiving their financial aid notification, students must read and follow the instructions in the **How it Works** section of the NDMU website.

Student financial aid award notices will be based on certain enrollment and housing assumptions. If these assumptions are incorrect, it is the student's responsibility to **notify the Office of Financial Aid** so the award can be revised in a timely manner. Similarly, if a student receives notification of another source of funding not reflected in the financial aid award, documentation of the expected award must be sent to the Office of Financial Aid as soon as it is received.

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# Cost of Attendance

Cost of Attendance (or financial aid budget) is a combination of direct expenses (such as tuition and fees) and indirect expenses (such as books and personal expenses) a student will incur to attend NDMU. Each student's actual expenses may vary, but Cost of Attendance provides an estimate of the cost of attending Notre Dame of Maryland University for an academic year.

Cost of Attendance is determined using a formula established by the U.S. Congress. All expenses are for the nine-month school year. Costs are subject to change without notice.

The Office of Financial Aid uses *average* budgets to calculate financial aid. Average budgets are based on a student's anticipated average enrollment. A student cannot receive more than the cost of attendance from any combination of institutional, federal, state, or private funding source. This includes merit and need-based aid as well as tuition remission, VA benefits, and ROTC awards.

Visit our **Cost of Attendance Page** online for detailed information by student type: http://www.ndm.edu/admissions-aid/financial-aid/how-apply/cost-attendance

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# Policies

Notre Dame of Maryland University complies with federal and state regulations to establish policies and procedures for federal, state, and institutional financial aid. Students are encouraged to review all financial aid policies at Notre Dame. Students needing further assistance or more information should contact the Office of Financial Aid.

Not all colleges or universities present policy and procedure information in the same manner. Therefore, students should not assume the information contained within these pages can be applied towards another institution.

## Additional Resources

- Communication and Confidentiality
- Contractual/Consortium Agreements
- Courses - Dropping
- Courses - Withdrawal
- Cumulative Total Loan Limits
- Disbursement of Funds
- Leave of Absence and Return to Title IV Funds
- Loan Limits Each Year
- Rights and Responsibilities
- Satisfactory Academic Progress
- TEACH Grant Program

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# Communication and Confidentiality

Students must check their Notre Dame e-mail for communications from the Office of Financial Aid.

When students contact the Office of Financial Aid using their personal account (non Notre Dame email account), the response will be sent to the student's Notre Dame email account.

Students must use Web Advisor to monitor the amounts and status of their financial aid awards.

Students must contact the IT Department at 410-532-5200 for problems accessing Notre Dame email or WebAdvisor.

## Confidentiality Policy

The Family Educational Rights and Privacy Act (FERPA) requires the Office of Financial Aid to release detailed financial aid and billing information only to the student.

The student may, however, authorize another person to obtain his/her personal information by completing an Authorization to Release Information with the Registrar's Office.

If a student requires copies of their guardian's tax returns, NDMU requires a written release from the guardian to the Office of Financial Aid, specifying which of their documents can be released.

All visitors to the Office of Financial Aid must present a valid ID (student ID card or driver's license) before student specific information can be released.

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# Contractual/Consortium Agreements

## Consortium Agreements

The Office of Financial Aid does not routinely participate in any Consortium Agreements to serve as a home institution. Students may petition the Office of Financial Aid to participate in Consortium Agreements on a case by case basis.

## Contractual Agreements

The Office of Financial Aid participates in a contractual agreement with John Hopkins School of Medical Imaging for students pursuing the undergraduate degree in Radiological Sciences.

The undergraduate Radiological Sciences Major requires a period of clinical study at Johns Hopkins Hospital, but allows students to earn their degree from NDMU. During this entire Program of Study, *federal financial aid* is processed through NDMU.

The Johns Hopkins School of Medical Imaging is recognized as an eligible institution of higher education for purposes of *state* financial aid programs. These include Maryland State Scholarships and Veterans Benefits but do not include Federal Financial Aid such as Pell Grants and Direct Subsidized/Unsubsidized Loans. Students may also apply for a low interest loan through The Johns Hopkins Federal Credit Union (JHFCU). The applicant must meet JHFCU loan requirements. The Schools of Medical Imaging do not guarantee loan approval by JHFCU. Specifics about loan policies can be addressed at the time of the applicant's interview or through the school office. All financial arrangements must be resolved before attending the respective program.

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# Courses - Dropping

The overall consequences of dropping courses depend on EACH of the following:

- the aid a student has been awarded,
- the number of credits retained, and
- the point in the semester the course was dropped and the tuition refund period in effect (check the Academic Calendar).

Students could owe additional money to the university (which would be due immediately) or students could have additional funds returned to them from the university in the form of a refund. In some cases, eligibility for aid could be impacted for future semesters. Refer to the Satisfactory Academic Progress (SAP) Policy for more information.

Students must check with the Office of Financial Aid before dropping from any and all courses to determine if their aid will be impacted.

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# Courses - Withdrawal

Withdrawing from the University may have both academic and financial aid consequences. Students are encouraged to understand the consequences before deciding to withdraw.

If students complete 60 percent or less of the term prior to Withdrawal, they may be required to repay a substantial portion of their financial aid.

As with dropping a class, the specific financial consequences for each student depends on several factors:

- The amount and type of financial aid the student has been awarded for the term,
- the amount of initial charges, as well as adjusted charges, and
- the point in the term of the Withdrawal (including the refund period in effect).

The student could owe additional money to the university (which would be due immediately), or the student could have additional funds returned to them from the university in the form of a refund. In some cases, students could have aid adjusted for future terms.

Notre Dame of Maryland University is required to review a student's account and recalculate eligibility in the following situations:

- A student completely withdraws from all classes during the semester,
- a student never attend any classes during the semester, and/or
- a student does not complete *all* modules (classes that do not span the entire length of the semester) for which he/she has registered during the semester.

The Office of Financial Aid is responsible for reporting in the calculation the last date of attendance as determined by the institution using the last date of attendance or the last date of academically related activity. If neither of these dates are available, then the date the student initiated the withdrawal process will be used.

Confirmation of future enrollment within the same semester will prevent the recalculation process from being initiated. If a student decides that dropping a single course during the semester is

necessary, but expects to complete the subsequent module courses during the same semester, he or she will be given the option to confirm that intention by responding to email notice from the Office of Financial Aid. Without documented confirmation by the student, the Office of Financial Aid will assume the student ceased attendance and will begin the Return of Title IV funds process.

The federal recalculation is determined on a pro-rated basis taking into consideration the actual number of days a student is in attendance. Once the recalculation is completed, the student will receive notification from the Office of Financial Aid of any change to her/his financial aid.

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# Cumulative Total Loan Limits

**Federal regulations set aggregate, or total, loan limits in addition to the annual loan limits. Students cannot borrow more than the Aggregate Loan Limit for all subsidized and unsubsidized loans at all schools.**

## Aggregate Loan Limits

| | |
|---|---|
| Graduate/Professional Students | $138,500 |
| Certain Health Professional Students- Pharmacy | $224,000 |

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# Disbursement of Funds

***Student financial aid disburses to their account after the semester has started. All aid disburses directly to the student account to first pay all institutional charges. Should the student have an outstanding credit balance after disbursement, the excess will be refunded to the student. Please contact the Business Office regarding refund processes.***

In order for a graduate student to be eligible for loan funds, she/he must be enrolled at least half-time (4.5 credits for graduate students, 5 credits for Pharmacy students, and 3 credits for PhD/Doctoral students) at both census and at the time loan funds are disbursed to the Business Office. For graduate students and PhD students whose classes are staggered with multiple start dates, loan funds will not be released until the student has reached half-time enrollment. Pharmacy students are disbursed and refunded loans/aid based on registration at the first day of the term - this has an impact on Verification (which conforms to slightly different Department of Education guidelines). Pharmacy students in their 3rd or 4th year participating in rotations are encouraged to discuss Verification with their School or the Office of the University Registrar.

The Verification of Enrollment for all students begins after the census date of the semester and is performed periodically throughout the semester.

Scholarships, grants, or loans from external sources will be posted as the funds are received by NDMU. Funds are posted weekly throughout the semester.

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# Leave of Absence and Return to Title IV Funds

## Leave of absence

Students who must interrupt their studies for adequate reason, such as sustained ill health or military service, may be granted a Leave of Absence for a semester. Notre Dame of Maryland University's academic Leave of Absence Policy does not meet certain Federal Title IV requirements; therefore, a NDMU Leave of Absence after the semester starts will be treated as a federal withdrawal and would be subject to Title IV Return of Funds calculation.

## Return of federal student aid

To remain eligible for federal student aid during the semester, the student must be attending classes, taking exams, and completing required course work.

Federal Regulations require the University to calculate a Return of Federal Student Aid funds for students who Withdraw (officially or unofficially) from all classes on or before the 60 percent attendance point in the semester and for students who Withdraw from any module-based courses. If the student officially Withdraws, the determination date is the date NDMU determines the student began the Withdrawal process. If the student does not provide official notification of his/her intent to Withdraw, the determination date will be determined as the date NDMU became aware the student was not attending class. For official Withdrawal, NDMU uses the date the student provided official notification to Withdraw as the Withdrawal date; for unofficial Withdrawals, the last date of academically related activity as given by a professor is used as the Withdrawal date.

The calculation required determines a student's earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator.

Until a student has passed the 60% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have

earned all awarded aid for the enrollment period.

The unearned portion of federal student aid funds will be returned to the appropriate aid program(s). The funds are returned in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Graduate PLUS Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal SEOG Grant

Students withdrawing from classes are responsible for payment of any balance due after the required return of federal student aid funds.

*Earned aid is not related in any way to institutional charges.* In addition, the University's refund policy and Return of Title IV funds procedures are independent of one another. A student who drops/withdraws from a course may be required to return unearned aid and still owe the University for the course. For more information on Notre Dame of Maryland University's Withdrawal and institutional charges policies, please consult the Catalog.

Students who stop attending all classes without officially Withdrawing will be subject to a Return of Federal Student Aid funds at the end of the semester based on the last documented date of attendance as determined by Notre Dame of Maryland University.

The responsibility to repay unearned Title IV aid is shared by the University and the student. For example, the calculation may require Notre Dame of Maryland University to return a portion of federal funds to the Federal Title IV programs. In addition, the student may also be required to return funds based on the calculation. A student returns funds to the Federal Direct Loan program based on the terms and conditions of the promissory note of the loan. A student who receives federal grants may be required to repay 50% of the funds received.

**How to Handle a Grant Overpayment**

Students who owe funds to a grant program are required to make payment of those funds within 45 days of being notified they owe this overpayment. During the 45 day period, students will remain eligible for Title IV funds. If no positive action is taken by the student within 45 days of being notified, Notre Dame of Maryland University will notify the U.S. Department of Education of the student's overpayment situation. The student will no longer be eligible for Title IV funds until they enter into a satisfactory repayment agreement with the U.S. Department of Education.

During the 45-day period, the student can make full payment to Notre Dame of Maryland University to cover the overpayment. The University will forward the payment to the U.S. Department of Education and the student will remain eligible for Title IV funds.

If a student is unable to pay their overpayment in full, they can set up a repayment plan with the U.S. Department of Education. Before doing this, please contact the Office of Financial Aid. Students will need to verify NDMU has referred their situation to the U.S. Department of Education before any repayment plan can be established.

Contact information to the U.S. Department of Education is as follows:

U.S. Department of Education
Student Financial Assistance Programs
P.O. Box 4222
Iowa City, IA 52245
Phone: 1-800-621-3115
E-Mail: DCS_HELP@ed.gov

For examples of the Return of Title IV funds calculations or questions regarding the overpayment policy, please contact the Office of Financial Aid.

Students considering Withdrawal should contact the Office of Financial Aid.



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# Loan Limits Each Year

Graduate students must complete the Free Application for Federal Student Aid (FAFSA) and meet eligibility requirements.

**For Returning Students:**

There are no steps required to renew Federal Unsubsidized loans for students who received this type of loan at Notre Dame during the previous academic year.

**New Students/First Time Borrowers at NDMU:**

Go to studentloans.gov and log in using your FSA ID, then:

**Step 1:** Choose the option **Complete Entrance Counseling**.

**Step 2:** Choose the option **Complete Master Promissory Note (MPN).**

## Graduate and Pharmacy Students

| | TOTAL<br><br>Unsubsidized Loan |
|---|---|
| Graduate Students (pursuing Master's or Ph.D degree, CASE program) | $20,500 |
| Health Professional Students- School of Pharmacy | $33,000 |

## Graduate Plus Loan

To receive a Direct Grad PLUS Loan, students must:

- be a graduate or professional student enrolled at least half-time at an eligible school in a Program of Study leading to a graduate or professional degree or certificate, and
- not have an adverse credit history.

To receive a Direct Graduate PLUS Loan, the student must complete the FAFSA and complete the Graduate PLUS application on studentloans.gov. The information provided by the student will be sent to Notre Dame of Maryland University by using ther school code 002065.

Before a student can receive a Direct PLUS Loan, they must complete a Direct PLUS Loan Master Promissory Note (Direct PLUS Loan MPN) which explains all of the terms and conditions of Direct PLUS Loans and constitutes a legally binding agreement to repay all Direct PLUS Loans received under the Direct PLUS Loan MPN. Students will have an opportunity to complete the Direct PLUS Loan MPN after they complete the Direct PLUS Loan Request.

Once the application and MPN are received by Notre Dame of Maryland University, the Office of Financial Aid will review and process the loan which can be used to cover up to a student's full Cost of Attendance.

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# Rights and Responsibilities

## Student Rights

1. To know what financial aid programs are available at Notre Dame of Maryland University,
2. to know how individual financial need was determined, how the student's budget was created, and what resources were considered in the calculation of the student's need,
3. to know the deadlines for submitting applications for each financial aid program available,
4. to know what portion of the financial aid was received that must be repaid - iff the aid is a loan, students have the right to know the interest rate, the total amount that must be repaid, the payback procedures, the length of time to repay the loan and when the repayment is to begin,
5. to know how the school determines whether a student is making satisfactory progress, and what happens if they are not, and
6. to request an explanation of the various programs in their aid package.

## Student Responsibilities

1. Students must monitor their NDMU email account and respond to requests from the Office of Financial Aid,
2. students must reapply for aid every year,
3. students must complete all application forms accurately and submit them on time - there are no exceptions as this is a federal mandate,
4. students must provide correct information. In most instances, misreporting information on financial aid applications is a violation of federal law and may be considered a criminal offense punishable by jail and/or fines,
5. students must complete all additional documentation, verification, correction, and/or new information requested by either the Office of Financial Aid or the agency to which they submitted their application,
6. students are responsible for reading and understanding all forms requiring their signature and for keeping copies of all documentation,
7. students must accept responsibility for all signed agreements,
8. students must be aware of NDMU's refund procedures and the consequences of

withdrawing from classes,

9. students must report any change in their status to the Office of Financial Aid,
10. students must report any financial aid received from outside sources to the Office of Financial Aid,
11. students will use any financial aid granted to solely for educational expenses related to Notre Dame of Maryland University,
12. students must perform the work that is agreed upon in accepting a federal work-study award, and
13. students must repay all student loans whether or not they graduate or complete their Program of Study.

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# Satisfactory Academic Progress

The standards used for financial aid recipients must be at least as rigorous as those applied to the general University population. These standards assure completion of a degree will occur, and within an established time frame.

The standards of Satisfactory Academic Progress measure a student's academic progress both qualitatively and quantitatively. Therefore, in addition to minimum cumulative grade point average (GPA) requirements, the federally-established standards include requirements students progress in their academic Program of Study by successfully completing the majority of courses for which they enroll and place a limitation on the maximum period of time that students can receive federal financial aid while pursuing a degree at an educational institution. In addition, certain types of courses are limited or excluded from eligibility.

The federal standards apply to all federal, state, and institutional need-based financial aid programs administered by the Office of Financial Aid. These standards of Satisfactory Academic Progress are required to maintain eligibility for financial aid. Policies differ depending on Program of Study type.

For more detail, the Financial Aid Satisfactory Academic Progress Policy is available on the Office of Financial Aid **website**.

**Satisfactory Academic Progress Requirements Graduate Students**

- Meet requirements set forth by the Office of Academic Affairs,
- maintain the required Cumulative Grade Point Average (GPA) of 3.0,
- maintain a successful Cumulative Course Completion Rate (pace) of at least 67%, and
- complete the academic Program of Study within the maximum timeframe (MTF).

**Satisfactory Academic Progress Requirements Pharmacy Students**

- Maintain the required Cumulative Grade Point Average (GPA) of 2.0,
- maintain a successful Cumulative Course Completion Rate (pace) of at least 75%,
- complete the academic Program of Study within the maximum timeframe (MTF), and

- meet all School of Pharmacy academic requirements.

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# TEACH Grant Program

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000* per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families in a high need subject area.

***Due to sequestration, TEACH grant awards where the first disbursement is made after October 1, 2014, must be reduced by 7.3% from the award amount for which the student would otherwise have been eligible to receive.***

In exchange for receiving a TEACH Grant, students/graduates must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students (see below for more information on high-need fields and schools serving low-income students). As a recipient of a TEACH Grant, students/graduates must teach for at least four academic years within eight calendar years of completing the Program of Study for which they received a TEACH Grant.

**Eligibility Requirements:**

- Must complete a Free Application for Federal Student Aid (FAFSA),
- be a U.S. Citizen or eligible non-citizen,
- be enrolled as an undergraduate, post-baccalaureate, or graduate student in a post secondary educational institution,
- be enrolled in coursework necessary to begin a career in teaching or plan to complete such coursework. Such coursework may include subject area courses (e.g., math courses for a student who intends to be a math teacher),
- meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25), and
- sign a TEACH Grant Agreement to Serve (see below for more information on the TEACH Grant

Agreement to Serve).

If an applicant meets these requirements, they must complete a TEACH Grant Application and submit it to the Office of Financial Aid.

### Additional Information

The Department of Education's Annual Directory of Low-Income Schools for Teacher Cancellation Benefits includes both elementary and secondary schools.

Other identified teacher shortage areas can be found at http://www.ed.gov/about/offices/list/ope/pol/tsa.doc.

High-need fields include:

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education

For further information, please see http://www.studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp or email the Office of Financial Aid.

### TEACH Grant Agreement to Serve

If a student is eligible to receive the TEACH Grant, they must sign a TEACH Grant Agreement to Serve that is available electronically on the Department of Education Web site. The TEACH Grant Agreement to Serve specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by the student they understand that if they do not meet the teaching service requirements, they must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed.

For each TEACH Grant-eligible program for which the student received TEACH Grant funds, they must serve as a full-time teacher for a total of at least four academic years within eight calendar years after they completed or withdrew from the academic Program of Study for which they received the TEACH Grant. The student must perform the teaching service as a highly-qualified teacher at a low-income school. The term highly-qualified teacher is defined in section 9101(23) of the Elementary and Secondary Education Act of 1965 or in section 602(10) of the Individuals With

Disabilities Education Act.

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# Nondiscrimination and Sexual Misconduct Policy and Procedures

## Nondiscrimination Policy

Notre Dame of Maryland University ("University" or "NDMU") values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement. Consistent with these principles, the University does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of age, ancestry, color, creed, disability, gender, gender identity, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or protected veteran's status in accordance with applicable federal, state, and local laws and regulations including but not limited to Title IX of the Education Amendments of 1972 as amended (Title IX), Title VI of the Civil Rights Act of 1964 as amended (Title VI), Title VII of the Civil Rights Act of 1964 as amended (Title VII), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act of 1990 as amended (ADA), and Age Discrimination in Employment Act of 1967 as amended.

The University's associated compliance responsibilities and the administration of the University's Non-discrimination and Sexual Misconduct Policies are managed through the Title IX Coordinator. Inquiries or concerns may be referred to Greg FitzGerald, Title IX Coordinator, Gibbons Hall, Room 106, 4701 N. Charles Street, Baltimore, MD 21210, 410-532-5109, gfitzgerald@ndm.edu. Inquiries or concerns regarding compliance with Section 504, ADA , and/or other civil rights laws regarding disabilities may be referred to the Amy Morales, Director of Accessibility & Health Promotion, Theresa Hall, Room 009, 4701 N. Charles Street Baltimore, MD 21210, 410-532-5401, amorales@ndm.edu.

Additional information is available through:

U.S. Department of Education
Office for Civil Rights
The Wanamaker Bldg. Region III Office
100 Penn Square, East-Suite 515
Philadelphia, PA 19107

Telephone: (215) 656-6010

## Sexual Misconduct Policy and Procedures

Notre Dame of Maryland University ("University" or "NDMU") seeks to foster and maintain an atmosphere of mutual respect and concern for all members of the University community. As such, the University does not discriminate against students, faculty or staff based on sex in offering equal access to its educational programs and activities or with respect to employment terms and conditions. Sexual- and gender-based harassment and misconduct, including sexual violence, are a kind of sex discrimination and are prohibited by Title IX and the University.

NDMU is committed to maintaining a campus environment that is free from discrimination based on sex, and maintains that commitment by responding promptly and effectively when it learns of any form of possible discrimination based on sex. The University responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the misconduct, prevent its recurrence, and remedy its effects. In compliance with Title IX, the University has Sexual Misconduct and Sexual Harassment policies.

### Policies and Procedures

Information regarding the University's Sexual Misconduct Policy and Procedures and other related information is available on the University's Title IX page.

### Inquiries

Direct inquiries concerning the application of Title IX, including complaints or concerns to:

Title IX Coordinator
Gregory Fitzgerald
Chief of Staff
Gibbons Hall #106A
(410) 532-5109
gfitzgerald@ndm.edu

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# School of Arts, Sciences and Business

## Additional Resources

- Master of Arts in Art Therapy
- Master of Arts in Contemporary Communication
- Master of Arts in English Literature
- Master of Arts in Leadership and Management
- Master of Arts in Nonprofit Management
- Master of Science in Analytics (online)
- Master of Science in Risk Management (online)
- Graduate Certificate in Risk Management (online)
- Post-baccalaureate Certificate in Latin
- Post-baccalaureate Certificate in Leadership and Management
- Post-baccalaureate Certificate in Leadership of Nonprofit Organizations

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# Master of Arts in Art Therapy

**Department**

Cathy Goucher, MA, ATR-BC, LCPC, LCPAT

## Degrees offered

Master's

## Campuses

Main Campus

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**Summary**

The NDMU Master of Arts in Art Therapy represents study related to one of the newest, unique specializations in the helping professions. The Program of Study includes the study of studio art, photography and art history, and a psychology curriculum stressing a sequence of counseling, therapy, and developmental psychology classes.

The MA in Art Therapy was designed to promote and support the advancement of women in a field in which many women express interest and where state and regional need is growing in hospitals, schools, and community health endeavors.

Students should plan to pursue licensure in order to meet requirements for practice in the field.


### Program Objectives

The Art Therapy Program, housed in Notre Dame of Maryland University's historic Women's College and the College of Graduate Studies, will prepare women and men for entry into the field of art therapy, with an emphasis on graduates who are strong practitioners and clinicians within the field.

Further, building on its tradition to educate students who transform their communities and work toward a culture of inclusivity and social responsibility, the program intends to have a strong emphasis on preparing clinicians who will give back to and meaningfully serve their communities, in addition to their work with clients.

Art Therapy is an integrative mental health profession that combines knowledge and understanding of the visual arts and the creative process, as well as of human development, psychological, and counseling theories and techniques for helping clients improve cognitive abilities, psychological health, and sensory-motor functions. Art therapists are trained in the theories of art therapy, psychotherapy, counseling, and standards of practice, assessment and evaluation, individual and group, as well as family therapy, human development, research methods, and multicultural issues. Through the use of art media, the creative process, and often verbal processing of produced imagery, art therapists help clients manage behavior and addictions, develop social skills, reduce anxiety, increase self-esteem, reconcile emotional conflicts and improve overall wellbeing. Notre Dame offers a comprehensive training program with a focus on the unique ability of art and art making to reveal thoughts and feelings, while ensuring students learn the skills involved in safely managing the reactions the creative process evokes in therapy and counseling with individuals at all stages of life.

NDMU's Masters in Art Therapy (MA) Program has been designed to ensure students will graduate with the necessary coursework and clinical internship hours needed for meeting the Art Therapy Credentials Board's (ATCB) requirements for professional credentialing (ATR-BC), as well as Maryland licensure requirements (LGPAT/LCPAT). Students will submit application to the Maryland Board of Professional Counselors and Therapists as they complete their studies in demonstration that educational requirements have been met and to ask that permission be granted to allow them to sit for the ATCB's Board Certification exam and Maryland Jurisprudence Exam. Achieving a passing score on this exam, the MA graduate will be licensed as an LGPAT, gaining entry into the field and eligibility to work as an art therapist in a variety of clinical settings including hospitals, social service facilities, senior centers, government agencies, correctional facilities, schools, and community settings. Additionally, licensed art therapists have sufficient training across a variety of courses and disciplines as to be marketable not only in art therapy, but in general therapy and counseling positions, community programming, and within special education.

The Master's in Art Therapy is offered in a traditional face-to-face, full time or part time format in the liberal arts tradition. In the full-time format, the 64 credit Program of Study, including 1,000 total hours of practicum and internship, should be completed within three years. Students must maintain a 3.0 (B) Cumulative Grade Point average to remain in Good Academic Standing. Students whose Cumulative Grade Point Average falls below 3.0 will be placed on Academic Probation status. Students on Academic Probation will be given three semesters (in which they register for a course) to raise their Cumulative Grade Point Average to 3.0. Failure to do so, or receiving more than two grades below a B, will result in Academic Dismissal from the graduate program. These provisions do not apply to

students admitted provisionally; provisions governing that status are identified in the Letter of Admission.

NDMU is committed to preparing competent entry level Art Therapists in the cognitive, psychomotor, and affective learning domains that have been defined by the American Art Therapy Association Accreditation Council for Art Therapy Education. As the curriculum is informed by the requirements set forth by the Accreditation Council for Art Therapy Education for educational programs in Art Therapy, graduates will have knowledge and ability to:

1. Understand the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.
2. Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
3. Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
4. Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
5. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
6. Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
7. Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
8. Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
9. Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
10. Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
11. Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
12. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative

process, assist in self-awareness, promote well-being, and guide professional practice.

13. Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
14. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
15. Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

Courses will include a balance of didactic and experiential, art media and process enriched, aspects. This intentional construction of coursework will enhance the integration of theoretical approaches with practical application. Full time students may enroll in nine to fourteen credits during fall and spring semesters; nine credits for summer semester. Part time study is possible, though can be challenging, and study is best completed within several years. Students considering part-time study are advised to contact the Program Director to discuss the potential for mapping out clear expectations and a course of study. Classes are scheduled in the evenings and occasionally on weekends to accommodate working professionals and to allow for greater flexibility within daytime hours for practicum/internship experience. The Program will culminate with a Capstone Thesis.

## Admission Requirements

To be considered for admission to the Master of Arts in Art Therapy Program of Study at NDMU, applicants must have completed a BA or BS degree with a Cumulative GPA of 3.0 or above. There is no GRE requirement for admission. Applicants must complete the General Requirements for Graduate Admission and the following Program requirements:

1. A statement of purpose in APA format detailing: affinity for working with people; motivation for pursuing career in art therapy; personal meaning of art and/or creativity in the candidate's life; creative strengths and areas of anticipated growth.

   *This essay is in addition to the general essay required for the Graduate Application.*

2. Two letters of recommendation.
3. Art portfolio for review. Portfolio to include: minimum of 15 pieces reflecting knowledge of a range of materials (two and three dimensional media) and techniques. Actual works or high resolution photos of work acceptable. Expressive work and that not exclusively created as assignments preferred.
4. Coursework prerequisites:

- A minimum of **18 credit hours in studio art including** drawing (3), painting (3), *and* ceramics or photography (3);
- A minimum of **12 credit hours in psychology including** child/adolescent or human development ***and*** abnormal psychology; and,
- At least 12 hours of the studio art and at least 9 hours of the psychology must be completed prior to admission with the remaining being completed within the first year of enrollment in the program.

Requirements are consistent with the standards set forth by the American Art Therapy Association Accreditation Council for Art Therapy Education and Commission on Accreditation of Allied Health Education Programs

## Curriculum (64 credits)

### ATP 5XX History and Theory of Art Therapy

Explores the rich underpinnings of the field of art therapy predating its formal establishment as a discipline, including psychiatric interest in spontaneous image creation and the relationship to behavior, psychiatric condition, and expression of experience. Through examination of historical texts and theory, as well as examination of contemporary literature and research in the field, students will gain understanding of the history and development of the discipline of art therapy and how it is practiced today within clinical and community based settings. Attention will also be given to how both the process and product of art therapy are integral to growth and healing for clients. Students will work toward understanding how art “speaks” and how internal experiences find expression through creative materials and provide products that promote interpersonal connection and psychologically restorative opportunities. Art making in and outside of class will provide a critical means through which students learn how the creative process is informed by and is an expression of the self and one’s internal, psychological experiences. This course is a prerequisite to all other graduate Art Therapy courses. (3 credits)

### ATP 5XX Professional Ethics and Legal Issues

Integrates understanding of ethical, professional, and legally informed practices toward development of professional identity as an art therapist. Examines service provision and ethical decision making in mental health, educational, medical, and community-based settings. The critical roles of supervision, documentation, collaboration with related service professionals, advocacy for client needs and for the profession of art therapy, and professional organizations and credentialing agencies will be explored. (3 credits)

### ATP 5XX Art Therapy in Counseling

Explores various theoretical approaches including psychodynamic, cognitive/behavioral, and humanistic approaches along with current counseling trends and their relation to art psychotherapy approaches, emphasizing integration. Introduces and provides initial opportunity, via in class experiential exercises, for practice of establishing and developing the therapeutic relationship through verbal and art mediated counseling processes. Students will develop an approach sensitive to clients' and counselors' cultural backgrounds, personal philosophies, wellness, and presenting needs. Case presentations and experiential exercises will guide class discussions. Students will articulate their own developing theoretical orientations. (3 credits)

**ATP 5XX Human Development and Art Therapy**

Examines the stages of human growth and development and offers students opportunity to scaffold assessment and treatment of typical and atypical individuals across the lifespan. Study of normative developmental stages of art will provide students a contextual lens for assessing and considering how atypical development might be therapeutically addressed. Students will additionally consider the influences of culture upon an individual or family's growth and development. Students will gain and demonstrate understanding of development as a continuum and clients' capacity for growth within the continuum across the lifespan. (3 credits)

**ATP 5XX Research Methods**

Provides foundation in statistical analysis and research design for use in the social science fields and practicum settings. Students will be provided opportunity to understand the purposes, methods, and cultural, legal, and ethical considerations of research and demonstrate the requisite skills to design and conduct a study. (3 credits)

**ATP 5XX Techniques and Media of Art Therapy**

Provides an in-depth, experientially based framework for integrating understanding of psychological properties of materials, as well as foundational understanding of how to provide art making processes and materials in an ethical, safe, and culturally informed way within art therapy practice and in treatment planning. Careful study of current research regarding the properties and effects of art processes and materials, including the Expressive Therapies Continuum, will be undertaken. Consideration of best practices for adaptation of materials and methods for work with individuals with disabilities will be incorporated. Contraindications for use of various materials and methods and with regard to public display of client art will also be explored. (3 credits)

**ATP 5XX Group Process (3)**

Develops students' skills and abilities toward integrating group therapy theory and practice within the delivery of art therapy. Students will integrate theory, processes, and dynamics of group work to form and facilitate ethically and culturally responsive art therapy groups. Development of group purpose

and goal setting as related to the population served will be a focus. Principles of group dynamics, member roles, group composition, and time-limited, as well as long-term group processes will be explored. (3 credits)

**ATP 5XX Art Therapy & Community Practice for Social Justice (3)**

Engages students in NDMU mission driven thinking around the practice of art therapy within community based settings serving marginalized populations. Through exploration of the psychosocial needs of and cultural considerations when working with various marginalized groups, students will develop small scale art therapy workshops and pilot programs in an effort to meaningfully impact representation and access for targeted populations within the region. (3 credits)

**ATP 5XX Social and Cultural Diversity**

Engages student in experiential exploration of self with regard to one's own heritage, world view, attitudes and beliefs. This exploration is placed within the context of preparation for therapeutic work with diverse communities and development of cultural competence and understanding of identity development. Exploration of current multicultural trends and issues, including privilege and oppression, will also be included. (3 credits)

**ATP 5XX Substance Abuse Counseling**

Provides an overview of the application of art therapy and counseling theories and techniques when treating and supporting recovery from substance abuse and addiction. Students will be introduced to screening and assessment tools and treatment models specific to the field of addictions. Art therapy techniques employed in the treatment of substance abuse for adolescents and adults in a variety of treatment settings will be explored. (3 credits)

**ATP 5XX Career Counseling**

Explores art therapy techniques in the service of helping clients discern their career interest and career paths from a developmental perspective. Applies art therapy approaches to helping clients resolve vocational conflicts and to promote growth in the vocational aspect of the client's life while working through quality of life issues. Surveys occupational counseling and career development theory toward enabling clients to address skills and aptitude, including an art therapy approach. (3 credits)

**ATP 5XX Assessment**

Examines a wide range of specific art therapy procedures and tools used in therapeutic appraisal and evaluation. Exploration of the validity and reliability of art therapy assessments, related current and ongoing research with regard to art based appraisal, and parameters as to the extent to which

assessments inform a client's diagnostic profile and impact treatment planning will be a focus. Report writing and understanding of statistical concepts will be included. Attention will also be given to cultural, ethical, developmental, and legal considerations in administration and interpretation of art therapy and related mental health assessments and exams. (3 credits)

**ATP 5XX Psychopathology: Art and Diagnosis**

Examines major categories of psychiatric diagnoses using the Diagnostic and Statistical Manual (DSM) multiaxial system and/or the International Classification of Diseases (ICD), as well as theories of psychopathology. Students will engage further through examination of relevant literature and develop understanding of evaluation of potential art-based and behavioral indicators of mental disorders. Ethical considerations and the effects that culture and society have on individuals with mental illness will be highlighted. A basic introduction to psychopharmacology will be included in this course, as well as ongoing conceptual developments in neuroscience. (3 credits)

**ATP 5XX Process: Art Therapy and Counseling**

Engages student in a deep, experiential understanding of the creative process as essential to practice of art therapy and how one might view and integrate counseling theories through such a lens. Students will be challenged to apply knowledge of creativity, symbolism, metaphor, and artistic language within the therapeutic relationship and to demonstrate belief in the value of using art making as a means to exploring self. Multicultural considerations, as well as application within group and individual formats, will be interwoven in the course material. Prerequisite: ATP 5XX Art Therapy in Counseling (3 credits)

**ATP 5XX Art Therapy with Children and Adolescents**

Explores the practical, theoretical, and ethical considerations involved in treating children and adolescents in a variety of settings. Treatment of children and adolescents within a developmental framework and application of art therapy and counseling principles and practices for a variety of child and adolescent populations will be the focus of coursework. Specific interventions for varied DSM–V diagnoses will be introduced and further explored. (3 credits)

**ATP 6XX Thesis Project Graduate Seminar**

Integrates theoretical and clinical experiences toward an understanding of the literature and direction of current research in the discipline. Students will complete a research and clinically based portfolio that will demonstrate the integration of studio skills, art therapy theory, art therapy science, and art therapy practice (3 credits)

**ATP 5XX Marital and Family Art Therapy**

Provides an overview of work with families and couples, including an examination of systems theories and stages of family life cycle development. Culturally informed art-based techniques for evaluating and therapeutically addressing family dynamics will be explored. Ethical considerations for marital and family work will be included. (3 credits)

**ATP 5XX Art Psychotherapy and Trauma**

Provides an introduction to theory and treatment related to trauma-related issues. The science of traumatic stress and efficacy of trauma treatment through the creative process, specifically through art, will be explored, introducing students to trauma-informed art therapy practice. (3 credits)

**Additional Practicum and Internship requirements TBD**

### Two courses selected from the following:

**ART 5XX Graduate Studio Workshop**

Students work independently with traditional and contemporary drawing, painting, and mixed-media techniques to develop an individual approach to art making. Students work in consultation with faculty and meet as a group to workshop and critique concepts and techniques. (3 credits)

**ART 5XX Graduate Clay Workshop**

Students work independently with traditional and contemporary approaches to ceramic materials and processes to develop an individual approach to art making. Students work in consultation with faculty and meet as a group to workshop and critique concepts and techniques. (3 credits)

**ART-509 Graduate Photography Workshop**

Promotes the visual literacy and technical skills to allow students to effectively use photography as a visual means of communication. Students will develop a critical and contextual understanding of photography within the framework of contemporary art and visual communication while exploring the theoretical perspectives, artistic and practical applications of digital photography. (3 credits)

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## Courses

### ATP-501 History and Theory of Art Therapy

Explores the rich underpinnings of the field of Art Therapy predating its formal establishment as a discipline, including psychiatric interest in spontaneous image creation and the relationship to

behavior, psychiatric condition, and expression of experience. Through examination of historical texts and theory, as well as examination of contemporary literature and research in the field, students will gain understanding of the history and development of the discipline of Art Therapy and how it is practiced today within clinical and community based settings. Attetion will also be given to how both the process and product of Art Therapy are integral to growth and healing for clients. Students will work toward understanding how art "speaks" and how internal experiences find expression through creative materials and provide products that promote interpersonal connection and psychologically restorative opportunities. Art making in and outside of class will provide a critical means through which students learn how the creative process is informed by and is an expression of the self and one's internal, psychological experiences. This course is a prerequisite to all other graduate Art Therapy courses. Prerequisite: Enrolled in Graduate Art Theraphy Program (MA). [3 credits]

## ATP-502 Professional Ethics and Legal Issues

Integrates understanding of ethical, professional, and legally informed practices toward development of professional identity as an Art Therapist. Examines service provision and ethical decision making in mental health, educational, medical, and community-based settings. The critical roles of supervision, documentation, collaboration with related service professionals, advocacy for client needs and for the profession of Art Therapy, and professional organizations and credentialing agencies will be explored. Prerequisite: Enrolled in Graduate Art Therapy Program (MA). Corequisites: required with or prior to ATP-501 and practicum or internship. [3 credits]

## ATP-503 Human Development and Art Therapy

Examines the stages of human groth and development and offers students opportunity to scaffold assessment and treatment of typical and atypical individuals across the lifespan. Study of normative developmental stages of art will provide students a contextual les for assessing and considering how atypical development might be therapeutically addressed. Students will additionally consider the influences of culture upon an individual or family's growth and development. Students will gain and demonstrate udersanding of development as a continuum and clients' capacity for growth withinin the continuum across the lifespan. Prerequisite: Enrolled in Graduate Art Therapy Program (MA). ATP-502 taken previously or concurrently. [3 credits]

## ATP-504 Art Therapy in Counseling

Explores various theoretical approaches including psychodnamic, cognitive/behavioral, and humanistic approaches along with current counseling trends and their relation to art psychotherapy approaches, emphasizing integration. Introduces and provides initial opportunity, via in class

experiential exercises, for practice of establishing and developing the therapeutic relationship through verbal and art mediated counseling proccesses. Students will develop an approach sensitive to clients' and counselors cultural backgrounds, personal philosophies, wellness, and presenteing needs. Case presentations and experiential exercises will guide class discussions. Students will articulate their own developing theoretical orientations. Prerequisite: Enrolled in Graduate Art Therapy Program (MA). ATP-501 taken previously or concurrently. [3 credits]

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2018-2019



# MA in Contemporary Communication

**Communication Arts Department**
Pamela O'Brien, Ph.D., Chair

Britt Christensen, Ph.D.

Fran Mindel, Ph.D.

## Degrees offered

Master's

## Campuses

Main Campus

**Summary**

The Master of Arts in Contemporary Communication is an interdisciplinary program for students seeking graduate education in *new* communication approaches. The Program of Study allows students options to explore their interests and goals ranging from development of communication skills in new media to entrepreneurial communication.

Through their coursework, students learn to bring critical analysis, creative insights, technological competence, and new media skills to their endeavors in communication. The curriculum prepares students for careers as effective, strategically-oriented communications professionals by providing them with a set of essential communication skills enhanced by knowledge of new communication technologies.

The M.A. in Contemporary Communication produces graduates who can write

clear, purposeful, audience-oriented communications and apply creative approaches to communications planning and problem solving. Job opportunities for students who complete the program include positions in public relations, organizational communication, website and social media development—some of the most rapidly-growing segments of the professional communication field.

In addition to the face-to-face course offerings at Notre Dame's main campus, the Contemporary Communication program has a fully online option for students interested in exploring this mode of course delivery. The online program provides learners with flexible degree completion options that allow them to further their educations while continuing to pursue their careers and lives. Students may complete the degree totally through face-to-face courses, totally through online courses or through a combination of both. Consultation with an advisor will help the student determine which mode is best.

**Program Objectives**

1. Integrate computer skills and creativity in media through visual images and written communication.
2. Write clear, purposeful, audience-oriented communications across a variety of media.
3. Apply creative approaches to communications planning and problem solving.
4. Coordinate the production of visually effective and informative print, graphic and electronic communications.
5. Exhibit a solid grounding in communication theories.
6. Employ research techniques, applications and organizational methods and skills in new and emerging technologies.
7. Demonstrate a comprehension of the language and complexities of communication modes: visual, written and oral.
8. Develop skills to pursue professional careers in new opportunities for communication or creative expression.

Students must maintain a 3.0 (B) Cumulative Grade Point Average to remain in Academic Good Standing. Students whose Cumulative Grade Point Average falls below 3.0 will be placed on Academic Probation. More than 2 grades of C or C+ will result in Academic Dismissal from the program.

Students may enroll in up to 6 hours of a different University Program of Study (graduate level) with the permission of their Academic Advisor and the Program Director of the additional Program of Study.

## Curriculum (36 Credits)

- Required Courses (6 Credits)
- Discipline Requirements (30 Credits)

### Required Courses

IDS-510 Approaches to Contemporary Communication (3)
CST-515 Technology in Contemporary Communication (3)

In addition to the required courses, students complete 30 credits, including at least 18 credits in any combination of CST and COM courses. The remaining credits may be taken in any combination of ENG, PHL, ART, COM, CST, and IDS from the list below.

#### Art

ART-509 Graduate Photography Workshop (3)
ART-520 Visual Culture (3)

#### Communication Arts

COM-505 Business Communication (3)
COM-507 Film Themes (3)
COM-509 Media Criticism and Theory (3)
COM-511 Communication Issues (3)
COM-515 Cross-Cultural Communication (3)
COM-517 Communication and Gender (3)
COM-520 Media Technology Management (3)
COM-530 Independent Study (3)
COM-556 Research Methods for Professionals (3)
COM-565 Campaign Design and Execution(3)
COM-620 Public Relations Management (3)
COM-610 Social Media for Professionals

#### Computer Studies

CST-511 Topics in Information Systems (3)
CST-530 Fundamentals of Knowledge Management (3)
CST-531 Data Design and Management (3)
CST-534 Data Driven Business Decisions (3)
CST-580 Managing Info in Web-Based World (3)
CST-593 Web Development (3)

CST-595 Multimedia Applications (3)

**English**

ENG-503 Graduate Writing (3)
ENG-512 Topics in Contemporary Interpretation (3)

**Philosophy**

PHL-511 Topics in Philosophy (3)
PHL-521 Ethical Issues in Leadership (3)

**Interdisciplinary**

IDS-512 Writing Workshop (3)
IDS-600 Colloquium in Contemporary Communication (6)

## Courses

### ART-509 Graduate Photography Workshop

Promotes the visual literacy and technical skills to allow students to effectively use photography as a visual means of communication. Students will develop a critical and contextual understanding of photography within the framework of contemporary art and visual communication while exploring the theoretical perspectives, artistic and practical applications of digital photography. [3 credits]

### ART-520 Visual Culture

Introduces a critical knowledge and understanding of images, their history, and their permeation of contemporary culture. Through historical and theoretical approaches, students gain skills necessary to analyze and interpret images and visual information. [ 3 credits ]

### COM-507 Film Themes

Provides students with a grasp of the communicative art of this global medium through analyzing selected films based in theories of film making, particular genre, specific director, culture phenomena or historical location. Discussion focuses on theoretical understanding of the art through an analysis of the selected topic. Students are allowed to take this course more than once if the focus topic is different. [3 credits]

### COM-509 Media Criticism and Theory

Presents traditional and contemporary critical frameworks for evaluation of the rhetoric of diverse mediated messages. Students explore how to apply these critical theories to a number of media messages. The course examines the connection between the medium and message in successful

communication. [3 credits]

### COM-511 Communication Issues

Engages students in a critical examination of an emerging issue or problem of interest to communication practitioners. Possible topics: crisis communication, non-profit public relations, the computer/human interaction and impact of social media on human communication. [3 credits]

### COM-515 Cross-Cultural Communication

Explores, in our diverse and global world, how an understanding of communication between persons, or groups, of different cultures or sub-cultures is essential. This course looks at the dimensions that differentiate cultures, the diversity of perceptual and behavioral habits and the role of language and rituals within cultures. Study is applicable to building awareness of communication problems and solving them in multicultural and international settings. [3 credits]

### COM-517 Communication and Gender

Explores how communication creates, perpetuates and recreates gender roles. The course considers the perception and theoretical foundations that explain these situations. The rhetorical movements that provide the foundation for gender and communication in diverse settings are analyzed. This includes the role of the media and the personal environment be it workplace, social or educational setting. [3 credits]

### COM-520 Digital Asset Management

Closely examines the nature and uses of media technology in organizations and aids students in developing skills in this technology. The course explores strategies for using multimedia as effective communication devices. These include uses of print, broadcast and/or Internet with a focus on the World Wide Web. Students also learn to develop skills in video conferencing, multimedia presentations and interactive computer instruction. [3 credits]

### COM-530 Independent Study

Allows the graduate student an opportunity to explore independently under faculty supervision a specialized topic in contemporary communication that is not part of the regular curriculum. The nature, scope and design of this area of study or writing, as well as a schedule of prearranged meetings will be individually contracted between the instructor and student with the approval of the contemporary communication chair. Required forms must be completed through the Graduate Studies office. This course may not be repeated. [3 credits]

### COM-556 Research Methods for Professionals

Develops the skills and knowledge central in engaging in human communication research. Students gain an understanding in how to formulate communication questions, review pertinent research literature, collect and analyze information/data from answers in research question and report research findings in both quantitative and qualitative research methods. Ethical and social/cultural implications of research findings are stressed. [3 credits]

### COM-565 Campaign Design and Execution

Guides students through developing successful advertising, public relations and marketing campaigns. Through analysis of objectives, strategies, tactics and messages, students explore what is necessary and essential to reflect an organization's mission and strategic plans in order to devise a coherent campaign. Students will examine what succeeds, what fails, and why. [3 credits]

### COM-610 Social Media for Professional

Explores the practical uses of, and rationale behind the strategic uses of various social media platforms in businesses and organizations. Students will engage in hands-on activities while developing a broad understanding of how social media can play a strategic role in developing an organization's mission and communication goals and objectives. [ 3 credits ]

### COM-620 Public Relations Management

Analyzes the practices of public relations in the corporate and nonprofit sectors as a function of management. Effective ways of preparing public relations messages are explored in depth. Strategies for communicating with an organization's internal and external constituencies including employees, clients, stockholders, media representatives, consumer advocates and regulatory agencies are evaluated. Emphasis in the course is placed on trends in public relations since the 1970s. [3 credits]

### CST-515 Technology in Contemporary Communication

Explores the use of technology in expression and culture, including legal, social and ethical issues. Introduces the development of Web pages and multimedia as forms of expression. Students demonstrate an understanding of the power of technology through a series of computer projects. CST 515 should be taken within first 12 credits of program. [ 3 credits ]

### CST-530 Foundations of Analytics

Introduces the data, information, knowledge, wisdom continuum. Topics covered include the historical roots of knowledge management, theories/definitions of knowledge, and culture and strategies of knowledge management. [ 3 credits ]

### CST-531 Data Design and Management

Covers fundamental concepts for the design, use and implementation of database systems. Concepts include basic database modeling and design, query optimization, concurrency control, recovery and integrity. [ 3 credits ]

### CST-534 Data Driven Business Decision

Introduces the role that data play in understanding business outcomes, including uncertainty, the relationship between inputs and outputs, and complex decisions with tradeoffs. Students work with real-life examples to interpret statistical distributions, understand hypothesis testing and evaluate reliability. [3 credits]

### CST-580 Managing Information in a Web-Based World

Examines the Internet as an organizational tool for data gathering, marketing, learning and communication. Students will study the advantages and disadvantages of using the Web as a major organizational decision support tool, including its social, legal and ethical impact. [3 credits]

### CST-593 Web Development

Focuses on a user-centered approach to designing Web sites, including requirements gathering, conceptual design, physical design, coding, testing and implementation. Students will complete a number of practical projects as well as a Web site for a nonprofit organization. [3 credits]

### CST-595  Digital Design

Explores strategic uses of various developmental platforms in businesses and organizations. Students will engage in hands-on activities while developing a broad understanding of how digital media can play a strategic role in developing an organization's communication goals and objectives. [ 3 credits ]

### IDS-600 Colloquium in Contemporary Communication

Develops the master's project to integrate and build upon previous work in contemporary communication. Under the direction of a faculty advisor, the student produces a scholarly research manuscript, an original work of creative writing or art, or an original technical/software product. The format and length of the project will be determined with the guidance of the Contemporary Communication Council and the project advisor. Prerequisite: at least 27 credits completed in the program. [6 credits]

### PHL-521 Ethical Issues in Leadership

Analyzes a range of ethical issues and dilemmas inherent to corporations and leadership in relation to both the external environment and the internal processes of the organizations. Learners explore these

issues through a series of cases analyses. [3 credits]

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# MA in English Literature

**English Department**

## Degrees offered

Master's

## Campuses

Main Campus

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### Summary

The Master of Arts in English at Notre Dame of Maryland University is a 30-credit comprehensive curriculum designed to provide students with the content and methodologies required to become better teachers of English at the secondary level and to prepare students for doctoral-level work in English.

### Program Objectives

The curriculum focuses on breadth of content, providing broad surveys of English, American and World Literature while also requiring a depth of knowledge in literary research, history and interpretation. Students will hone their critical thinking and writing skills as they master the concepts and theories central to the study of literature. The Program of Study, while comprehensive in scope, is distinctive in its emphasis on gender: Notre Dame's mission focuses on women's ability to transform the world through education and all courses in this Program include literature by women and issues of women in literature.

The Program of Study is designed primarily for working adults who choose to pursue the degree part-time. Therefore courses are offered in a sequence, with one course taught per semester (one evening weekly in fall and spring and two evenings weekly during each of the two summer sessions), providing for completion of coursework and comprehensive exams within three years.

Study for the Master of Arts in English requires ten courses (3 credits each) in literary research methods, literary theory, literary movements and topics seminars. Students complete one required

core course in research and theory, which will provide students with the skills needed to do graduate-level work in reading and writing literary criticism. Students also complete eight additional courses; the courses in Literary Movements provide breadth in literary history. Topics courses provide depth in a particular significant area. Students may transfer up to two graduate courses from another accredited English graduate program, at the discretion of the English Graduate Council.

The Program culminates in a comprehensive exam, which students will take at the end of their three years of coursework. A reading list will be provided. The exam may be attempted only twice and the student must pass it in order to earn the Master's degree.

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## Program of Study

### Curriculum

#### Required Core Courses

ENG-501 Research Methodologies of Literary Criticism (3)
ENG-508 Contemporary Literary Theory (3)

#### Literary Movements Courses

ENG-518 Medievalism (3)
ENG-519 Renaissance and Neoclassicism (3)
ENG-528 Romanticism (3)
ENG-529 Realism and Victorianism (3)
ENG-538 Modernism and Postmodernism (3)
ENG-547 New Woman Literature (3)

#### Topics Seminars and Other Courses

ENG-507 Pedagogy of Creative Writing (3)
ENG-511 Topics in Literature (3)
ENG-527 London Theatre Tour (3)
ENG-548 Classical World Literature (3)
ENG-549 Modern World Literature (3)
ENG-551 Literary Utopias (3)
ENG-558 Multicultural American Literature (3)

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# MA in Leadership and Management

**Business and Economics Department**

## Degrees offered

Certificate
Master's

## Campuses

Main Campus

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### Summary

Ethical, constructive leaders consider broad social implications of their decisions as they encourage individuals, teams, and organizations to attain personal and organizational objectives. The Master of Arts in Leadership and Management Program of Study promotes flexible, rational approaches and greater capacity to integrate different perspectives in responsible, creative, planning and problem solving.

### Program Objectives

In a fast-paced world, competitive organizations require good management and strong leadership at every level. The Master of Arts in Leadership and Management at Notre Dame of Maryland University prepares leaders to master challenges and to effect change through discernment and ethics. While the practice of management and leadership are closely related, they are distinguishable. Both entail influence and goal accomplishment. Management is commonly seen in terms of reducing chaos in organizations and running them more effectively and efficiently through planning and budgeting, organizing and staffing, controlling and problem solving. Leadership emphasizes establishing direction and aligning people as well as motivating, empowering and inspiring individuals. Ethical, positive leaders consider broad social implications of their decisions as they encourage individuals, teams, and organizations to attain personal and corporate objectives.

The Master of Arts in Leadership and Management offers a mindful approach to excellence in directing organizational resources and people. The Program of Study is designed for professional women and men in any field who are or who expect to assume organizational leadership responsibilities. The mission of the Program is to prepare leaders who act from an ethical base to master challenges and effect change toward the realization of individual and organizational potential.

The Program of Study emphasizes understanding the human dimension of organizations. The leadership and management of complex organizations must be practiced within the broader context of life itself: Why do people work, and what gives meaning and value to their work? What inspires women and men to higher levels of achievement through cooperative teamwork? Fundamental questions such as these have immediate relevance to those in positions of leadership. The needs and aspirations of individual women and men are woven into the daily activity of all organizations, regardless of their size or purpose.

Therefore, this Program of Study examines both the science and art of leadership and management. Effective leadership calls for the self-management and self-motivation in addition to requiring technical expertise in business administration. The practice of management requires significant human skills and resources in our complex, ever-changing world. As articulated in this degree program, leadership speaks to the heart of the organization's most important resource: its people.

A distinctive feature of this program is its multidisciplinary foundation in business and the liberal arts. The required curriculum includes courses in business communications, ethics, economics, management, leadership, decision making, technology, and various other facets of business administration. Active participation in the program develops competence in using flexible yet rational approaches to leadership and management which result in greater capacity to integrate different perspectives in responsible, creative planning and problem solving. Students graduate with a balanced set of leadership and managerial skills and values enabling them to develop the resources of an organization for greater productivity and benefit to society.

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## Program of Study

The Program of Study leading to the Master of Arts in Leadership and Management requires completion of a minimum of 39 credits of course work. The core curriculum of 27 credits develops the essential foundation for the Program. The required core curriculum encourages breadth of learning in general leadership and management without technical specialization.

Students may select an area of concentration or create an individualized specialization for their remaining 12 credits. The areas of concentration are Health Care Administration, Human Resource Management, Information Systems, Principled Leadership, and Project Management. The

concentrations provide depth in the subject areas.

A baccalaureate degree is required for admission. Computer competency in word processing, presentation software and spreadsheet applications is required. However, there are no undergraduate prerequisites in Business. Applicants who have recently earned a baccalaureate in Business, with a superior academic record, may be granted advanced standing upon admission into the Program. Students with advanced standing may waive up to nine credits from the core curriculum. All requirements for the degree must be completed within seven years from the date of admission. Students must maintain a 3.0 (B) Cumulative Grade Point Average to remain in Academic Good Standing. Students whose Cumulative Grade Point Average falls below 3.0 will be placed on Academic Probation status. Students on Academic Probation will be given three semesters (in which they register for a course) to raise their Cumulative Grade Point Average to 3.0. Failure to do so, or receiving more than two grades below a B, will result in Academic Dismissal from the graduate program. These provisions do not apply to students admitted provisionally; provisions governing that status are identified in the Letter of Admission.

Courses are scheduled primarily on weekday evenings for the convenience of students. Part-time graduate Leadership and Management students may enroll in a maximum of six credits during the fall, spring, and summer semesters. Students who wish to study full-time (more than six credits per semester must receive permission from the Dean of the School of Arts, Sciences, and Business. All graduate students are restricted to three credits during the Winterim semester.

Students completing this Program of Study will understand:

- theory and practice of effective leadership and management;
- applications of economic theory and financial analysis in effective decision making; and,
- concepts and principles of effective communication

Students will be able to:

- create holistic, systems-thinking approaches to decision-making grounded in leadership and business principles;
- express critical thinking through strategic, ethical, socially responsible, well-reasoned action and communication;
- demonstrate objectivity in gathering and analyzing information in management and leadership decision making processes;
- examine organizational problems, develop sound solutions, and evaluate consequences of actions; and,
- integrate scholarship into personal and professional leadership capacities that transform individual lives, organizations and society.

Students will recognize the importance of:

- taking ethical approaches to leadership and management decisions;
- maintaining personal integrity;
- respecting the integrity, individuality and potential of colleagues; and,
- fulfilling social responsibility.

## Curriculum (39 Credits)

### Central Core (27 Credits)

BUS-501 Managing in Complex Environments (3)
BUS-530 Financial Analysis (3)
BUS-538 Data Driven Business Decisions (3)
BUS-558 Leadership and Leading (3)
BUS-560 Marketing Management (3)
BUS-651 Strategic Organizational Leadership (capstone) (3)
COM-505 Business Communication (3)
ECO-548 Economic Theory in Management (3)
PHL-521 Ethical Issues in Leadership (3)

Review of a student's admissions essay and/or GRE or GMAT exam scores may result in a student being required to complete ENG-503 Graduate Writing within their first nine credits at Notre Dame. When prior coursework does not qualify for waiver of BUS537 - Aspects of Financial Reporting, a prerequisite course for BUS530 Financial Analysis, a student may take a BUS537 challenge exam. Students who do not pass this exam must successfully complete BUS537 before enrolling in BUS530.

## Concentration or Individualized Specialization 12 Credits

Students may select either an individualized specialization or a concentration to complete their Program. Students who do not select one of the program concentrations may complete 12 credits of coursework in any area of special interest in business, economics, communications, knowledge management, nonprofit management, computer studies, leadership, or project management.

### Health Care Administration Concentration

The Health Care Administration concentration provides the student with a comprehensive frame-work for understanding the U.S. health care system, including institutions, professionals, economics of health care markets, financing of health care services as well as ethical issues arising from technology advances in health care delivery.

**Students must take four of the following courses:**

BUS-520 Introduction to the U.S. Health Care System (3)

BUS-521 Health Care Economics (3)
BUS-523 The Business of Healthcare (3)
BUS-525 Health Services Financing (3)
NUR-518 Health Policy (3)
BUS-580 Coached Leadership Practicum (3) may be substituted for the final health elective with permission of the Department Chair.

**Human Resource Management Concentration**

This concentration prepares students to integrate and apply the theories, principles and methodologies of human resource management focusing on its strategic role in today's organizations. Concentration courses prepare students to perform effectively in the expanded role of human resources now responsible for reshaping organizational structures and cultures, building strategic partnerships and designing customized solutions for internal clients.

BUS-500 Human Resource Management (3)

**Students must take three of the following courses:**

BUS-540 Human Resource Development (3)
BUS-541 Legal Issues in Human Resource Management (3)
BUS-542 Performance Management Systems (3)
BUS-545 Compensation Strategies (3)
BUS-580 Coached Leadership Practicum (3) may be substituted for the human resources elective with permission of the Department Chair.

**Information Systems Concentration**

Management professionals are striving to incorporate the opportunities of the Internet for global advantage. The Information Systems concentration provides students with technology skills to effectively identify, develop, and implement electronic business strategies. Students learn to integrate information technology with management for enhanced marketing and strategy efforts. Some courses are available online.

**Students take four of the following courses:**

CST-511 Topics in Information Systems (3)
CST-530 Foundations of Knowledge Management (3)
CST-554 Principles and Issues In Information Systems (3)
CST-580 Managing Information in a Web-Based World (3)
CST-593 Web Development (3)

*Other graduate CST courses may be substituted with the permission of the Chair of the Computer Studies Program.*

### Principled Leadership Concentration

The Principled Leadership concentration is designed for those who are interested in leadership as a core practice as well as mastering challenges and effecting change while acting from an ethical base. Students gain an organizational understanding of leadership as both a practical and scholarly discipline. Through directed team engagement, students refine collaboration skills and group decision making as well as practice leading laterally. Some courses are available online.

BUS-551 Leadership's Dark Side (3)
BUS-554 Women in Leadership or BUS-511 Topics In Leadership (3)
BUS-562 Leading Organizational Change (3)
BUS-559 Lateral Leadership (3)

BUS-580 Coached Leadership Practicum (3) may be substituted for the final leadership elective with permission of the Department Chair.

### Project Management Concentration

This Project Management concentration is designed to meet the needs of those bidding on state and federal work contracts, particularly current and potential military contractors. Concentration courses cover the range of projection management skill sets from initiating and planning the project, through managing and controlling the project within budget and timeline parameters through focused management skills, to closing the project. Throughout, the courses focus not only on the development of leadership skills but also on the professional and social responsibility critical to the world today. These courses prepare students to complete initial or renewal certification through the Project Management Institute (PMI). Project management courses are offered exclusively online and follow a sequence beginning each March. Project Management concentration courses are intensive, online courses offered compressed-term format; therefore, they should not be taken with other courses.

BUS-640 Managing Projects in Contemporary Organizations (3)
BUS-641 Project Monitoring and Delivery (3)
BUS-642 Managing Project Performance (3)
BUS-643 Leading Process Improvement (3)

## Independent Study

Students interested in the Independent Study option (BUS-698) must coordinate their project with the Chair of the Business and Economics Department and the full-time faculty member who will work with the student guiding the project. One three-credit independent study course may be chosen.

## Accreditation

The Master of Arts in Leadership and Management is accredited by **Accreditation Council for**

**Business Schools & Programs (ACBSP)**

ACBSP promotes excellence in business education. It focuses on strong student learning outcomes and teaching excellence.

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# MA in Nonprofit Management

**Business and Economics Department**

## Degrees offered

Major
Certificate
Master's

## Campuses

Main Campus

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**Summary**

Nonprofit organizations strengthen, inspire, and protect our communities, heritage, and world as well as offer unique challenges to their leaders and managers. Notre Dame of Maryland University is built on a foundation of ethics and mission and offers two graduate Programs of Study in Nonprofit Management:  the Master of Arts degree in Nonprofit Management and the Graduate Certificate of Leadership of Nonprofit Organizations. These Programs combine business methods, management theory, and social commitment to prepare dedicated individuals to serve as effective leaders in the nonprofit sector.

The Master of Arts in Nonprofit Management degree provides middle- and upper-level managers the opportunity to learn practical strategies, grounded in business theory, in an atmosphere of frank exchange and interaction with other nonprofit practitioners. The Graduate Certificate of Leadership of Nonprofit Organizations is designed for those who seek the challenge of graduate-level exploration but not necessarily a full degree.

Nonprofit professionals explore the rapidly evolving environment of nonprofits, responding to social and policy challenges, funding stream patterns, and technological advancements. They examine the changing relationship between nonprofits and government, the evolving strategic alliances among nonprofit and for-profit organizations. This curriculum prepares people of commitment to manage the “business” of the mission-based organization effectively and efficiently. These courses guide nonprofit professionals in skill development that crosses the broad range of management responsibilities of the skills necessary to develop strategic direction, seek funding streams, manage staff and volunteers, evaluate finances, and evaluate programs. The Program is grounded in practical experience, and students are given the opportunity to apply their knowledge to real-life challenges in every course. In the Capstone Project, students have the opportunity to integrate the theoretical and practical experiences into a project of the student's own design.

### Program of Study

The Program of Study leading to the Master of Arts in Nonprofit Management requires completion of a minimum of 36 credits of coursework. The core curriculum of 27 credits develops a broad-based foundation. Courses incorporate the environment of the nonprofit sector, managing and leading, resource management, strategic positioning, marketing and social media, and program evaluation. The remaining nine credits permit the student to explore areas of particular personal interest, whether in additional study in the core areas or in management, marketing, finance or technology. Students integrate their educational experience with a Capstone Project of their own design.

A baccalaureate degree is required for admission. However, there are no undergraduate prerequisite courses.

Students must maintain a 3.0 (B) Cumulative Grade Point Average to remain in Academic Good Standing. Students whose Cumulative Grade Point Average falls below 3.0 will be placed on Academic Probation status. Students on Academic Probation will be given three semesters (in which they register for a course) to raise their Cumulative Grade Point Average to 3.0. Failure to do so, or receiving more than two grades below a B, will result in Academic Dismissal from the graduate program. These provisions do not apply to students admitted on Probation; provisions governing that status are identified in the Letter of Admission.

Part-time graduate Nonprofit Management students may enroll in a maximum of six credits during the

fall, spring and summer semesters. Full-time graduate students may enroll in nine credits per semester. All graduate students are restricted to 3 credits during the Winterim semester. Classes are scheduled in the evenings and on weekends to accommodate working professionals.

At the conclusion of this Program, students are expected to be able to:

- *Cultivate the skills and knowledge needed to succeed as leaders in nonprofit, philanthropic, social enterprise, and voluntary action.*
- *Implement management processes, practices, forms and structures in nonprofit, philanthropic, social enterprise and voluntary action organizations.*
- *Understand the theory, context of the nonprofit, philanthropic, social enterprise and voluntary action sector in a global, national, local and regional perspective.*
- *Express critical thinking through strategic, ethical, socially responsible, well-reasoned action and communication.*

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## Curriculum (36 Credits)

### Central Core (27 Credits)

NPM-502 Introduction to Nonprofit Management (3)
NPM-510 Leadership and Organizational Development in Nonprofits (3) or BUS-558 Leadership and Leading (3)
NPM-520 Board Development and Human Resource Management in Nonprofits (3)
NPM-545 Fundraising and Grant Writing (3)
NPM-531 Managing Financial Resources in Nonprofits (3)
NPM-560 Nonprofit Law and Ethics (3)
NPM-570 Nonprofit Marketing (3) or BUS-560 Marketing Management (3)
NPM-580 Program Evaluation Methods (3)
NPM-690 Masters Project Seminar (3) of BUS-651 Strategic Organizational Leadership (3)

### Electives (9 Credits)

NPM-501 Strategic Planning in the Nonprofit Sector (3)
NPM-551 Government – Nonprofit Relationships (3)
NPM-691 Master's Project Seminar II (3)
BUS-520 Health Care Administration (3)
BUS-533 Advanced Financial Analysis (3)
BUS-541 Legal Issues in Human Resource Management (3)
BUS-542 Performance Management Systems (3)

BUS-554 Women in Leadership (3)
BUS-558 Leadership and Leading (3)
BUS-562 Leading Organizational Change (3)
COM-505 Business Communication (3)
COM-620 Public Relations Management
CST-554 Principles and Issues in Information Systems (3)
CST-534 Data Driven Business Decisions
CST-580 Managing Information in a Web Based World (3)
CST-593 Web Development (3)
CST-621 Database Management (3)
ECO-548 Economics Theory in Management (3)
ENG-503 Graduate Writing (3)*

** After careful review of a student's admissions essay and Notre Dame graduate admissions exam scores, a student may be required to complete ENG-503 within their first nine credits at the University.*

## Accreditation

**Accreditation Council for Business Schools & Programs (ACBSP)**

ACBSP promotes excellence in business education. It focuses on strong student learning outcomes and teaching excellence.

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# Master of Science in Analytics (online)

**Interdisciplinary Department**

Degrees offered

Master's

Campuses

## Summary

A Master's of Science in Analytics at Notre Dame of Maryland University is an multidisciplinary Program of Study encompassing computer studies, mathematics, and management. The Program focuses on competencies in areas of data management technologies and quantitative processes and prepares professionals to specialize in the creation, enhancement, and use of "big data" through analytics. The Program is offered online and is designed primarily for students who have an academic or working background in a mathematical, computing, or business intelligence field.

## Program of Study

The Analytics Program of Study uses real-world situations to prepare students for roles as strategic analysts who use predictive modeling to enhance decision processes. Students will develop an in-depth understanding of key technologies:  data mining, design, analysis, modeling, security, and visualization. Students will work with real-world scenarios to gain experience with statistical packages and big data tools. The final Capstone Project is an applied research experience.

The Master of Science in Analytics Program of Study includes 36 credits of coursework. Students may enroll in two courses each semester, including summers, to finish in two years. The Program builds

skills and knowledge in areas that are crucial to potential employers.

All classes in this Program are delivered online.  Students will complete a Capstone Project on a topic of their choice. Together with their faculty advisor, students will develop a research question and use techniques learned throughout their Program of Study to investigate the question and analyze relevant data. Students will present the results of their Capstone Project in a written report and/or oral presentation.

## Curriculum (36 Credits)

### Computer Studies Courses (24 Credits)

CST-530 Foundations of Analytics in Knowledge Management (3)
CST-531 Data Design and Management (3)
CST-532 Knowledge Tools (3)
CST-540 Data Visualization (3)
CST-550 Project Management (3)
CST-610 Critical Inquiry (3)
CST-611 Data Security (3)
CST-620 Data Mining and Warehousing (3)

### Mathematics Courses (6 Credits)

MAT-575 Applied Statistics (3)
MAT-576 Data and Decision Modeling (3)

### Business/Economics Courses (6 Credits)

To be chosen with program advisor

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# Master of Science in Risk Management (online)

**Department**

Charles Yoe, PhD
Director of Risk Management Program

## Degrees offered

Master's

## Campuses

Main Campus

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Business interruption, market developments, cyber incidents, natural catastrophes, changes in legislation and regulation, macroeconomic developments, infrastructure collapse, political risks and violence, loss of reputation or brand value, changing budget priorities, and new technologies are but a few of the reasons why organizations around the globe brace themselves against an era of greater uncertainty. Organizations need risk managers in order to be prepared to respond to this risky environment. The high demand for Risk Management Directors across the United States has resulted in high pay, fast growth, and a strong quality of life rating for professionals pursuing this field. Notre Dame of Maryland University's Master of Science in Risk Management empowers students entering this profession with an industry leading domain of expertise supported by practical, insightful, useful, and adaptable knowledge of risk analysis science including risk management, risk assessment, and risk communication.

Notre Dame of Maryland University's graduate programs in Risk Management are

the training choice of the U.S. Army Corps of Engineers, one of the world's largest public engineering, design, and construction management agencies.

### Program Objectives

This Master of Science in Risk Management is designed for professionals with a completed bachelor's degree and substantive professional experience who seek the skills required to introduce or apply the principles of risk analysis science in a risk management framework within their organizations. In particular, this Program of Study targets students who desire further professional qualifications in the newly emerging and fast growing field of Risk Management. Students in this Program of Study should possess strong mathematical/quantitative skills, as evidenced in previous coursework. International students are required a strong command of the English language as indicated by an official TOEFL score (550 or higher).

Potential career opportunities include Risk Management Director, Assessor, Risk Manager, Risk Analyst, Risk Management Consultant, Risk Control Supervisor, Director of Corporate Risk Management, and Chief Risk Officer.

The Master of Science in Risk Management enables its graduates to:

- Introduce the best practice techniques of risk management and risk analysis science to their organizations;
- Acquire the skills required to manage risks to avoid loss and to take prudent risks for potential gain;
- Build on qualitative and quantitative risk assessment skills introduced and used in the Program;
- Communicate effectively in crisis and risk situations that threaten your organization or its constituents and stakeholders;
- Conduct one’s self-ethically in situations where systems breakdown and rules of conduct are challenged; and,
- Introduce a risk management framework to risk-management naïve organizations or to enhance the effectiveness of existing risk management practices.

### Curriculum (18 Credits)

RIS-501 Risk Management (3)
RIS-502 Risk Assessment (3)
RIS-601 Uncertainty (3)
RIS-602 Quantitative Risk Assessment (3)
RIS-603 Risk Communication (3)
RIS-604 Enterprise Risk Management (3)
RIS-6xx Decision Making Under Uncertainty
RIS-630 Ethics and Risk Governance (3)

BUS-502 Managing Together (3)
BUS-5xx Adaptive Leadership (3)

No graduate credits may be transferred from other accredited institutions.

Working online with other professionals from around the nation and world, students will learn risk analysis science including risk management, risk assessment, and risk communication in energizing, eight-week courses. They will also receive invaluable knowledge to help them implement or improve the practice of risk management within their organizations. Students may complete required work when it is convenient.  This rigorous Program requires 15-20 hours per week.

Most students are currently employed and are acquiring the skills necessary to meeting the growing need for risk management and risk analysis science in their own organizations. The Master of Science Degree is an excellent pairing with one's current professional training that opens new opportunities in any field. This is not a risk management certification program.

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Students can elect to prepare a portfolio of risk products and to design course exercises to meet the needs of their organization.

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## Courses

### RIS-501 Risk Management

Provides an introduction to the risk anaylsis paradigm where organizations intentionally manage, assess and communicate about risk. Risk management is about making effective decisions under conditions of uncertainty. A generic risk management model is introduced and developed. Students learn to apply several risk management methodologies. [ 3 credits ]

### RIS-502 Risk Assessment

Provides an introduction to a generic and generalizable risk assessment model as well as to several qualitative risk assessment techniques. Students learn to apply qualitative techniques. [ 3 credits ]

### RIS-601 Uncertainty

Surveys epistemic and aleatory uncertainty. Explores the use of probability distributions to address these sources of uncertainty. Explores the use of prabability to represent uncertainty using probability distributions. [ 3 credits ]

## RIS-602 Quantitative Risk Assessment

Introduces deterministic and probabilistic risk assessment. Students learn to build and use probabilistic risk assessment models. Emphasis is placed on communicating uncertainty to decision makers. [ 3 credits ]

## RIS-603 Risk Communication

Prepares students to respond professionally to the special challenges of coordination among risk managers and risk assessors and focuses primarily on risk and crisis communication where there is considerable uncertainty. Students learn how to map risk communication messages. [ 3 credits ]

## RIS-630 Ethics and Risk Governance

Examines the ethical issues and social responsibility related to risk problems through the lends of current events. Topics include such things as ethical principals in the face of system collapse, protecting the most vulnerable, the public's role in decision making, and managing risk for development. [ 3 credits ]

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# Post-baccalaureate Certificate in Latin

**Department**

| Degrees offered | Campuses |
| --- | --- |
| Certificate | Main Campus |

**Summary**

Notre Dame of Maryland University offers an 18-hour Post-baccalaureate Certificate in Latin to those individuals with a proficiency in Latin who seek certification. All of the requirements for the Certificate must be completed within four years from the date of admission. Fifteen of the 18 credits must be completed at NDMU; three credits may be transferred into this program. Courses taken for the Post-Baccalaureate Certificate may be applied toward the Master of Arts in Liberal Studies program; or, 12 of the credits may be used for a Latin Concentration within the Master of Arts in Leadership in Teaching program. Study tours to countries once controlled by Rome and credits earned for these tours may be applied toward the Certificate, provided that the focus of the tour is related either to the Latin language or to ancient civilization.

## Curriculum (18 Credits)

**Required courses**

LCL-544 History of Classical Scholarship (3)
LLT-561 Latin Composition (3)

**The remaining 12 credits may be chosen from the following electives:**

LLT-571 Roman Literature and Society (3)
LLT-572 Letters of Cicero and Pliny (3)
LLT-574 Evolution of Latin Literature I (3)
LLT-575 Evolution of Latin Literature II (3)
LLT-580 Aspects of Roman Culture (3)
LLT-585 Readings in the Roman Historians (3)
LLT-587 Fall of the Roman Republic (3)
LLT-590 Poetry of the Augustan Age (3)
LCL-541 Classical Mythology and Its Influence (3)
LCL-542 The Classical Tradition (3)
LCL-555 Cinema and Classics (3)
LLT-525 Master Latin Teacher Workshop (3)

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# Post-baccalaureate Certificate in Leadership and Management

**Business and Economics Department**

| Degrees offered | Campuses |
| --- | --- |
| Certificate | Main Campus |


**Summary**

In a fast-paced world, competitive organizations require good management and strong leadership at every level. The Post-baccalaureate Certificate in Leadership and Management is designed for those interested in leadership as a core practice and in mastering challenges and effecting change while acting from an ethical base. Management and leadership are closely related, but they are distinguishable. Both entail influencing others and effectively accomplishing goals. Management is commonly seen in terms of reducing chaos in organizations and running them more effectively and efficiently through planning and budgeting, organizing and staffing, controlling and problem solving. Leadership, on the other hand, is concerned with establishing direction, aligning people as well as motivating, empowering, and inspiring individuals and teams. It has been said that leaders are focused on doing the right things, whereas managers are concerned with doing things right. Today's organizations need individuals who can effectively lead *and* manage.

Courses required for the Certificate may be applied to the Master of Arts in Leadership and Management. However, students may not combine the Certificate

with the principled Leadership Concentration in the M.A. Program. Students pursuing both the Certificate and the degree program must select an alternate concentration or individualized specialization that does not include the leadership courses in the Certificate program.

## Curriculum (18 Credits)

### Required Courses

BUS-501 Managing in a Complex Environment (3)
PHL-521 Ethical Issues in Leadership (3)
BUS-558 Leadership and Leading (3)

### Choose three courses from the following:

BUS-551 Leadership's Dark Side (3)
BUS-562 Leading Organizational Change (3)
BUS-640 Leading Projects in Contemporary Organizations (3)
BUS-559 Lateral Leadership (3)
BUS-580 Coached Leadership Practicum (3)

No more than 9 credits from the MA in Leadership and Management Program of Study may be applied to the completion of the Leadership and Management Certificate.

Certificates are not separately accredited by the Accreditation Council for Business Programs (ACBSP).

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# Post-baccalaureate Certificate in Leadership of Nonprofit Organizations

**Business and Economics Department**

| Degrees offered | Campuses |
| --- | --- |
| Certificate | Main Campus |

## Summary

Notre Dame of Maryland University offers the Post-baccalaureate Certificate in Leadership of Nonprofit Organizations to those students who desire further professional qualifications but are not seeking a full Master's program, or who already have earned a graduate degree. This program enables participants to develop the leadership skills necessary in today's nonprofit sector and is also suitable for committed nonprofit board members who wish to enhance their understanding of the nonprofit sector.

Courses taken for the Certificate may be applied to the Master of Arts in Nonprofit Management. For the Certificate Program, no graduate credits may be transferred from other accredited institutions.

## Curriculum (18 Credits)

This 18-credit Certificate requires students to complete one required course and choose five courses from a list of electives.

### Required Course

NPM-531 Managing Financial Resources in Nonprofits (3)

**Electives**

Five courses selected from:

NPM-501 Strategic Planning in the Nonprofit Sector (3)
NPM-510 Management and Leadership in Nonprofits (3)
NPM-520 Board Development and Human Resource Management in Nonprofits (3)
NPM-545 Fundraising and Grant Writing (3)
NPM-551 Government–Nonprofit Relationships (3)
NPM-560 Ethical Issues in Nonprofit Management (3)
NPM-570 Nonprofit Marketing (3)
NPM-580 Program Evaluation Methods (3)

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# School of Education

Course Descriptions

## Initial Certification Programs

- Accelerated Certification for Teaching
- Master of Arts in Teaching
- Master of Arts in TESOL

## Advanced Certification Programs

- MA in Administration and Supervision for Changing Populations
- MA in Gifted and Talented Education
- MA in Leadership in Special Education
- MA in Leadership in Teaching
- MA in Leadership in Teaching: Administration and Supervision
- MA in Leadership in Teaching: Library Media Specialist
- MA in Leadership in Teaching: Mathematics Instructional Leader
- MA in Leadership in Teaching: Reading Specialist
- MA in Leadership in Teaching: Spanish
- MA in Leadership in Teaching: STEM
- MA in Leadership in Teaching: ESOL (MATESOL)
- Certificate of Advanced Study in Education

## Ph.D. Programs

- Ph.D. in Instructional Leadership for Changing Populations
- Ph.D. in Higher Education Leadership for Changing Populations

## Post-Baccalaureate Certificates

- Curriculum and Instruction

## Post-Master's Certifications

- Administration and Supervision
- Gifted and Talented
- Library Media Specialist
- Mathematics Instructional Leader, PreK-6 or 4-9
- Reading Specialist
- Special Education
- STEM
- TESOL

## Additional Resources

- Accelerated Certification for Teaching (ACT)
- Certificate of Advanced Study in Education
- Master of Arts in Administration and Supervision for Changing Populations
- Master of Arts in Gifted and Talented Education
- Master of Arts in Leadership in Special Education - Administration
- Master of Arts in Leadership in Special Education - Exceptionalities
- Master of Arts in Leadership in Teaching
- Master of Arts in Teaching
- Master of Arts in Teaching English to Speakers of Other Languages
- Ph.D. in Higher Education Leadership for Changing Populations (online)
- Ph.D. in Instructional Leadership for Changing Populations
- Post-Baccalaureate Certificate in Curriculum and Instruction
- Post-Master's Certifications

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# Accelerated Certification in Teaching

**Graduate School Department**

## Degrees offered

Dual-Degree

## Campuses

Main Campus
Anne Arundel Community College
Southern Maryland Higher Education Center (SMHEC)

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**Summary**

The Accelerated Certification for Teaching Program (ACT) is designed to prepare women and men with non-teaching degrees for teaching careers. It is a non-degree, graduate-level, state-approved Teacher Education Program. Participants include recent college graduates, career changers, retirees seeking a second career, and persons already teaching who wish to become certified.

Through the Accelerated Certification for Teaching Program of Study, eligibility for Maryland Certification is possible in Elementary Education or in Secondary Education in one of the following: Business, Computer Science, English, World Languages, Mathematics, Science, Social Studies, or Theatre. Early Childhood and Special Education courses are offered which make it possible for the Elementary Education candidate to earn dual certification in Early Childhood and Special Education when such courses are taken in conjunction with the Elementary Education Program of Study. Secondary Education candidates may also earn dual certification in Special Education.

New students may begin the Program in any term. A schedule of weekend, evening, and summer classes allows most students to continue full-time jobs while enrolled. Although a Program of Study can be tailored to accommodate a variety of personal circumstances, continuity in pursuing the coursework is necessary. An internship, normally the final step in the Program, requires a full-time commitment.

Occasionally, students can secure a "conditional" teaching position to use in lieu of a semester of internship. This circumstance must be approved and will require registration as an internship course and University monitoring.

Students are expected to complete the entire sequence of professional education courses at Notre Dame of Maryland University. With permission, a limited number of courses may be considered for transfer into the Program. However, methods courses must be taken at Notre Dame.

Candidates who complete the ACT Program may choose to apply for admission to the Master of Arts in Leadership in Teaching. Specific courses completed in the ACT Program with a 3.0 or above may be applied to the degree.

### Program of Study

The ACT Program offers professional education courses which provide the knowledge and skills essential to the beginning teacher and which are necessary for certification by the Maryland State Department of Education. A minimum of 21 credits is required for the Secondary Education track; 24 credits for the Elementary Education track; and, additional credits as prescribed for dual certification with Early Childhood or Special Education.

Each student will develop a plan of study with the ACT Coordinator upon admission. In addition to the coursework in education proper to the ACT Program, this plan requires the fulfillment of any undergraduate liberal arts content courses necessary for certification. These undergraduate liberal arts content courses may be taken concurrently with ACT courses at NDMU or at other colleges and universities. Frequent and consistent contact with the ACT advisor is expected of each student to assure steady progress in the Program.

Upon entering the Program and periodically thereafter, candidates attend a series of non-credit workshops orienting them to the teaching profession. Throughout the Program of Study, participants

will prepare a professional portfolio documenting their competence according to departmental and state standards.

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## Curriculum

Content relevant to prospective teachers includes the following strands: human growth and learning, curricular and instructional planning, classroom organization and management, working with diverse populations, assessment, application of technology to management and instruction, and educational professionalism. Through the ACT Program these strands are integrated into required core courses, curriculum and methods courses particular to the certification track, and field experience and student teaching.

### Required for Certification in Secondary Education

EDU-519 Human Development and Learning
EDU-556 Technology for Instruction and Management
SPE-526 Special Education for the Classroom Teacher
EDU-544 Educational Assessment
EDU-580 Reading and Writing in the Content Areas Part I
EDU-551 Reading and Writing in the Content Areas Part II

**Select one Methods of Teaching in Secondary School course from the following:**

EDU-530 Art
EDU-531 English
EDU-532 Foreign Language
EDU-533 Mathematics
EDU-537 Science
EDU-539 Social Studies
Methods course for Business, Music and Computer Science candidates chosen in collaboration with academic advisor
EDU-601 Internship: Teaching in Secondary School

### Required for Certification in Elementary Education

EDU-519 Human Development and Learning
EDU-556 Technology for Instruction and Management
SPE-526 Special Education for the Classroom Teacher
EDU-509 Processes and Acquisition of Reading
EDU-510 Elementary Reading Materials

EDU-511 Assessment of Reading
EDU-542 Instruction in Reading
EDU-513 Science and Social Studies in the Elementary School
EDU-592 Mathematics in the Elementary School
EDU 602 Internship: Teaching in the Elementary School

**Elementary Education candidates may pursue a dual certification in Early Childhood Education (preK – 3) with the following additional class:**

EDU-515 Curriculum and Methods for Early Childhood Education
EDU-603 Internship: Early Childhood (Dual certification candidates will complete both a 3 credit elementary school placement and a 3 credit early childhood placement during the internship semester)

### Required for Certification in Secondary Special Education

EDU-519 Human Development and Learning
EDU-556 Technology for Instruction and Management
SPE-526 Special Education for the Classroom Teacher
EDU-53(_) Methods of Teaching in Secondary School (required if pursuing a dual certification in special education and a secondary content area – take the course matching the content area)
EDU-580 Reading and Writing in the Content Areas Part I
EDU-551 Reading and Writing in the Content Areas Part II
SPE-543 Special Education Assessment
SPE-546 Methods of Teaching Students with Special Needs
SPE-571 Vocational Skills
SPE-576 Communication Skills for the School-based Professional
SPE-601 Internship: Teaching in Special Education
EDU-601 Internship: Teaching in Secondary School (Candidates will complete both a 3 credit special education placement and a 3 credit secondary placement during the internship semester)

### Required for Certification in Elementary Special Education

EDU-519 Human Development and Learning
EDU-556 Technology for Instruction and Management
SPE-526 Special Education for the Classroom Teacher
EDU-509 Processes and Acquisition of Reading
EDU-510 Elementary Reading Materials
EDU-511 Assessment for Reading Instruction
EDU-542 Instruction in Reading
SPE-544 Special Education Assessment
SPE-546 Methods of Teaching Students with Special Needs
SPE-570 Individualizing the Curriculum:  Strategies for Holistic Intervention

SPE-576 Communication Skills for the School-based Professional
SPE-601 Internship: Teaching in Special Education
EDU-602 Internship: Teaching in the Elementary School (Candidates will complete both a 3 credit special education placement and a 3 credit elementary placement during the internship semester)

## Field Experience and Student Teaching

Some courses may include observation and participation activities in schools. Upon completion of prescribed courses, supervised student teaching in the appropriate area(s) of certification for a total period of 20 weeks will satisfy the student teaching requirement for career changers and others not yet teaching. See description of internships EDU-601 through EDU-611 and SPE-601 under School of Education Course Descriptions.

For teachers already in service, one year of documented satisfactory teaching as prescribed by NDMU, and at the appropriate level and in the field of certification, will satisfy the student teaching requirement of the Program.

## ACT Program Requirements

- An overall average of 3.3 or higher must be maintained;
- A "B" or higher in all methods courses, passing scores on Praxis Core tests (or MSDE-approved test equivalent) and on the Praxis II content test specified for the expected area of certification, and approval of the School of Education are required for admission to student teaching, or, for teachers in service, for receiving the approved program stamp on the transcript signifying completion of the Program;
- EDU-519 Human Development and Learning must be taken prior to or concurrent with the first curriculum and methods course;
- An Application for Student Teaching Placement must be filed early in the semester prior to the semester for internship. No other courses should be taken during the internship experience;
- All liberal arts and education courses prescribed in a student's Program of Study must be completed prior to the internship, or, for teachers in service, prior to receiving the approved program stamp on the transcript signifying completion of the Program;
- Students must pass Praxis Core tests (or MSDE-approved test equivalent) I to enter the ACT Program and Praxis II* prior to internship. These are national teacher examinations required by the Maryland State Board of Education for Certification.

**Because NDMU's World Languages Program is nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL),teacher candidates who are seeking certification in Maryland for Spanish or French are required to achieve a passing score of "Advanced Low" or better on BOTH the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT), both of which are administered by an interviewer/proctor who is certified by ACTFL. Note that some teacher*

*candidates in lieu of the OPI may elect to take the OPI(c) which is a computer version of the OPI. Teacher candidates may take these two assessments at any time during their Program of Study but prior to their methods course of study. Teacher candidates are encouraged to explore opportunities that will enable them to meet the "Advanced Low" standard/score, including participation in study abroad, volunteer and service learning opportunities, language clubs, and film festivals and by viewing films and television programs in the world language they will be studying. More information about these assessments can be found at www.languagetesting.com*

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# Certificate of Advanced Study in Education

**Graduate Department**

## Degrees offered

Certificate

## Campuses

Main Campus
Eastern Shore Higher Education Center (ESHEC)
Southern Maryland Higher Education Center (SMHEC)
University Center Northeastern Maryland (formerly the HEAT Center)

---

**Summary**

The Certificate of Advanced Study in Education (CASE) in Instructional Leadership is a 30-credit Program of Study for experienced educators who have completed a Master's degree. The program provides advanced studies in leadership, curriculum, and pedagogy. Through a curriculum designed to integrate theory and practice, educators acquire or enhance skills that will meet the needs of future educational leadership.

## Curriculum

This Program of Study consists of six, 600-level Core courses and four electives. Electives may be taken in a student's area of special interest. Students must maintain a B average to be awarded a CASE Certificate.

### 600-Level Core Courses (18 credits)

Select from among the following:

EDU-622 Education and Policy Analysis for Changing Schools (3)
EDU-624 Dialects in American Schools (3)
EDU-647 Learning, Language and the Brain (3)
EDU-660 Legislative and Legal Decisions Affecting Changing School Populations (3)
EDU-672 Changing School Population in Historical Perspective (3)
EDU-674 Global and International Perspectives in Education (3)
EDU-675 Democracy and Education: Philosophical Perspectives (3)
EDU-676 Educational Applications of Multimedia (3) **OR**
EDU-665 Digital Game Based Learning and Design (3)
EDU-697 Language and Intercultural Communication for Changing Populations (3)
EDU-698 Linguistic and Cultural Diversity (3)

**Electives (12 Credits)**

Areas of special interest are available in Reading, Administration and Supervision, Special Education, Global and Multicultural Education, Curriculum Planning, TESOL, Historical, Philosophical, and Psychological Perspectives, Management, Technology, Marketing, and Public Relations.

The CASE Program is flexible and the required courses in the Program of Study can be modified by the Advisor to allow students to obtain Certification in the following areas:

- Administration and Supervision
- Gifted and Talented Education
- Library Media
- Mathematics Instructional Leadership, Grades K-6 or Grades 4-9
- Reading Specialist
- Special Education
- STEM, Grades preK-6
- TESOL
- Spanish

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# MA in Administration and Supervision for Changing Populations

**Department**

Degrees offered

Campuses

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## Summary

This Master of Arts in Administration and Supervision for Changing Populations helps transform classroom teachers into school administration leaders. In this Program of Study, students will further develop the ability to communicate, plan for, and manage change in today's dynamic, multicultural educational environment. Upon completion of the Program, 18 credits may apply toward the Ph.D. in Instructional Leadership for Changing Populations.


## Curriculum (36 Credits)

EDU-557 Leadership Seminar I (3)
EDU-567 Learning Theory and Practice (3)
EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
EDU-563 Curriculum Development (3)
EDU-560 Legal Issues for Teachers and Administrators (3)
EDU-697 Language and Intercultural Communication for Changing Populations (3)
EDU-676 Educational Applications of Multimedia (3)
EDU-569 Supervision: Empowering Teachers (3)
EDU-674 Global and International Perspectives in Education (3)
EDU-698 Linguistic and Cultural Diversity (3)
EDU-688 Practicum: School Administration and Supervision I (3)
EDU-690 Practicum: School Administration and Supervision II (3)

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# MA in Gifted and Talented Education

**Department**

## Degrees offered

Certificate

## Campuses

Main Campus
Anne Arundel Community College
Eastern Shore Higher Education Center (ESHEC)
Southern Maryland Higher Education Center (SMHEC)
University Center Northeastern Maryland (formerly the HEAT Center)

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### Summary

The Master of Arts in Gifted and Talented Education at Notre Dame of Maryland University provides educators with knowledge and skills to assume leadership roles in gifted education. Our Master of Arts and Certificate programs meet Maryland state requirements for certification as a specialist in gifted and talented education.


### Student Outcomes

Students in this Program will:

1. Apply the historical and philosophical foundations of gifted education, cognitive characteristics, affective needs, and appropriate strategies to best implement curricula that consider the social and emotional characteristics, needs and well-being of gifted and talented learners.
2. Design instructional environments that accommodate inquiry-based pedagogies, critical

thinking skills, research techniques, creativity, problem solving skills and support interdisciplinary collaborations to serve the unique abilities of gifted and talented/advanced learners.
3. Develop a critical understanding of identification procedures and GT program evaluation techniques, including a variety of issues surrounding identification such as twice-exceptionality, cultural, intellectual and linguistic differences, as well as underachievement and under-identification.
4. Demonstrate a variety of skills necessary to conduct original research using sampling protocols and technology, as well as the ability to apply quantitative and qualitative approaches involved in data analysis and in interpreting various types of information.

## Program Outcomes

At the completion of the Program, students will be able to:

1. Pass all national testing requirements, as applicable, achieving a 100% pass rate for NDMU.
2. Enhance career and professional development opportunities for employment pathways in the profession, e.g., GT Teacher, GT Intervention Resource Teacher, GT Identification Resource Teacher, GT Program Coordinator, GT Curriculum Specialist, GT District Coordinator.
3. Design and conduct action research studies in their particular field of expertise and interest in the area of gifted and talented education.
4. Create interdisciplinary and differentiated curricula to deliver services that support student learning and the specialized needs of gifted and talented/advanced learners.

Teachers will acquire the knowledge and skills to enhance understanding of gifted students and their needs. With this advanced degree, teachers will be equipped to assume a leadership role in gifted and talented education.

## Curriculum (36 Credits)

EDGT-500 Foundations of Gifted and Talented Education*
EDGT-501 Affective Characteristics of Diverse Gifted and Talented Learners*
EDGT-506 Theory and Development of Creativity
EDGT-505 Strategies for Gifted and Talented Education*
EDGT-502 Curriculum for the Gifted and Talented*
EDGT-503 Research Seminar in Gifted and Talented Education*
EDGT-504 Practicum in Gifted and Talented Education*
EDU-557 Leadership I
EDU-567 Learning Theory and Practice
EDU-676 Educational Applications of Multimedia OR EDU 544 Educational Assessment
EDU-665 Digital Game-Based Learning and Design

One approved elective (3 credits)

*courses meet requirements for the MSDE certificate: *Gifted and Talented Specialist*

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# MA in Leadership in Special Education - Administration

**Special Education Department**

## Degrees offered

Master's

## Campuses

Main Campus
Anne Arundel Community College
College of Southern Maryland (CSM)
Eastern Shore Higher Education Center (ESHEC)
Southern Maryland Higher Education Center (SMHEC)
University Center Northeastern Maryland (formerly the HEAT Center)

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The Master of Arts in Leadership in Special Education – Administration provides an advanced Program of Study for educational professionals who aspire to become supervisors or administrators with the commitment and skills to be effective instructional leaders in inclusive school environments. Through advanced study in leadership, pedagogy and literacy, the Program requires the student to develop essential competencies in these areas as they pertain to diverse learners.

## Curriculum

## Required Courses

EDU-543 Reading, Analyzing and Interpreting Educational Research (3)

EDU-557 Leadership I Seminar (3)

EDU-567 Learning Theory and Practice (3)

EDU-569 Supervision: Empowering Teachers (3)

EDU-560 Legal Issues for Teachers and Administrators (3)

EDU-566 Technology for Instruction and Management (3)

EDU-563 Curriculum Development (3)

EDU 688 Practicum: School Administration and Supervision Part I (3)

EDU 690 Practicum: School Administration and Supervision Part II (3)

**Elective Options (3)**

SPE-518 Behavior is Language (3)

SPE-530 Attention Deficit Disorder (3)

SPE-531 Autism and Asperger's Disorders (3)

SPE-533 Understanding Aggression (3)

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# MA in Leadership in Special Education - Exceptionalities

**Special Education Department**

## Degrees offered

Master's

## Campuses

Main Campus
Anne Arundel Community College
College of Southern Maryland (CSM)
Eastern Shore Higher Education Center (ESHEC)
Southern Maryland Higher Education Center (SMHEC)
University Center Northeastern Maryland (formerly the HEAT Center)

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The Master of Arts in Leadership in Special Education – Exceptionalities provides an advanced Program of Study for educational professionals who aspire to become supervisors or administrators with the commitment and skills to be effective instructional leaders in inclusive school environments. Through advanced study in leadership, pedagogy and literacy, the Program requires the student to develop essential competencies in these areas as they pertain to diverse learners.

### Curriculum

#### Required Courses

EDU-543 Reading, Analyzing and Interpreting Educational Research (3)

EDU-557 Leadership I Seminar (3)

EDU-567 Learning Theory and Practice (3)

EDU-569 Supervision: Empowering Teachers (3)

EDU-560 Legal Issues for Teachers and Administrators (3)

EDU-566 Technology for Instruction and Management (3)

EDU-563 Curriculum Development (3)

**Elective Options (3)**

SPE-518 Behavior is Language (3)

SPE-531 Autism and Asperger's Disorders (3)

SPE-581 Evidence Based Practices to Support Students with Dysgraphia (3)

SPE-582 Evidence Based Practices to Support Students with Dyscalculia (3)

SPE-583 Evidence Based Practices to Support Students with Dyslexia (3)

SPE-650 Enhanced Structured Literacy Opportunities within the Learning Environment (3)

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# MA in Leadership in Teaching

**Graduate Department**

Degrees offered

Campuses

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**Summary**

Classroom teachers play a vital role in preparing students for the challenges and opportunities of the 21st century. The Master of Arts in Leadership in Teaching Program of Study provides advanced study for professionals who wish to become master teachers—leaders in the art and craft of teaching—with the commitment and skills to provide for the success of their students and the leadership development of their peers. Through graduate study in leadership, in pedagogy, and in international education, the Program develops competencies essential for contemporary educators.

The following are area of specialization for the Master of Arts in Leadership in Teaching:

Master of Arts in Leadership in Teaching: Administration and Supervision
Master of Arts in Leadership in Teaching: Library Media Specialist
Master of Arts in Leadership in Teaching: Mathematics Instructional Leader
Master of Arts in Leadership in Teaching: Reading Specialist
Master of Arts in Leadership in Teaching: Spanish
Master of Arts in Leadership in Teaching: STEM

## Program Objectives

Through a combination of theory and practice, students develop leadership skills to assist them in team building, decision making, problem solving, communicating effectively, and planning and managing change. Courses in pedagogy introduce students to state-of-the-art practices that enable teachers to empower their students to be self-motivated, serious learners. Teachers improve their ability to become critical consumers of education research that explores teaching and learning. They become familiar with computer tools available for planning and instruction, use instruments for assessment and evaluation, and study approaches to curriculum design and course planning.

Students also devote serious study to expanding their intellectual and cultural horizons by means of coursework which focuses on social, cultural, and global dimensions of learning. They enlarge their capacity to identify and analyze challenges facing educators around the world and expand their awareness of and appreciation for differing cultural perspectives. In so doing, they cultivate skills necessary to teach effectively in an increasingly multicultural environment by becoming more aware of the diverse social and cultural contexts within which today's schools function.

Distinctive features of the 36-credit Program of Study include a multidisciplinary foundation, a focus on the professional development of classroom teachers, and scheduling options which include Saturday and evening courses during the school year, as well as intensive day classes during the summer. For students who prefer summer study only, an option is available which will permit degree completion in four consecutive summers.

The entire Program is offered on the Baltimore campus. In addition, the Program, including the School Administration and Supervision Certification (but not the concentrations) is offered at the Northeast Maryland Higher Education Center (Aberdeen), at Southern Maryland Higher Education Center, and at Anne Arundel Community College.

Students seeking certification in both initial and advanced Programs need to pass Praxis Core and Praxis II examinations. In place of Praxis Core, Maryland will accept SAT scores of at least 1100 or ACT composite score of at least 24.

## Curriculum (36 Credits)

### Required Courses (18 Credits)

| | |
|---|---|
| EDU-543 | Reading, Analyzing and Interpreting Educational Research (3) |
| EDU-552 | Global Perspectives in Teaching (3) |
| EDU-556 | Technology for Instruction and Management (3) |
| EDU-557 | Leadership Seminar I (3) |
| EDU-559 | Leadership Seminar II (3) |
| EDU-567 | Learning Theory and Practice (3) |

### Electives (18 Credits)

Choose six electives from the following areas:

Education (including technology and online courses)
English
History
Liberal Arts

The following are area of specialization for the Master of Arts in Leadership in Teaching:

## Master of Arts in Leadership in Teaching: Administration and Supervision

This Administration and Supervision specialization helps transform classroom teachers into school administration leaders. Teachers will develop the ability to communicate, plan for and manage change in today's dynamic multicultural environment. *Certificate Programs also available.*

### Curriculum (36 Credits)

#### Required Courses

| | |
|---|---|
| EDU-557 | Leadership I (3) |
| EDU-567 | Learning Theory and Practice (3) |
| EDU-543 | Reading, Analyzing, and Interpreting Educational Research (3) |
| EDU-544 | Educational Assessment (3) |
| EDU-556 | Technology for Instruction and Management (3) |
| EDU-560 | Legal Issues for Teachers and Administrators (3) |
| EDU-563 | Curriculum Development (3) |
| EDU-569 | Supervision: Empowering Teachers (3) |
| EDU-688 | Practicum: School Administration and Supervision I (3) |
| EDU-690 | Practicum: School Administration and Supervision II (3) |

#### Select one of the following:

| | |
|---|---|
| EDU-577 | Internet in Teaching and Learning (3) |
| EDU-665 | Digital Game Based Learning and Design (3) |
| EDU-676 | Educational Applications of Multimedia (3) |

#### Select one of the following:

| | |
|---|---|
| EDU-552 | Global Perspectives in Teaching (3) |
| EDU-553 | Educational that is Multicultural (3) |

## Master of Arts in Leadership in Teaching: Digital Technology Leadership

Designed to develop technology leaders who are equipped to meet the digital needs of their schools or school system, the Digital Technology Leadership specialization provides opportnities to build practical skills as well as theoretical perspectives on administering an effective and safe technology infrastructure, as well as planning for technology integration and guiding implementation. To meet learners' needs and to embrace innovation, the Program of Study includes a variety of choices. *Certificate Programs also available.*

### Curriculum (36 Credits)

#### Leadership Core

EDU-557 Leadership Seminar I (3)
EDU-560 Legal Issues for Teachers and Administrators (3)
EDU-563 Curriculum Development (3)
EDU-569 Supervision: Empowring Teachers (3)

#### Technology Core

EDU-XXX Educational Leadership and Technology: Preparing School Administrators for the Digital Age (3)
EDU-665 Digital Game-Based Learning and Design (3)
EDU-543 Reading, Analyzing, and Interpreting Educational Research (3)
EDU-XXX Technology Systems in Schools (3)
EDU-XXX Instructional Tools for Digital Learning (3)
EDU-XXX Practicum in Educational Technology Integration (first and last class f2f) (3)

#### Electives (Select two)

EDU-XXX Teaching the Digital Generation in the Globalized Age (3)
EDU-XXX The Online Learning Environment: Design and Implementation (3)
EDU-577 The Internet in Teaching and Learning (3)
EDU-676 Educational Applications of Multimedia (3)

## Master of Arts in Leadership in Teaching: Library Media Specialist

Designed to broaden competencies in technology, decision-making, problem-solving and effective communication, the Library Media Specialist specialization prepares teachers to be leaders in the media field and to structure and manage today's school library environment. *Certificate Programs also available.*

### Curriculum (36 Credits)

EDU-557 Leadership Seminar I (3)
EDU-567 Learning Theory and Practice (3)

EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
EDU-556 Technology for Instruction and Management (3)
EDU-575 Information Literacy Resources (3)
EDU-514 Organization of Information (3)
EDU-577 Internet in Teaching and Learning (3)
EDU-524 Adolescent Literature (3)
EDU-560 Legal Issues for Teachers and Administrators (3)
EDU-563 Curriculum Development (3)
EDU-512 School Library Administration I (3)
EDU-610 School Library Administration II (3)

## Master of Arts in Leadership in Teaching: Mathematics Instructional Leader

Notre Dame of Maryland University's specialization of Mathematics Instructional Leader, the first approved in Maryland, prepares elementary and middle school mathematics teachers to be mathematics instructional leaders. The Program of Study is based on NCATE and Common Core State Standards. *Certificate Programs also available.*

### Curriculum (36 Credits)

#### Mathematics Instructional Leader, Grades PreK-6

MAT-541 Number and Operations (3)
MAT-542 Number and Relationships (3)
MAT-543 Geometry and Measurement (3)
MAT-544 Statistics and Probability (3)
MAT-545 Patterns and Algebraic Thinking (3)
MAT-546 Algebra (3)
EDU-616 Practicum: Leadership in Mathematics Education (3)
EDU-567 Learning Theory and Practice (3)
EDU-583 Special Topics in Mathematics Education (3)
EDU-557 Leadership Seminar I (3)
EDU-543 Reading, Analyzing and Interpreting Education Research (3)
EDU-665 Digital Game Based Learning and Design (3)

#### Mathematics Instructional Leader, Grades 4-9

MAT-501 Number and Operations (3)
MAT-503 Fundamentals of Algebra (3)
MAT-507 Algebraic Functions (3)
MAT-521 Measurement and Geometry (3)
MAT-531 Data Analysis and Statistics (3)

MAT-532 Probability and Simulations (3)
MAT-533 Calculus (3)
EDU-557 Leadership Seminar I (3)
EDU-567 Learning Theory and Practice (3)
EDU-583 Special Topics in Mathematics Education (3)
EDU-543 Reading, Analyzing and Interpreting Education Research (3)
EDU-616 Practicum: Leadership in Mathematics Education (3)

## Master of Arts in Leadership in Teaching: Reading Specialist

The Reading Specialist specialization is designed for elementary and secondary certified teachers who want to expand their knowledge of literacy theory and practices to become literacy leaders in K-12 settings.

*Certificate programs also available.*

### Curriculum (36 Credits)

#### Required Courses (30 Credits)

EDU-557 Leadership Seminar I (3)
EDU-567 Learning Theory and Practice (3)
EDU-543 Reading, Analyzing, and Interpreting Educational Research (3)
EDU-556 Technology for Instruction and Management (3)
EDU-586 Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-612 Remedial Reading Instruction for Classroom and Clinical Settings (3)
EDU-618 Resource Role of the Reading Specialist (3)
EDU-629 The Roles of the Literacy Coach (3)
EDU-691 Practicum: Application of Remediation in a Clinical Setting (3)
EDU-542 Instruction in Reading (required for secondary teachers) (3) **OR**
EDU-551 Teaching Reading and Writing in Content Area II (required for elementary teachers) (3)

#### Electives (6 Credits)

**Prerequisites - Elementary:**

EDU-509 Processes and Acquisition of Reading (3)
EDU-510 Elementary Reading Materials (3)
EDU-511 Assessment of Reading (3)
EDU-542 Instruction of reading (3)

**Prerequisites - Secondary:**

EDU-580 Teaching Reading and Writing in Content Areas I (3)
EDU-551 Teaching Reading and Writing in Content Areas II (3)

## Master of Arts in Leadership in Teaching: Spanish

The Master of Arts in Leadership in Teaching: Spanish specialization offers a foundation at the graduate level in Hispanic linguistics and literature while deepening the classroom teacher's understanding of the interrelated nature of the Spanish language and Hispanic culture within today's global society. The prerequisite for all graduate Spanish courses is an undergraduate Major in Spanish or four upper level Spanish courses.

### Curriculum (30 credits)

EDU-557 Leadership Seminar I (3)
EDU-567 Learning Theory and Practice (3)
EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
EDU-544 Educational Assessment (3)
EDU-676 Educational Applications of Multimedia (3)
LSP-560 Advanced Oral Communication in Spanish (3)
LSP-528 Spanish Linguistics (3)
LSP-530 Perspectives on Spanish as a World Language (3)
LSP-559 Contemporary Hispanic World
LSP-501 Advanced Methods of Teaching Spanish

### Elective Courses

LSP-501 Topics in Spanish: Magical Realism (3)
LSP-510 Survey of Masterpieces of Latin American Literature (3)
LSP-542 Mexico, Central America and the Caribbean: Literature and the Arts (3)
LSP-522 Survey of masterpieces in Peninsular Literature (3)
LSP-524 Survey of the Spanish Novel (3)
LSP-532 Contemporary Spain: Literature and the Arts (3)
LSP-501 Topics in Spanish: Hispanic Women's Voices in Film and Literature (3)
LSP-526 Hispanic Women Writers (3)

## Master of Arts in Leadership in Teaching: STEM

Responsive to Maryland's statewide initiatives that identify Science, Technology, Engineering and Math (STEM) as priority content areas, this specialization provides content and methodology for teachers in STEM disciplines.

### Curriculum (36 Credits)

EDU-557 Leadership Seminar I (3)
EDU-567 Learning Theory and Practice (3)
PHY-560 Physics for Teachers K-8 (3)
CHM-560 Chemistry for Teachers K-8 (3)
EDST-500 Introduction to Design, Technology, and Engineering: Content and Instruction Strategies (3)
PHY-561 Space and Earth Science for Teachers K-8 (3)
BIO-560 Biology for Teachers K-8: The Cell, Inheritance and Evolution (3)
EDST-501 Exploration in Design, Technology, and Engineering: Content and Instruction Strategies (3)
ENV-560 Sustainability for Teachers K-8 (3)
EDST-502 Application of Design, Technology, and Engineering: Content and Instruction Strategies (3)
EDST-503 Practicum: STEM for Teachers K-8 (3)
EDST-504 STEM Curriculum Development (3)

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# MA in Teaching

**Graduate School Department**

## Degrees offered

Master's

## Campuses

Main Campus
Anne Arundel Community College
Southern Maryland Higher Education Center (SMHEC)

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**Summary**

Teachers guide human as well as academic development as they help students in multidimensional families live cooperatively in multicultural communities, develop constructive moral values, and learn to work independently as well as collaboratively in groups. Teachers model sensitivity to the needs of all children and youth whose diverse backgrounds, learning styles, and talents enrich schools and classrooms.

At the same time, teachers engage students actively in the basic tasks of education:

- understanding the dimensions and using the skills of language and literature, mathematics, the natural sciences and the social sciences;
- thinking critically, analyzing and solving problems, drawing conclusions based on evidence, extending levels of thinking, developing concepts, making meaning of information studied and experienced;
- using tools of technology efficiently and wisely; and,

- developing the ability to reflect upon and evaluate what they have learned.

### Program Objectives

Preparation of teachers to meet these challenges requires a combination of elements. A strong academic content background in the specific content area (if secondary) and in the liberal arts (if elementary) of appropriate breadth and depth is needed, together with research-based professional study of the following subjects: child and adolescent development, addressing the needs of diverse students (e.g., struggling readers, English language learners, those with special needs, gifted and talented), theories of behavior and learning styles, effective models of teaching, understanding of Maryland Common Core and national SPA standards, methods of organizing and planning, strategies for managing disruptive behaviors, techniques for formative and summative assessment of student learning, analyzing and using student data to inform instructional practice, and the outcomes of instruction.

The Master of Arts in Teaching (MAT) Program at Notre Dame of Maryland University is designed to provide this comprehensive preparation. The Program requires strong liberal arts preparation as evidenced in prior graduate and/or undergraduate study, professional course work on the NDMU campus integrating research-based theory and practical application, and an extended internship, when possible, in a high performing, high needs professional development school under the tutelage of a university-selected mentor-teacher who has demonstrated the ability to impact student achievement.

Instructors in the Program are faculty from NDMU and successful, experienced educators and personnel from area schools and school systems.

MAT Certification Programs are offered in:

- **Secondary Education**: Business, Computer Science, English, History, Mathematics, Science, Social Studies, or Theatre.
- **Art, or Music (PreK-12):** *(Because NDMU's World Languages Program is nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL),teacher candidates who are seeking certification in Maryland for Spanish or French are required to achieve a passing score of "Advanced Low" or better on BOTH the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT), both of which are administered by an interviewer/proctor who is certified by ACTFL. Note that some teacher candidates in lieu of the OPI may elect to take the OPI(c) which is a computer version of the OPI. Teacher candidates may take these two assessments at any time during their Program of Study but prior to their methods course of study. Teacher candidates are encouraged to explore opportunities that will enable them to meet the "Advanced Low" standard/score, including participation in study abroad, volunteer and service learning opportunities, language clubs, and film festivals and by viewing*

*films and television programs in the world language they will be studying. More information about these assessments can be found at www.languagetesting.com* ). Please see your School of Education advisor for information on registration and interview preparation).

- **Early Childhood Education**, alone or as dual certification with Elementary Education
- **Special Education**, alone or as dual certification with Elementary (1-8) or Secondary Education (6 - Adult)
- **Elementary Education (1-6)**

All Programs meet the teacher education standards set forth in the Maryland Essential Dimensions of Teaching and are fully approved by the Maryland State Department of Education.

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## Programs of Study

Master of Arts in Teaching (MAT) students pursue the program on a full-time or a part-time basis. Full-time MAT students typically register for nine credits each term over a period which spans two summer sessions and the intervening academic year. However, many full-time students take advantage of the Graduate Education Intern program which is a ten-month accelerated opportunity for students to intern for two semesters in the morning while completing all course requirements in the afternoon/evening. Part-time students take one or two courses a term and commit to the internship the second year; they will usually complete the program in two years.

At entrance, the student's liberal arts preparation will be thoroughly evaluated. A candidate whose record is lacking in breadth or depth in specific liberal arts areas will be required to take additional courses which must be completed to meet degree requirements. The candidate will also submit an essay which will be critiqued for writing skills and will engage in a formal interview to be assessed on oral communication skills and the candidate’s potential effectiveness, ability to persevere and suitability for the classroom. The candidate and his/her advisor (the Director of Post-baccalaureate Teacher Certification Programs or Program Coordinator at the Southern Maryland Higher Education Center) prepare and approve a Program of Study designed to meet certification requirements.

Upon successful completion of the methods courses, each student will be further evaluated to determine eligibility for the internship. Each student is expected to demonstrate aptitude for teaching and development of appropriate knowledge, attitudes, and skills. The student must be recommended by the methods instructors and field experience personnel who may seek other appropriate information.

The following degree requirements pertain to all MAT candidates:

- completion of all courses with an overall GPA of 3.2 or higher;
- attainment of a grade of B or better in all methods courses (indicated by an asterisk [*] in the

curriculum section);
- passing score on the Praxis Core or other MSDE approved test submitted prior to undertaking the internship;
- passing score on the Praxis II exam(s) specified for the expected area of certification, submitted prior to certification stamping;
- attainment of a grade of B or better in the internship course required for certification;
- completion of an e-portfolio to demonstrate competency in teaching. Students may also be required to complete and submit an edTPA portfolio during the internship semester; and,
- each student must complete at least 36 graduate credits. Up to six credits of relevant graduate course work at the B level may be transferred from other accredited institutions, with the approval of the Dean of the School of Education.

This Program is available at the Southern Maryland Higher Education Center (SMHEC) as well as on the Baltimore Campus. Selected courses from the Program are also offered at Anne Arundel Community College (AACC) when enrollment warrants.

## Curriculum

### Core Courses

EDU-519 Human Development and Learning (3)
EDU-538 English Language Learners for the Classroom Teacher (3)
EDU-556 Technology for Instruction and Management (3)
EDU-604 Analytic, Reflective and Research Seminar (3)
SPE-526 Special Education for the Classroom Teacher (3)

### Secondary Education

EDU-544 Educational Assessment (3)
EDU-552 Global Perspectives in Teaching (3)
EDU-580 Teaching Reading and Writing in the Content Areas I (3)
EDU-551 Teaching Reading and Writing in the Content Areas II (3)

**Methods of Teaching in the Secondary School—one selected from the following:**

EDU-520 Curriculum and Instruction in Secondary Schools*
EDU-530 Art, PreK-12 (3)*
EDU-531 English (3)*
EDU-532 World Languages (3)*
EDU-533 Mathematics (3)*
EDU-537 Science (3)*

EDU-539 Social Studies (3)*

**Student Teaching—select one from the following:**

EDU-601 Internship: Student Teaching in Secondary School (6) **Or**
EDU-605 Internship: Student Teaching in Art, PreK-12 (6)

**Elementary Education**

EDU-509 Processes and Acquisition of Reading (3)
EDU-510 Elementary Reading Materials (3)
EDU-511 Assessment of Reading
EDU-513 Science and Social Studies in the Elementary School (3)*
EDU-542 Instruction in Reading (3)*
EDU-592 Mathematics in the Elementary School (3)*
EDU-602 Internship: Student Teaching in the Elementary School (6)

**Early Childhood with Elementary Education**

EDU-515 Curriculum and Methods in Early Childhood Education (3)*
EDU-603 Internship: Student Teaching in Early Childhood Education (3)

*Taken concurrently with EDU-602*

**Indicates a methods course; students must earn a grade of B or higher.*

**Special Education with Elementary or Secondary Education**

SPE-543/SPE-544 Assessment of Special Needs Populations I (3)
SPE-546 Methods of Teaching Students with Special Needs (3)
SPE-570 Individualizing the Curriculum (Elementary) (3) **Or**
SPE-571 Vocational Skills in Special Education Methods (Secondary) (3)
SPE-576 Communication Skills for the School-Based Professional (3)
SPE-601 Internship: Student Teaching in Special Education (3)
*Taken concurrently with EDU-601 or EDU-602*

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# MA in Teaching English to Speakers of Other Languages

**Graduate School Department**

## Degrees offered

Certificate
Master's

## Campuses

Main Campus
Anne Arundel Community College
Southern Maryland Higher Education Center (SMHEC)

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**Summary**

The demand for teachers of English as a second or modern world language—both in the United States and abroad—is higher than ever. The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) provides an advanced Program of Study for professionals who wish to pursue careers in teaching English as a second or modern world language. Through graduate study in pedagogy, linguistics, cross-cultural communication, and second language teaching methodology, this Program develops competencies essential for English as a Second Language/English as a Foreign Language (ESL/EFL) educators.

Courses in pedagogy introduce students to state-of-the-art practices in education, as well as relevant research in education, enabling students to build a research-based approach to language teaching. In addition, courses in linguistics introduce students to current knowledge with regard to both first and second language acquisition, which will allow students to develop a sound theoretical foundation for

their future language teaching practices. Students also study specific issues in applied linguistics and sociolinguistics relevant to the ESL/EFL classroom, such as linguistic variation. Finally, through various methodology and assessment courses, students develop practical skills required for excellence in teaching English as a second or foreign language.

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) consists of six core courses, which are required for all students enrolled in the Program. Students' additional course requirements depend on their choice of concentration.

## Program of Study

The Program offers two concentrations. The first prepares students to teach ESOL in U.S. public schools (K-12). The second prepares students for teaching ESOL in post-secondary education, in addition to non-traditional educational settings, such as adult education ESL programs, or EFL (English as a Foreign Language) programs abroad.

### K-12 Concentration

The K-12 Concentration prepares students to teach ESOL in U.S. public schools (grades K-12). Candidates pursuing the K-12 concentration will complete a 39-credit Program of Study including a year-long student teaching internship in a Maryland public school. Certification candidates must also complete an ePortfolio and pass the Praxis II exam to earn Maryland K-12 ESOL Certification.

### Post-Secondary Concentration

The Post-secondary Concentration prepares students to teach ESOL in post-secondary education, in addition to non-traditional educational settings, such as adult education ESL programs, or EFL (English as a Foreign Language) programs abroad. Candidates pursuing the Post-secondary Concentration will complete a 33-credit Program of Study including a practicum experience where they work with adult learners in the community.

---

## Courses

### MA in TESOL (Initial K-12 Certification) (39 Credits)

EDU-508 Issues in Teaching English to Speakers of Other Languages (3)

EDU-519 Human Development and Learning (3)
EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
EDU-545 Principles of Linguistics (3)
EDU-546 Methods and Materials for Teaching English to Speakers of Other Languages (3)
EDU-547 Assessing Second Language Acquisition (3)
EDU-548 Language Learning (3)
EDU-556 Technology for Instruction and Management (3)
EDU-586 Techniques of Teaching Reading & Writing to English Language Learners (3)
EDU-596 English Grammar for English as a Second Language Teachers (3)
EDU-611 Internship (6)
SPE-526 Special Education for the Classroom Teacher (3)

**MA in TESOL (Post-Secondary Education) (33 Credits)**

EDU-508 Issues in Teaching English to Speakers of Other Languages (TESOL) (3)
EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
EDU-545 Principles of Linguistics (3)
EDU-546 Methods and Materials for TESOL (3)
EDU-547 Assessing Second Language Acquisition (3)
EDU-548 Language Learning (3)
EDU-556 Technology for Instruction and Management (3)
EDU-586 Teaching Reading and Writing to English Language Learners (3)
EDU-596 English Grammar for ESL Teachers (3)

EDU-697 Language and Intercultural Communication for Changing Populations (3) **or**
EDU-698 Linguistic and Cultural Diversity (3)

EDU-595 Practicum*

*If candidates obtain 150 documented hours of teaching adults in the community, they may choose an EDU 500 elective to complete the 33-credit program.

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# Ph.D. in Higher Education Leadership for Changing Populations (online)

**Department**

Degrees offered

Ph.D

Campuses

## Summary

The online Ph.D. in Higher Education Leadership for Changing Populations prepares effective leaders for increasingly diverse populations in higher education. The curriculum provides hands-on experience with education practice and policy with a focus on organizational management.

## Curriculum

### Changing Populations Course Courses

EDU-615 Educator as a Change Leader (3)
EDU-672 Changing Populations in Historical Perspective (3)
EDU-675 Democracy and Education: Three Philosophical Perspectives (3)
EDU-698 Linguistic and Cultural Diversity (3)

### Higher Education Courses

EDU-622 Education and Policy Analysis (3)
EDU-802 Organization and Governance in Higher Education (3)
EDU-803 Assessment, Evaluation, and Accreditation (3)
EDU-804 Finance, Philanthropy, Budget, and the Strategic Planning Process in Higher Education (3)

EDU-805 Curriculum Development for Changing Populations (3)
EDU-806 Internship (3)

**Research Core Courses**

EDU-695 Research Design (3)
EDU-701 Methods of Quantitative Research (3)
EDU-703 Methods of Qualitative Research (3)

**Dissertation Courses**

EDU-705 Dissertation Seminar (3)
EDU-706 Dissertation Methodology (3)
EDU-801 Dissertation (6)

## Comprehensive Examinations

Students complete written and oral comprehensive examinations demonstrating knowledge of the broad conceptual and procedural aspects of instruction for changing populations. The written portion of the exam requires students to write essay answers demonstrating proficiency in writing, critical thinking, and holistic perspectives, and to demonstrate their ability to articulate their perceived roles as agents of change in education.

Written and oral examinations must be passed in the following areas:

- Language and learning
- Philosophical perspectives
- Changing populations

Written comprehensive examinations are administered in September and January. If a student fails any section of the examination, the student will have one opportunity to rewrite the failed section. Written examinations are read by two faculty members. In the event of divided scoring, a third faculty member will be asked to review the examination. After two failures of any section, the candidate may not continue in the Ph.D. Program. Written examinations are not returned to students.

Students sit for the oral examination when all sections of the written comprehensives have been passed. Oral examinations are scheduled within three weeks after the successful completion of the written tests. Two or three faculty reviewers conduct the session. In the oral examination, the candidate should be prepared to respond to questions that pursue issues raised in the written examinations, to discuss any other topic related to the Program of Study, or to explore how he/she plans to proceed with the dissertation. As a result of the oral examination, a candidate may be required to take additional course work in a specific area.

Grades assigned to comprehensive examinations are:

- Pass with honor (PH)
- Pass (P)
- Fail (F)

Students are officially notified of the results by the Dean of Education.

Students must complete the comprehensive exam requirement within two years of completing course work.

## Dissertation

The Dissertation is the culmination of the student's doctoral studies. In this scholarly work of original and independent research, the student addresses a problem or issue relevant to education, conducts research that is quantitative, qualitative, or historical/philosophical (depending on the chosen subject), and develops a dissertation that adds to knowledge in the field.

### Dissertation Proposal

The student is assisted in the process of preparing a dissertation proposal through the Dissertation Seminar(s). To be eligible to enroll in the Dissertation Seminar, the student must have completed successfully all required courses, passed the written and oral comprehensive examinations, and be Acaedemic Good Standing at the University.

The following courses are offered regarding Dissertation research:

- EDU-705 Dissertation Seminar (required for students engaging in qualitative or quantitative research) (3 credits)
- EDU-706 Dissertation Seminar: Methodology (required for students engaging in qualitative or quantitative research) (3 credits)
- EDU-707 Dissertation Seminar: Historical Methods (required for students engaging in historical or philosophical research) (3 credits)

These courses assist the student in developing a dissertation proposal. During this time, the student confers with the Dean of the School of Eduction to select a Dissertation Committee (a Chair and two readers) who are subsequently appointed by the Dean.

After completing the Dissertation Seminar(s), students must enroll in EDU-800 Dissertation Continuation (1 credit) for each academic semester (Fall, Spring and Summer) until they graduate.

When the student completes the dissertation proposal and the Chair and two readers approve it, the student submits the proposal to the School of Education Ph.D. Committee to approve. Students are expected to submit a proposal to the School of Education Ph.D. Committee within two years of

passing comprehensive examinations. If a student fails to submit a proposal within this timeline, he/she must appeal to the Dean of the School of Education for an extention of time. (See website for application for extension of time.)

**Advancement to Candidacy**

Once the School of Education Ph.D. Committee approves the dissertation proposal, the student is considered a Ph.D. Candidate. Once the Ph.D. Committee approves the proposal, students conducting research with human subjects also apply to the IRB for approval for their research.

**Submission of the Dissertation**

The candidate submits drafts of the dissertation to the dissertation advisor and readers for suggestions and review throughout the process of research and writing. When the candidate, advisors, and readers agree the dissertation is ready for final review by the School of Education Ph.D. Committee, the candidate submits required copies to the Dean of the School of Education. Due dates for submission of dissertations to the Dean are January 1 (for May graduation) and August 1 (for December graduation). If the dissertation is found to be satisfactory, the Dean of the School of Education schedules the dissertation defense. Manuscripts that do not follow the format expectations set forth in the Dissertation Handbook will not be accepted.

**Dissertation Defense**

The candidate defends the dissertation before a Committee formed by the Dean of Education in consultation with the advisor, readers and the candidate. The Committee includes faculty from the School of Education. Where relevant to the student's research topic, the Committee may also include a faculty member from a complementary discipline. The dissertation defense must be successfully completed by these dates:

- April 1 for May graduation
- November 1 for December graduation

These are firm deadlines.

Dissertations are graded as follows:

- Pass with distinction
- Pass
- Fail

Candidates are expected to defend their dissertation within two years of being admitted to candidacy. If a candidate fails to defend a dissertation within this timeline, he/she must appeal to the Dean of Education for an extention of time. (See website for application for extension of time.)

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# Ph.D. in Instructional Leadership for Changing Populations

**Department**

## Degrees offered

Ph.D

## Campuses

Main Campus
Eastern Shore Higher Education Center (ESHEC)
Southern Maryland Higher Education Center (SMHEC)

---


### Summary

The Ph.D. in Instructional Leadership for Changing Populations prepares graduates to provide instructional leadership for linguistically and culturally non-mainstream learners and prepare research that will contribute to knowledge in the field. This Program of Study applies the most current, relevant, contemporary scholarship to bear on creating learning environments that improve the academic performance of all students and meets the particular needs of these learners. The Program requires a knowledge core, a research core, comprehensive examinations, and a formal dissertation.


### Program Objectives

The Program requires elements common to all doctoral studies: research methods, comprehensive examinations, research seminar and dissertation. The course content includes study of language, learning, and instruction; historical, global, and philosophical perspectives; change theory; and, educational policy and legal issues.

Courses in the areas of language, learning, and philosophical perspectives provide necessary

understandings and approaches fundamental to all aspects of the Program. Because they establish the foundation and focus for all other studies, these courses should be taken at the beginning of the doctoral program.

## Curriculum

Depending on prior graduate work of the student, 45 to 60 credits will be required to complete the degree. Students receiving a grade less than a B in the Ph.D. Program of Study must repeat the class. If they do not earn a grade of B or better in the repeated class, the student will be withdrawn from the Ph.D. program. Students earning less than a B in more than one course within the Program of Study will be withdrawn. Students are required to be enrolled in fall, spring, and summer or request a Leave of Absence.

## Courses

### Introductory Research Course (3 Credits)

EDU-543 Reading, Analyzing and Interpreting Educational Research (3)

### Language and Learning (12 credits)

EDU-647 Learning, Language and the Brain (3)
EDU-676 Educational Applications of Multimedia (3) **or**
EDU-665 Digital Game Based Learning and Design (3)
EDU-697 Language and Intercultural Communication for Changing Populations (3)
EDU-698 Linguistic and Cultural Diversity (3)

### Philosophical Perspectives (12 credits)

EDU-672 Changing School Populations in Historical Perspectives (3)
EDU-674 Global and International Perspectives in Education (3)
EDU-675 Democracy and Education: Philosophical Perspectives (3)
IDS-500 The Human Spirit and the Liberal Arts (3)

### Changing Populations (9 credits)

EDU-615 Educator as a Change Leader (3)
EDU-622 Education and Policy Analysis for Changing Schools (3)
EDU-660 Legislative and Legal Decisions Affecting Changing School Populations (3)

### Research Core (9 credits)

EDU-695 Research Design (3)
EDU-701 Methods of Quantitative Research (3)
EDU-703 Methods of Qualitative Research (3)

**Special Interest Area (6 credits)**

Students select two courses related to an area of special interest within the broad domain of instructional leadership and improving learning for changing student populations.

---

## Comprehensive Examinations

Students complete written and oral comprehensive examinations demonstrating knowledge of the broad conceptual and procedural aspects of instruction for changing populations. The written portion of the exam requires students to write essay answers demonstrating proficiency in writing, critical thinking, and holistic perspectives, and to demonstrate their ability to articulate their perceived roles as agents of change in education.

Written and oral examinations must be passed in the following areas:

- Language and learning
- Philosophical perspectives
- Changing populations

Written comprehensive examinations are administered in August and January. If a student fails any section of the examination, the student will have one opportunity to rewrite the failed section. Written examinations are read by two faculty members. In the event of divided scoring, a third faculty member will be asked to review the examination. After two failures of any section, the candidate may not continue in the Ph.D. Program. Written examinations are not returned to students.

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Grades assigned to comprehensive examinations are:

- Pass with honor (PH)
- Pass (P)
- Fail (F)

Students are officially notified of the results by the Vice president of Academic affairs/Provost.

Students must complete the comprehensive exam requirement within two years of completing course work.

## Dissertation

The Dissertation is the culmination of the student's doctoral studies. In this scholarly work of original and independent research, the student addresses a problem or issue relevant to education, conducts research that is quantitative, qualitative, or historical/philosophical (depending on the chosen subject), and develops a dissertation that adds to knowledge in the field.

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These courses assist the student in developing a dissertation proposal. During this time, the student confers with the Vice President of Academic Affairs/Provost to select a Dissertation Committee (a Chair and two readers) who are subsequently appointed by the Dean.

After completing the Dissertation Seminar(s), students must enroll in EDU-800 Dissertation Continuation (1 credit) for each academic semester (Fall, Spring and Summer) until they graduate.

When the student completes the dissertation proposal and the Chair and two readers approve it, the student submits the proposal to the School of Education Ph.D. Committee to approve. Students are expected to submit a proposal to the School of Education Ph.D. Committee within two years of passing comprehensive examinations. If a student fails to submit a proposal within this timeline, he/she must appeal to the Vice President of Academic Affiars/Provost for an extension of time.

### Advancement to Candidacy

Once the School of Education Ph.D. Committee approves the dissertation proposal, the student is considered a Ph.D. Candidate. Once the Ph.D. Committee approves the proposal, students conducting research with human subjects also apply to the IRB for approval for their research.

### Submission of the Dissertation

The candidate submits drafts of the dissertation to the dissertation advisor and readers for suggestions and review throughout the process of research and writing. When the candidate, advisors, and readers agree the dissertation is ready for final review by the School of Education Ph.D. Committee, the candidate submits required copies to the Vice President of Academic Affiars/Provost. Due dates for submission of dissertations are January 1 (for May graduation) and August 1 (for December graduation). If the dissertation is found to be satisfactory, Vice President of Academic Affairs/Provost schedules the dissertation defense. Manuscripts that do not follow the format expectations set forth in the Dissertation Handbook will not be accepted.

### Dissertation Defense

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- April 1 for May graduation
- November 1 for December graduation

These are firm deadlines.

Dissertations are graded as follows:

- Pass with distinction
- Pass
- Fail

If a candidate fails to defend a dissertation within this timeline, he/she must appeal to the Dean of Education for an extension of time. (See website for application for extension of time.)

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# Post-Baccalaureate Certificate in Curriculum and Instruction

Overview
Curriculum
Course Descriptions

The Curriculum and Instruction program offers experienced teachers the opportunity to learn new ways to become more effective in the classroom through the use of new teaching techniques and a varied approach to curriculum development.

The program requires the completion of 15 graduate credits. Courses include student learning styles, school and family, program evaluation, global perspectives on education, and current issues and problems in schools.  Courses taken the the program may be applied to the Master of Arts in Leadership in Teaching program.

## Curriculum

### Select five courses from the following

EDU-544 Educational Assessment (3)
EDU-552 Global Perspectives in Teaching (3)
EDU-556 Technology for Instruction and Management (3)
EDU-563 Curriculum Development (3)
EDU-566 Comparative and International Education (3)
EDU-567 Learning Theory and Practice (3)
SPE-527 Inclusion: Working with Special Needs Students in General Education Classrooms (3)

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## Course Descriptions

Education Course Descriptions

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# Post-Master's Certifications

Post-Master's Graduate Certificate Programs at Notre Dame of Maryland University are available in professional and academic subjects. Certificate Programs do not equate to a graduate degree program but rather demonstrate mastery in a specific area of interest or topic. Students must have earned both the Baccalaureate and Master's degree before admission to this Program of Study is granted.

The following are Post-Master's Certificate Programs at Notre Dame of Maryland University offered through the School of Education:

Administration and Supervision
Gifted and Talented
Library Media Specialist
Mathematics Instructional Leader, PreK-6 or 4-9
Reading Specialist
Special Education
STEM
TESOL
Course Descriptions

## Administration and Supervision

Students who have earned a Master's degree and desire to obtain School Administration and Supervision Certificate should take the following courses:

EDU-557 Leadership Seminar I (3)
EDU-560 Legal Issues for Teachers and Administrators (3)
EDU-569 Supervision: Empowering Teachers (3)
EDU-563 Curriculum Development (3)
EDU-688 Practicum: School Administration and Supervision Part I* (3)

*Note: Open only to students seeking the Administration and Supervision Certification*

EDU-690 Practicum: School Administration and Supervision Part II (3)

*Prerequisite: An assessment course.*

**Course needed for School Administration and Supervision Certification*

## Gifted and Talented

Students who have earned a Master's degree and desire to obtain a Certificate in Gifted and Talented Education should take the following courses:

EDGT-500 Foundations of Gifted and Talented Education (3)
EDGT-501 Affective Characteristics of Diverse Gifted and Talented Learners (3)
EDGT-502 Curriculum for the Gifted and Talented (3)
EDGT-505 Strategies for Gifted and Talented Education (3)
EDGT-503 Research Seminar in Gifted and Talented Education (3)
EDGT-504 Practicum in Gifted and Talented Education (3)

## Library Media Specialist

Students who have earned a Master's degree and desire to obtain a Certificate as a Library Media Specialist should take the following courses:

EDU-556 Technology for Instruction and Management (3)
EDU-575 Information Literacy Resources (3)
EDU-514 Organization of Information (3)
EDU-577 Internet in Teaching and Learning (3)
EDU-524 Adolescent Literature (3)
EDU-512 School Library Administration I (3)
EDU-610 School Library Administration II (3)

## Mathematics Instructional Leader, PreK-6 or 4-9

Students who have earned a Master's degree and desire to obtain a Certificate as a Mathematics Instructional Leader, Grades PreK – 6 or Grades 4-9, should take the following courses:

### Mathematics Instructional Leader, Grades PreK-6

MAT-541 Number and Operations (3)
MAT-542 Number and Relationships (3)
MAT-543 Geometry and Measurement (3)
MAT-544 Statistics and Probability (3)
MAT-545 Patterns and Algebraic Thinking (3)

MAT-546 Algebra (3)
EDU-616 Practicum: Leadership in Mathematics Education (3)
EDU-583 Special Topics in Mathematics Education (3)

**Mathematics Instructional Leader, Grades 4-9**

MAT-501 Number and Operations (3)
MAT-503 Fundamentals of Algebra (3)
MAT-507 Algebraic Functions (3)
MAT-521 Measurement and Geometry (3)
MAT-531 Data Analysis and Statistics (3)
MAT-532 Probability and Simulations (3)
MAT-533 Calculus (3)
EDU-583 Special Topics in Mathematics Education (3)
EDU-616 Practicum: Leadership in Mathematics Education (3)

## Reading Specialist

Students who are elementary and secondary certified teachers who want to expand their knowledge of literacy theory and practices to become literacy leaders in K-12 settings by earning a Certificate as Reading Specialist should take the following courses:

EDU-586 Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-612 Remedial Reading Instruction for Classroom and Clinical Settings (3)
EDU-551 Reading and Writing in the Content Areas II (for elementary teachers) (3) **OR**
EDU-542 Instruction of Reading (for secondary teachers) (3)
EDU-629 The Roles of the Literacy Coach (3)
EDU-618 Resource Role of the Reading Specialist (3)
EDU-691 Practicum: Application of Remediation (3)

**Prerequisites - Elementary:**

EDU-509 Processes and Acquisition of Reading (3)
EDU-510 Elementary Reading Materials (3)
EDU-511 Assessment of Reading (3)
EDU-542 Instruction in reading (3)

**Prerequisites - Secondary:**

EDU-580 Teaching Reading and Writing in Content Areas I (3)
EDU-551 Teaching Reading and Writing in Content Areas II (3)

## Special Education

Students who have earned a Master's degree and are interested in obtaining a Certificate in Special Education should take the following courses:

SPE-526 Special Education for the Classroom Teacher (3)
SPE-543 Assessment of Special Needs Populations (Secondary) (3) **OR**
SPE-544 Assessment of Special Needs Populations (Elementary) (3)
SPE-546 Methods of Teaching Students with Special Needs (3)
SPE-570 Individualizing the Curriculum: Strategies for Holistic Intervention (Elementary) (3)
**OR**
SPE-571 Vocational Skills in Special Education Methods (Secondary) (3)
SPE-576 Communication Skills for the School-Based Professional (3)

## STEM

Students who have earned a Master's degree and desire to obtain a Certificate in STEM should take the following courses:

PHY-560 Physics for Teachers K-8 (3)
CHM-560 Chemistry for Teachers K-8 (3)
EDST-500 Instruction to Design, Technology, and Engineering: Content and Instruction Strategies (3)
PHY-561 Space and Earth Science for Teachers K-8 (3)
BIO-560 Biology for Teachers K-8: The Cell, Inheritance and Evolution (3)
EDST-501 Exploration in Design, Technology, and Engineering: Content and Instruction Strategies (3)
ENV-560 Sustainability for Teachers K-8 (3)
EDST-502 Application of Design, Technology, and Engineering: Content and Instruction Strategies (3)
EDST-503 Practicum: STEM for Teachers K-8 (3)
EDST-504 STEM Curriculum Development (3)

## TESOL

Students who have earned a Master's degree and are interested in obtaining a Certificate in TESOL should take the following Courses:

EDU-508 Issues in TESOL (3)
EDU-545 Principles of Linguistics (3)
EDU-546 Methods and Materials for TESOL (3)
EDU-547 Assessing Second Language Acquisition (3)

EDU-548 Language Learning (3)
EDU-586 Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-596 English Grammar for ESL Teachers (3)

*Prerequisites: Six credits in a second language.*

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# School of Nursing

Notre Dame's mission and specifically, the SSND charism of unity through diversity, transformation, and building a better world through education is a good fit for and model for the Master of Science in Nursing, which prepares nurse educators and administrators to excel in their healthcare profession. Graduates of this program are prepared to lead in a healthcare system that is changing dramatically. The program stresses competencies and way of being in administrative and educational praxis, presence, advocacy, scholarship, technology, and self-care. Leadership in nursing is emphasized throughout the curriculum.

## Additional Resources

- Master of Science in Nursing (MSN)
- Post-Master's Certificate in Nursing Administration
- Post-Master's Certificate in Nursing Education

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# Master of Science in Nursing (MSN)

**Department**

| Degrees offered | Campuses |
| --- | --- |
| Master's | Main Campus |

**Summary**

The MSN in Nursing Leadership has two concentrations, Administration and Education. Grounded in caring science, the Master of Science in Nursing, Leadership in Nursing Education concentration examines the field of curriculum and pedagogy from a variety of research and curriculum perspectives—technical, interpretive/practical, and critical/emancipatory—through directed readings, critical reflective narrative, and a classroom context for scholarly discourse.

The Leadership in Nursing Administration concentration, also grounded in caring science, encompasses analyzing research, policy, legal, and ethical problems, understanding the dynamics of finance, strategic planning, and marketing while implementing innovations to address quality and safe patient care, change management, decision making, and creating a healthy work environment.

Students are admitted to the program as members of a cohort, progressing together in a supportive environment. The accelerated format is designed to meet the needs of busy working nurses who choose part-time study but want to finish in the same amount of time as a full-time student. Classes are taken sequentially, one class at a time, on the same day of the week and the same four-hour period

throughout the program.

RN-BSN students at NDMU will be considered for provisional early admission to the MSN Program during their final semester. NDMU RN-BSN graduates are able to waive the MSN Leadership course, NUR-510 and the MSN Informatics course, NUR-520.

To qualify for admission to the Master of Science in Nursing program, students must have:

- A Bachelor's degree in Nursing from an accredited college or university, or an equivalent degree from a comparable foreign institution.
- An undergraduate cumulative grade point average of at least 3.0.
- An active, unrestricted State of Maryland or compact state RN license.

The Nursing graduate programs are accredited by the:

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 887-6791
F: (202) 887-8476

**MSN Student Learning Outcomes**

***Presence***

Create a space for leaders in advanced roles for "being-with" students, staff, and other health care colleagues that reveals authentic nursing presence.

***Praxis***

Demonstrate and cultivate excellence in leadership praxis through the synthesis of research, theory, and reflective practice.

***Advocacy***

Lead change by serving as an active voice for nurses and nursing with patients, families, communities, and organizations regarding health policy and social justice within an ethical framework.

***Scholarship***

Create an environment that promotes critical inquiry through multiple ways of knowing.

***Self-Care***

Nurture a place for healing, personal and professional growth, and a culture of caring for self and others.

***Leadership***

Foster an environment of excellence and courage for staff and student colleagues to interpret the evidence through the lens of multiple ways of knowing.

## Curriculum (36 Credits)

### Concentration in Leadership in Nursing Education

NUR-500 Introduction to Scholarly Caring Inquiry (3)
NUR-501 Theoretical Foundations of Nursing (3)
NUR-512 Issues and Trends in Nursing Education (3)
NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
NUR-510 Contemporary Leadership in Nursing (2)
NUR-537 Advanced Pathophysiology and Pharmacology for Nurse Educators (3)
NUR-535 Advanced Health Assessment for Nurse Educators (3)
NUR-503 Assessment of Student Learning in Nursing Education (3)
NUR-502 Technology in Nursing Education:  A Caring Presence (3)
NUR-504 Holistic Approaches to Direct Care (2)
NUR-513 Curriculum Development and Evaluation in Nursing (4)
NUR-605 Teaching in Nursing Education Seminar and Practicum (4)

### Concentration in Leadership in Nursing Administration

NUR-500 Introduction to Scholarly Caring Inquiry (3)
NUR-501 Theoretical Foundations of Nursing (3)
NUR-510 Contemporary Leadership in Nursing (2)
NUR-515 Issues and Trends in Nursing Administration (3)
NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
NUR-518 Health Policy (3)
BUS-521 Healthcare Economics (3)
BUS-522 Essentials of Healthcare Finance (3)
BUS-523 The Business of Healthcare (3)
NUR-520 Nursing Informatics (2)
NUR-516 Nursing Administrative Theory and Practice (4)

NUR-620 Leadership and Administration in Nursing Seminar and Practicum (4)

## Courses

### NUR-500 Introduction to Scholarly Caring Inquiry

This course explores foundations of scholarly inquiry in nursing within the context of caring science through the structure and process of circle practice. Students in both administration and education concentrations engage in shared leadership and attend to the well-being of the group. The course emphasizes the scholarly practices of closely reading text, making connections with scholarly literature and lived experience, synthesizing scholarly thought, and writing. Students strictly adhere to the rules of style of the American Psychological Association (APA) for guidance in the writing process, including ethics of authorship. [3 credits]

### NUR-501 Theoretical Foundations of Nursing

Focuses on the exploration of nursing knowledge development to include philosophy, theories, and conceptual models designed to guide patient care, inform health care delivery system decision-making, educational programming and nursing administration. A first course in the program, grounding learners in nursing science. [ 3 credits ]

### NUR-502 Technology in Nursing Education: A Caring Presence

This course cultivates instructional creativity and pedagogical engagement through an introduction to a variety of tools and strategies. The future MSN educator will consider applications for face to face student engagement, simulated learning activities, and online/hybrid course experiences. Being a caring presence with students in learning experiences is at the heart of this course. Students will explore how to strengthen relationships with in the classroom by providing an environment that embraces technology and nurtures engagement with course content.  [3 credits]

### NUR-503 Assessment of Student Learning in Nursing Education

This course focuses on student assessment and evaluation practices in nursing education. Students will explore the theoretical basis for evaluation, in addition to practical applications and strategies. Student will be prepared to utilize both traditional and non-traditional methods of assessment to assess student learning outcomes.  This course includes content on providing meaningful feedback; test construction and psychometric evaluation; the development and grading of written assignments;

evaluation in the clinical performance; and the use of self-assessment. Current trends in assessment and evaluation within nursing education will be explored, in addition to the tension between traditional and emancipatory pedagogies. [3 credits]

## NUR-504 Holistic Approaches to Direct Care: Transforming Self and Practice

This course provides students with the opportunity to explore their direct care role from a caring holistic approach. Students will integrate advanced level health assessment, physiology, pharmacology, and holistic nursing practices to support their role as nurse educator. Students will apply these advanced concepts to their chosen direct care focus. Students are challenged to transform their nursing practice and outcomes of those they serve from a holistic lens. [2 credits]

## NUR-510 Contemporary Leadership in Nursing

Provides opportunities to critically examine multiple leadership theories, styles and approaches in nursing with emphasis on the interrelationships among leaders, followers and the entire multi-disciplinary team. In addition, excellence in nursing leadership will be explored along with the implications and responsibilities of the nurse leader for shaping today's changing educational and health care environments. [ 2 credits ]

## NUR-512 Issues and Trends in Nursing Education

Uses a case-study and seminar format to help students explore contemporary issues and trends in nursing education. Students will be introduced to fundamental legal and ethical principles which influence the quality of public and private education. They will become acquainted with the American legal process, basic legal terminology, selected precedents, and landmark cases in nursing education. Students will also have the opportunity to self-select trends in education for in-depth exploration and construct strategies to meet common challenges within diverse practice settings. [ 3 credits ]

## NUR-513 Curriculum Development and Evaluation in Nursing

Introduces students to the history, theories, education taxonomies and critical thinking that influence curriculum development both in academia and the clinical setting. Students will learn to develop a formal plan of study that provides the philosophical underpinnings, goals and guidelines for the delivery of RN educational programs, including associate, baccalaureate, master's degrees and staff development. Systematic curriculum and program evaluation will be examined through the lens of educational evaluation models and accreditation in the academic and practice setting. [4 credits]

## NUR-516 Nursing Administrative Theory and Practice

Applies administrative theory and management principles and processes to roles in management/ administration in health related organizations. Additionally, a framework for strategic planning is used to consider assessment, planning, implementation and evaluation of strategic initiatives applicable to nursing leadership. [4 credits ]

## NUR-518 Health Policy

Examines historical and current health policy issues related to socio-political environment, economics of health care, legislative and regulatory influences and how these apply to the practice of the nurse leader. Considers the various stakeholders involved in health policy and their perspectives and strategies. [3 credits].

## NUR-520 Nursing Informatics

This course will prepare the graduate nursing student to evaluate and use current technologies to deliver and coordinate care across multiple settings, analyze point of care outcomes, and communicate with individuals and groups, including the media, policymakers, other healthcare professionals, and the public. In addition, it will foster an attitude of openness to innovation and continual learning and a deep understanding of the ethical implications of rapidly growing healthcare data management systems. Students will be able to educate key stakeholders using current technologies and understand the principles related to the safe and effective use of care and information technologies. [ 2 credits ]

## NUR-535 Advanced Health Assessment for Nurse Educators

The course expands on undergraduate skills in systematic health assessment across the life span. The student will learn advanced health assessment skills in specialty advanced nursing practice. Integration of skills and techniques in collecting health assessment data towards appropriate decision-making and clinical assessments in select populations are emphasized in this didactic course. Particular attention will be paid to teaching strategies for health assessment. [3 credits]

## NUR-537 Advanced Pathophysiology and Pharmacology for Nurse Educators

This course introduces and integrates general principles of pharmacology with pathophysiological phenomena. It is designed to provide future nurse educators with a holistic and advanced understanding of disease as disordered normal body physiology. As such, students will have an enhanced ability to teach the disease process and related potential sequelae. This course will explore

the mechanism(s) related to the production of signs, symptoms, complications, treatments, and interventions of different disease states and specific health problems. Innovative teaching strategies for selected alterations in health are used with emphasis on pathophysiological concepts and pharmacological interventions. Nurse educator students will experience being the learner using a variety of teaching learning methods. This course does not meet requirements for prescriptive authority. [3 credits]

### NUR-542 Advancing Caring Science through Scholarly Inquiry

This course provides the opportunity for graduate nursing students to engage in enhanced critical inquiry activities as they analyze, interpret, and evaluate research studies There will be an emphasis on problem identification; design principles; and accessing, analyzing, disseminating and applying nursing research. Students will explore current evidence to guide the development of a research proposal grounded in caring science in their area of interest. The expectation is that students have successfully completed NUR-440 or an equivalent research design course and are familiar with the essentials of nursing research. [3 credits]

### NUR-605 Teaching in Nursing Education Seminar and Practicum

Provides an internship in the appropriate educational setting that complements the intended career path of each learner. Students will deliver didactic and clinical instruction under the guidance of a selected nurse preceptor. Opportunities to attend curriculum and evaluation meetings and to participate in advising will be provided. Part of this course will include an integration seminar. [4 credits]

### NUR-620 Leadership and Administration in Nursing Seminar and Practicum

Supports learners in the development of individual behavioral objectives for placement with a nursing administrator preceptor in a clinical setting. The focus of the course is on exploration of theory through participation, research, and observation of organizational functioning and nursing leadership. Students progress in the role of nurse manager/administrator with increasing involvement in the implementation of the role. Emphasis begins with organizational and departmental structure and then expands the focus to include responsibility for a program or project agreed upon by the learner, preceptor and faculty. To the extent feasible, students practice autonomously, with the preceptor and faculty as resources. Seminars focus on an array of issues surrounding the role of the nursing administrator. [4 credits]

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# Post-Master's Certificate in Nursing Administration

**Department**

| Degrees offered | Campuses |
| --- | --- |
| Certificate | Main Campus |

The Post-MSN Nurse Administration Certificate concentrates on developing knowledge and skills critical to be effective managers and patient advocates, especially as health systems face resource constraints and changes in both health care policy and patient care delivery.

## Student Outcomes

Students in this Certificate Program will be able to:

1. Explore the role of nurse administrator through a caring science lens;
2. Develop knowledge and skills required to create effective collaborative systems of healthcare delivery to optimize patient outcomes;
3. Analyze research, policy, legal, and ethical problems, dynamics of finance, strategic planning, and marketing; and,
4. Complete a mentored practicum experience designed to implement innovations that address quality and safe patient care, change management, decision - making, and healthy work environments.

## Curriculum

### Required Courses

NUR-516C Nursing Administrative Theory and Practice (Certificate) (3)
NUR-620C Administration in Nursing Seminar and Practicum (Certificate) (3)
BUS-521 Health Care Economics (3)

**Choose one of the following:**

NUR-518 Health Policy (3)
BUS-522 Essentials of Healthcare Financing (3)
BUS-523 The Business of Healthcare (3)

**Total Credits: 12**

**Prerequisite**

The 12-credit Post-MSN Certificate in Nursing Administration is available to students already holding a MSN, DNP, or PhD or currently enrolled in a MSN program at NDMU.

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## Courses

### BUS-521 Health Care Economics

Introduces students to economic theory as it relates to the delivery of health care services. Topics include the role of health insurance financing for medical services including managed care, and its influence on consumer and provider behavior relative to the demand and supply of healthcare services. Additional topics include competition in the delivery of health care services, the role of government and regulation, whether greater expenditures on health care insures better health, cost shifting, and the challenge of measuring value in healthcare outcomes. [ 3 credits ]

### NUR-516C Nursing Administrative Theory and Practice (Certificate)

This course uses caring science and administrative theory and management principles and processes to examine management/administration roles in healthcare organizations. Students use frameworks for decision making, change management, and strategic planning to consider assessment, planning, implementation, and evaluation of strategic initiatives applicable to nursing leadership. This course will consider the perspectives of various stakeholders involved in operational and strategic decision-making and strategies for communication *Open only for students enrolled in the Post Master's Certificate in Nursing Administration program.* [3 credits]

### NUR-518 Health Policy

Examines historical and current health policy issues related to socio-political environment, economics of health care, legislative and regulatory influences and how these apply to the practice of the nurse leader. Considers the various stakeholders involved in health policy and their perspectives and strategies. [3 credits].

## NUR-620C Administration in Nursing Seminar and Practicum (Certificate)

This course focuses on exploration of theory through participation, research, and observation of organizational functioning and nursing leadership. Students co?design practicum objectives with a nursing administrator preceptor in a clinical setting. Through the lens of Caring Science, emphasis is on organizational and departmental structure. *Open only for students enrolled in the Post Master's Certificate in Nursing Administration program.* [3 credits]

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# Post-Master's Nurse Educator Certificate

**Department**

## Degrees offered

Certificate

## Campuses

Main Campus

---

The Post-MSN Nurse Educator Certificate concentrates on developing increased knowledge and skills in a specific area of content for nurses who educate professional nurses in a variety of settings, including classrooms, clinics, simulation sites, laboratories and other learning environments.

### Curriculum

#### Required Courses

NUR-512 Trends in Nursing Education and Policy (3)
NUR-513C Curriculum Development and Evaluation in Nursing Grounded in Caring (Certificate) (3)
NUR-605C Teaching in Nursing Education Seminar and Practicum (Certificate) (3)
NUR-502 Technology in Nursing Education (3)

Total Credits: 12

#### Prerequisite

The 12-credit Post-MSN Nurse Educator Certificate is available to students already holding a MSN, DNP, or PhD or currently enrolled in a MSN program at NDMU.

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## Courses

## NUR-502 Technology in Nursing Education: A Caring Presence

This course cultivates instructional creativity and pedagogical engagement through an introduction to a variety of tools and strategies. The future MSN educator will consider applications for face to face student engagement, simulated learning activities, and online/hybrid course experiences. Being a caring presence with students in learning experiences is at the heart of this course. Students will explore how to strengthen relationships with in the classroom by providing an environment that embraces technology and nurtures engagement with course content. [3 credits]

## NUR-512 Issues and Trends in Nursing Education

Uses a case-study and seminar format to help students explore contemporary issues and trends in nursing education. Students will be introduced to fundamental legal and ethical principles which influence the quality of public and private education. They will become acquainted with the American legal process, basic legal terminology, selected precedents, and landmark cases in nursing education. Students will also have the opportunity to self-select trends in education for in-depth exploration and construct strategies to meet common challenges within diverse practice settings. [ 3 credits ]

## NUR-513C Curriculum Development and Evaluation in Nursing Grounded in Caring (Certificate)

This course introduces students to philosophical paradigms that ground and guide curriculum thinking and pedagogical practice. A major focus of the course is to offer students opportunities for critical analysis of curriculum work, including evaluation, and to transform visions for nursing education. Throughout the course, epistemological and ontological questions raised through technical, practical/interpretive, and critical perspectives are pursued during guided readings and classroom conversation. Students will envision and plan thoughtful curriculum work grounded in caring for enactment in their teaching practica settings. *Open only for students enrolled in the Post Master's Certificate in Nursing Education program.* [3 credits]

## NUR-605C Teaching in Nursing Education Seminar and Practicum (Certificate)

This course provides opportunities for Post Master's students to deepen understanding of nursing curriculum through thoughtful enactment of caring emancipatory pedagogical practice in a variety of settings. Reflection on the lived experience of being-with students as a teacher and critical readings in pedagogy and practice allows for celebration of education as transformation. *Open only for students enrolled in the Post Master's Certificate in Nursing Education program.* [3 credits]

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# School of Pharmacy

Please consult the School of Pharmacy Catalog for all academic and administrative inquiries.

The School of Pharmacy Catalog is posted here.

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# Student Records

All official academic records of all students, past and present, are housed in the Office of the University Registrar (Registrar's Office). Questions regarding a student's official academic record should be directed to the University Registrar.

The following are general policies regarding Student Academic Records (official) at Notre Dame of Maryland University.

Privacy Rights of Students
File Confidentiality and Availability
Additional Academic Files
Other Records
Release of Records
Background Checks
Court Requests
Placement Records
Records of Deceased Students
Directory Information
Consent Not Required
Concerns and Complaints
Photo Release

## Privacy Rights of Students

Notre Dame of Maryland University complies with the provisions of the The Family Educational Rights and Privacy Act (FERPA), as amended, and associated regulations. FERPA establishes requirements regarding the privacy of student records and provides students with certain rights with respect to their education records.

These include:

- the right to inspect and review their records;
- the right to request an amendment of the student's education record they believe is inaccurate;

- the right to consent to disclosure of personally identifiable information (PII) contained in the student's record (except where FERPA authorizes disclosure without consent).

Students and others who want specific information regarding their rights of access to official academic educational records maintained in their names should contact the Registrar's Office.

One exception that permits disclosure without consent is for school/university officials with legitimate educational interests. See the Consent Not Required section for more information.

Students have the ability to provide an approval for others (parents, spouses, etc) to have access to educational and financial records by completing an Authorization to Release Student Information Form.

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## File Confidentiality and Availability

The official academic records of all students, past and present, are housed in the Registrar's Office. The official transcript contains identifying information, a complete record of all coursework, transfer credits, academic status and any degree(s) or certificate(s) granted. The transcript is kept as a permanent record of the University. The student's academic folder, which is kept for matriculated students, includes the degree requirement checksheet, application for admission, high school transcript(s), standardized test score reports, and transcript(s) from college(s) attended. The admission application is also kept as a permanent record.

For non-matriculated students, only a permanent record of course work completed at NDMU is retained.

These files, including the permanent record, are available for student review upon request. Members of the faculty or administration also have access to these records if they have a legitimate interest in the material and demonstrate a need to know as approved by the University Registrar.

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## Additional Academic Files

The College of Adult Undergraduate Studies (CAUS) office maintains advising files on each matriculated CAUS student. These files include a summary of the information provided on the student's application materials, copies of relevant registration-related forms, waiver forms and copies of correspondence to the student. These files are retained for use of the CAUS office only and are not official records or documents.

Academic advisors have access to the academic records of their advisees. They also maintain academic progress reports of their students. These files are retained for the advisor's use only and are not official records or documents.

Any additional academically related files held by individual members of the faculty and/or administration are for the use of the individual holder only.

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## Other Records

The Director of Financial Aid maintains records on students applying for and receiving financial aid. Financial records of students who receive aid are maintained for a period of four years after graduation or withdrawal.

Health records of Women's College students are maintained for the use of health service personnel only. The student may request a professional of her choice (medical doctor, psychiatrist) examine their health records. Such a request will be honored by the University Health Service.

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## Release of Records

### Grade Reports

Semester grade reports are available through the student's personal WebAdvisor account at the end of each semester. The grade report is also available to the student's academic advisor. Grade reports cannot be released until all financial obligations have been met.

### Transcripts

No transcript will be issued without written authorization from the student. No telephone, email, or third-person requests will be honored. Transcript requests should be made at least one week in advance of expected delivery. Transcripts will not be released until all financial obligations to the University are met.

When a student graduates from NDMU, a student copy of the transcript is typically sent to the student's home address. This transcript should be reviewed carefully and any questions directed to the Registrar's Office *within four weeks of the completion of the degree.* This does not include any grade appeals – that process is outlined in the grade appeals section of this Catalog.

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## Background Checks

Government agencies conducting background checks on potential government employees are provided information upon presentation of a written release from the student. A copy of the release with the agent's name is retained in the student's file. Agents are given information from the file by a member of the Registrar's staff, but are not given access to the file itself.

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## Court Requests

The University will honor court subpoenas for information from official files if the court has jurisdiction over the University. An attempt will be made to notify the student, at the last known address, of the court's and the University's actions. If the student so requests, copies of the subpoenaed information will be provided.

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## Placement Records

The Academic and Career Enrichment Center assists students in the preparation of resumes and in the compilation of recommendations, which the student may have sent, upon written request, to prospective employers. NDMU does not operate a permanent, ongoing placement service for its graduates.

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## Records of Deceased Students

The records of deceased students may be released to survivors under the following circumstances: The order of succession for requests is first for the surviving spouse, parent, executor of the estate and eldest surviving child; then the eldest surviving sibling and then any surviving descendent. The requestor must provide as much of the following information as possible: name of the student, social security number, date of attendance at Notre Dame, and a copy of the death certificate. The requestor must provide the following personal information: name, address, evidence of qualification to receive the records (see order of succession above), phone number, signature, and date of the request.

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## Directory Information

PII (Personally Identifiable Information) is defined in the FERPA regulations as:

1. The student's name;
2. The name of the student's parent or other family members;
3. The address of the student or student's family;
4. A personal identifier, such as the student's social security number, student number, or biometric record;
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
7. Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates. (Authority: 20 U.S.C. 1232g)

Notre Dame of Maryland University considers the following to be Directory Information:

- Name
- Email Address
- Classification
- Degrees and awards received
- Major/Concentration/Minors
- Dates of attendance
- Participation in official activities/sports

Directory Information may be released to the general public without prior written consent of the student (see next section).

To prevent the release of Directory Information, the student must present a written request to the Registrar's Office before the first Friday of each semester. This information release hold is valid for one semester and must be submitted at the beginning of each subsequent semester. If a hold is placed on the release of information, that hold prohibits release of all items of Directory Information to all outside persons, organizations or agencies.

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## Consent Not Required

FERPA permits the disclosure of personally identifiable information, without student consent, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations to the following parties:

- School officials with legitimate educational interests;

- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the University;
- Accrediting agenciesorganizations;
- Parent of a dependent student as defined for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- Information the University has designated as “directory information”;
- Alleged victim of a crime
- Parent of a student under 21 regarding the violation of a law regarding alcohol or drug abuse

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## Concerns or Complaints

Any member of the campus community who has reason to believe that NDMU is not complying with the requirements of FERPA should inform the NDMU Registrar in writing.

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Sources:

https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

http://familypolicy.ed.gov/content/model-notifications-rights-under-ferpa-postsecondary-institutions

http://familypolicy.ed.gov/content/ferpa-model-notice-directory-information

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## Photo Release

Notre Dame of Maryland University has the right to the use and reproduction of photographs taken of students while they are enrolled, for present and future use in University publications and marketing efforts, without compensation to the student. A student who does not wish to have a photo used must submit a signed statement to the Registrar’s Office before the first Friday of each semester.

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# Tuition and Fees for 2018-2019

As the costs of a quality private education continue to escalate, Notre Dame takes pride in maintaining a moderate level of student tuition and fees. The University has been able to hold increased expenses to modest amounts.

## Women's College

| **Tuition** | |
|---|---|
| Full-Time Tuition | **$35,600.00*** |
| Part-Time (1-11 credits per term) per credit hour | **$825.00** |
| | |
| **Consolidated Fee** | |
| Full-Time | **$1,300.00** |
| | |
| Registration Fee Per Term: Summer and Winterim | **$170.00** |
| **Room and Board*** | **$11,850.00** |

**Includes Winterim, a four-week January term for concentrated study, independent study, internships, study abroad, practicums or research. Average Double; Includes Laundry.*

*NB: Credit and debit card payments will include a 2.5% processing fee.*

*Room damages are billed to the student's account at the end of each semester. Residence halls are closed during the Thanksgiving, Christmas and Easter breaks.*

### Tuition Adjustment Policy

Tuition adjustments are based upon the total tuition due for all courses in any given semester. They are made on a percentage basis dependent on the date that the written withdrawal request is received in the registrar's office. Tuition adjustment schedules, with the appropriate dates and percentages, are published in the course schedules at the beginning of each semester. Please note: Telephone messages, communications with faculty members or advisors and non-attendance at class are not valid methods of withdrawing from classes and do not obligate the University to refund all or part of the tuition. The fact that a student has not attended a class has no impact on tuition adjustment.

Non-payment of tuition without proper notification to the registrar's office of withdrawal from classes does not obligate the University to refund tuition payments or to credit a student's account for the tuition for that semester. If the University exercises its right to drop students for non-payment, students must re-register for the courses. Payment of the outstanding tuition does not constitute re-registration and does not ensure the student a seat in any class.

Requests for a tuition refund must be made in writing to the business office or indicated on the withdrawal form available in the registrar's office. Registration, admission application fee and late fees are non-refundable. A student who is receiving financial aid will be subject to the refund policy established by federal guidelines.

For more information, contact the Business Office at 410-532-5440.

## College of Adult Undergraduate Studies (CAUS)

| | |
|---|---|
| Per credit hour (Non-Nursing) | **$520.00** |
| Registration Fee per term | **$170.00** |
| Late tuition payment fee | **$100.00** |

***Registration/technology fee must accompany all College of Adult Undergraduate Studies registrations. Tuition may be paid by check, Visa, MasterCard, American Express or Discover. Payment can be made in person, by phone or online through WebAdvisor. NB: Credit and debit card payments will include a 2.5% processing fee.***

Students interested in financial aid, such as Federal Pell Grants and Federal Stafford Loans (subsidized or unsubsidized) must:

- be admitted as a matriculated student at Notre Dame of Maryland University,
- complete the Free Application for Federal Student Aid (FAFSA),
- register/enroll for at least 6 credits.

### Tuition Adjustment Policy

Tuition adjustments are based upon the total tuition due for all courses in any given semester. They are made on a percentage basis dependent on the date that the written withdrawal request is received in the registrar's office. Tuition adjustment schedules, with the appropriate dates and percentages, are published in the course schedules at the beginning of each semester. Please note: Telephone messages, communications with faculty members or advisors and nonattendance at class are not valid methods of withdrawing from classes and do not obligate the University to refund all or part of the tuition. The fact that a student has not attended a class has no impact on tuition adjustment.

Nonpayment of tuition without proper notification to the registrar's office of withdrawal from classes does not obligate the University to refund tuition payments or to credit a student's account for the tuition for that semester. If the University exercises its right to drop students for nonpayment, students must re-register for the courses. Payment of the outstanding tuition does not constitute re-registration and does not ensure the student a seat in any class.

Requests for a tuition refund must be made in writing to the business office or indicated on the withdrawal form available in the registrar's office. Registration, admission application fee and late fees are nonrefundable. A student who is receiving financial aid will be subject to the refund policy established by federal guidelines.

For more information, contact the Business Office at 410-532-5440.

## Graduate Studies (per credit hour unless otherwise indicated)

| | |
|---|---|
| Application Fee | **none** |
| Re-admission/re-matriculation fee (returning students) | **none** |
| **School of Education** | |
| Master’s (per credit hour) | **$580.00** |
| CASE | **$720.00** |
| Ph.D. | **$720.00** |
| **School of Arts and Sciences** | **$585.00** |
| **School of Arts and Sciences Art Therapy** | **$670.00** |

| | |
|---|---|
| **School of Nursing** | **$670.00** |
| **School of Pharmacy** (Full-Time Tuition) | **$38,750.00** |
| **Fees** | |
| Student Fee (only Pharmacy students) | **$2,000.00** |
| Online Consortium Tuition Differential (per credit) | **$27.00** |
| Registration/Technology Fee per term for Graduate Studies | **$170.00** |
| Internship fee (M.A. in Teaching Program, in addition to tuition) | **$640.00** |
| **Online Programs** | |
| Bachelor's (RN to BSN) | **$360.00** |
| Bachelor's (Non-Nursing) | **$400.00** |
| Certificate | **$500.00** |
| Master's | **$550.00** |
| PhD | **$550.00** |
| Registration/Technology Fee | **$160.00** |

### Financial aid

Limited financial aid is available in the form of low-interest loans and veterans' benefits. Contact the Notre Dame Office of Financial Aid at 410-532-5369. Contact the Registrar’s Office at 410-532-5327 for questions regarding VA benefits. Employee tuition benefits may be available from your employer.

### Tuition adjustment policy

Tuition adjustments are based upon the total tuition due for all courses in any given semester. They are made on a percentage basis dependent on the date that the written withdrawal request is received in the registrar's office. Tuition adjustment schedules, with the appropriate dates and percentages, are published in the course schedules at the beginning of each semester.

*Note: Telephone messages, communications with faculty members or advisors, and non-attendance at class are not valid methods of withdrawing from classes and do not obligate the University to refund all or part of the tuition. The fact that a student has not attended a class has no impact on tuition adjustment.*

The University reserves the right to drop from classes any student who has not satisfied all financial obligations by the time classes begin. Nonpayment of tuition without proper notification to the registrar's office of withdrawal from classes does not obligate the University to refund tuition payments or to credit a student's account for the tuition for that semester. If the University exercises its right to drop students for nonpayment, students must re-register for the courses. Payment of the outstanding tuition does not constitute re-registration and does not ensure the student a seat in any class.

Requests for a tuition refund must be made in writing to the business office or indicated on the withdrawal form available in the registrar's office. Registration, admission application fee and late fees are non-refundable. A student who is receiving financial aid will be subject to the refund policy established by federal guidelines.

### Employer tuition remission payment plans

The Employer Tuition Remission Payment Plan enables students to register and partially defer tuition. At the time of registration all fees and 15 percent of total tuition is due. The balance of your tuition is payable 60 days after the last class of the semester. See the form for full details and requirements. A Verification of Employer Tuition Remission Eligibility form must be completed. For more information regarding the Employer Tuition Remission Payment Plan, call 410-532-5365.

Notre Dame of Maryland University
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410-435-0100
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