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

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

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:

Graduate Student Enrollment Manager
410-532-5131

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

School of Education

For Master's Degree Programs:

Lindsey Robinson, Senior Enrollment Manager
lrobinson@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.

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.

Students applying to the 10-month MAT program are not eligible for waivers of any admissions requirements and must complete all items.

1. Graduate Studies application form
2. Official transcript(s) sent directl to the School of Education. if applicable, please provide all official transcripts from undergraduate, graduate and/or community college course work. Official e-transcripts are accepted if sent directly from the school attended to NDMU. Students with degrees from universities outside of the United States should submit and offical course by course evaluated transcript. See World Education Services (WES) at www.wes.org.
3. Admissions essay (Essay is waived for students who have completed a previous master's degree.) Please address one of the following questions for your 300-500 word admissions essay:
    1. Pursuing a graduate program is a challenge that requires perseverance, good judgement and flexibility. Please provide and example of how you have exercised these three traits in your life.
    2. Today's workforce requires employees to work collaboratively. Please provide us with an example of how you have worked with a team towards a goal. What were the challenges involved? What were the accomplishments? Finally, what did you learn from the work?
4. Three Letters of Recommendation Letters of recommendation are required for all ACT, MAT and MATESOL applicants who are not currently working in schools. If an applicant is currently a full-time employee of a public school system or a private school, the recommendation lwetters are waived. The recommendation form is available online at http://ww.ndm.edu/sites/default/files/pdf/recommendation_form_act.mat.tesol.pdf
5. Praxis Scores - or Alternate Acceptable Test Scores (Only applicants seeking initial teacher certification.) The State of Maryland requires passing Praxis Core and Praxis II scores for all candidates seeking inital teaching certification. If an applicant for a graduate teaching certification program has a bachelor's degree GPA of 3.0 or higher, the applicant may be accepted to the program at NDMU under the condition that he/she provides passing Praxis Core scores before beginning the student teaching internship. If an applicant

for a graduate teaching certification program has a bachelor's degree GPA below 3.0, passing Praxis Core scores will be required before the applicant may be accepted to the program at NDMU.

Additional Requirements: Master of Arts in TESOL

1. Graduate Studies application form
2. Official transcript(s) sent directly to the School of Education. If applicable, please provide all official transcripts from undergraduate, graduate and/or community collge course work. Official e-transcripts are accepted if sent directly from the school attended to NDMU. Students with degrees from universities outside of the United States should submit an official course by course evaluated transcript. See World Education Services (WES) at www.wes.org.
3. Admissions Essay (Essay is waived for students who have completed a previous master's degree.) Please address one of the following questions for your 300-500 word admissions essay:
    1. Pursuing a graduate program is a challenge that requires perseverance, good judgement and flexibility. Please provide and example of how you have exercised these three traits in your life.
    2. Today's workforce requires employees to work collaboratively. Please provide us with an example of how you have worked with a team towards a goal. what were the challenges involved? What were the accomplishments? Finally, what did you learn from the work?
4. Three Letters of Recommendation Letters of recommendation are required for all ACT, MAT and MATESOL applicants who are not currently working in schools, If an appliant is currently a full-time employee of a public school system or a private school, the recommendation letters are waived. The recommendation form is available online at http://www.ndm.edu/sites/default/files/pdf/recommendation_form_act.mat.tesol.pdf
5. Praxis Scores - or Alternate Acceptable Test Scores (Only applicants seeking initial teacher certification. Praxis scores not required for the post-secondary track of the MATESOL program.) The State of Maryland requires passing Praxis Core and Praxis II scores for all candidates seeking inital teaching certification. If an applicant for a graduate teaching certificatoin program has a bachelor's degree GPA of 3.0 or higher, the applicant may be accepted to the program at NDMU under the condition that he/she provides passing Praxis Core scores before beginning the student teaching internship. If an applicant for a graduate teaching certifcation program has a bachelor's degree GPA below 3.0, passing Prxis core scores will be required before the applicant may be accepted to the program at NDMU.

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. Graduate Studies application form
2. Official transcript(s) sent directly to the School of Education. If applicable, please provide all official transcripts from undergraduate, graduate and/or community college course work. Official e-transcripts are accepted if sent directly from the school attended to NDMU. Students with degrees from universities outside of the United States should submit an official course by course evaluated transcript. See World Education Services (WES) at www.wes.org.
3. Admissions essay (Essay is waived for students who have completed a previous master's degree.) Please address one of the following questions for your 300-500 word admissions esssay:
    1. Pursuing a graduate program is a chaallenge that requires perseverance, good judgement and flexibility. Please provide and example of how you have exercised these three traits in your life.
    2. Today's workforce requires employees to work collaboratively. Please provide us with an example of how you have worked with a team towards a goal. What were the challenges involved? What were the accomplishments? Finally, what did you learn from the work?
4. Three Letters of Recommendation Letters of recommendation are required for all ACT, MAT and MATESOL applicants who are not currently working in schools. If an applicant is currently a full-time employee of a public school system or a private school, the recommendation letters are waived. The recommendation form is available online at http://www.ndm.edu/sites/default/files/pdf/recommendation_form_act.mat.tesol.pdf
5. Praxis Scores - or Alternate Acceptable Test Scores (Only applicants seeking initial teacher certification.) The state of Maryland requires passing Praxis Core and Praxis II scores for all candidates seeking initial teaching certification. If an applicant for a graduate teaching certification program has a bachelor's degree GPA of 3.0 or higher, the applicant may be accepted to the program at NDMU under the condition that he/she provides passing Praxis Core scores before beginning the student teaching internship. If an applicant for a graduate teaching certification program has a bachelor's degree GPA below 3.0, passing Praxis Core scores will be required before the applicant may be accepted to the program at NDMU.

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.

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 six 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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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 or shortened part of term courses, no absences are allowed).

Absence, frequent lateness, or early departures may result in a reduction in the course grade. 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. 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 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 following 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 and Transcripts 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 WebAdvisor or the Registrar's Office. Course withdrawals are effective on the date the written withdrawal is received in the Registrar's Office or the date processed in WebAdvisor. 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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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

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

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

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.

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.

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.

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.

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

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 instittutional 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.

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.

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 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.

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.

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.

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.

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

Post-baccalaureate Certificate in Latin

Department

Degrees offered

Certificate

Campuses

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)

Post-baccalaureate Certificate in Leadership and Management

Business and Economics Department

Degrees offered

Certificate

Campuses

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).

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

Master of Arts in Art Therapy

Department

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

Degrees offered

Master's

Campuses

Main Campus

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)

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-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]

MA in English Literature

English Department

Degrees offered

Master's

Campuses

Main Campus

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.

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)

MA in Leadership and Management

Business and Economics Department

Degrees offered

Certificate
Master's

Campuses

Main Campus

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.

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.

MA in Nonprofit Management

Business and Economics Department

Degrees offered

Major
Certificate
Master's

Campuses

Main Campus

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.*

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.

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

Master of Science in Risk Management (online)

Department

Charles Yoe, PhD
Director of Risk Management Program

Degrees offered

Master's

Campuses

Main Campus

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.

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

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]

Graduate Certificate in Risk Management (online)

Business and Economics Department

Degrees offered

Certificate

Campuses

Main Campus

Summary

The Graduate Certificate in Risk Management prepares students to provide thoughtful, evidence-based approaches to reduce vulnerability, to minimize risk to achieve organizational goals, and to aquire the the knowledge and skills most in demand for careers in this growing field.

Program Objectives

This non-degree, graduate-level Certifcate Program is designed for students with a completed bachelor's degree and substantive professional experience that lends itself to developing risk expertise. In particular, this Program of Study targets two student groups: those who desire further professional qualifications but are not seeking a full Master's Program of Study, or, those who already have earned a graduate degree but seek further background and training in risk management. Students in this Program of Study should possess strong mathematical/quantitative skills, as evidenced in previous coursework. International students would need a strong command of the English language as indicated by an official TOEFL score (550 or higher).

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

The Certificate enables its graduates to:

- Introduce the best practice techniques of risk management and risk analysis 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; and,
- Conduct one’s self-ethically in situations where systems breakdown and rules of conduct are challenged.

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-630 Ethics and Risk Governance (3)

For the Certificate Program, 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 management, risk assessment, and risk communication in energizing, eight week courses. Students may complete required work when it is convenient. This rigorous Program requires 12-20 hours per week.

Most students are currently employed and are acquiring the skills necessary to meeting the growing need for risk management in their own organizations. The Certificate Program 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.

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

Post-baccalaureate Certificate in Leadership of Nonprofit Organizations

Business and Economics Department

Degrees offered

Certificate

Campuses

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)

Accelerated Certification in Teaching

Graduate School Department

Degrees offered

Dual-Degree

Campuses

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

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.

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

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

MA in Administration and Supervision for Changing Populations

Department

Degrees offered

Campuses

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)

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)

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*

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)

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)

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)

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)

MA in Leadership in Teaching

Graduate Department

Degrees offered

Campuses

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)

Additional Resources

- Administration and Supervision
- Digital Technology Leadership

- Library Media Specialist
- Mathematics Instructional Leader
- Literacy Specialist/Coach (Reading Specialist)
- Spanish (Major, Minor)
- STEM

Administration and Supervision

The Master of Arts in Leadership and Teaching: 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)

Digital Technology Leadership

Designed to develop technology leaders who are equipped to meet the digital needs of their schools or school system, the Master of Arts in Leadership in Teaching: Digital Technology Leadership specialization provides opportunities 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 includes a variety of choices.

Required Courses

Leadership Core

EDU-557	Leadership Seminar I
EDU-560	Legal Issues for Teachers and Administrators
EDU-563	Curriculum Development
EDU-569	Supervision: Empowering Teachers
EDU-543	Reading, Analyzing and Interpreting Educational Research
EDU-567	Learning Theory

Technology Core

EDU-xxx	Educational Leadership & Tech: Preparing School Administrators for the Digital Age
EDU-665	Digital Game-Based Learning and Design
EDU-609	Instructional Tools for Digital Learning
EDU-xxx	Practicum in Educational Technology Integration
EDU-608	Teaching the Digital Generation in the Globalized Age
EDU-xxx	The Online Learning Environment: Design and Implementation

Library Media Specialist

Designed to broaden competencies in technology, decision-making, problem-solving and effective communication, the Master of Arts in Teaching: 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)

Mathematics Instructional Leader

Notre Dame of Maryland University's Master of Arts in Leadership in Teaching: Mathematics Instructional Leader specialization, the first approved in Maryland, prepares elementary and middle school mathematics teachers to be mathematics instructional leaders. The Program of Study is based on National Council of Teachers of Mathematics (NCTM) 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)

Literacy Specialist/Coach (Reading Specialist)

The Master of Arts in Leadership in Teaching: Literacy Specialist/Coach Program is designed for elementary and secondary certified teachers who have taught three years and 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 (33 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-584 Teaching Writing to Elementary/Middle School Students (3)
EDU-586 Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-612 Literacy Intervention for Classroom and Clinical Settings (3)
EDU-618 The Roles of the Literacy Specialist (3)
EDU-629 The Roles of the Literacy Coach (3)
EDU-691 Practicum: Application of Literacy Intervention in a Clinical Setting (3)
EDU-542 Instruction in Reading (required for secondary teachers) (3) **OR**
EDU-551 Teaching Literacy in Content Area II (required for elementary teachers) (3)

Electives (3 Credits)

Prerequisites - Elementary:

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

Prerequisites - Secondary:

EDU-580 Teaching Literacy in the Content Areas I (3)
EDU-551 Teaching Literacy in the Content Areas II (3)

Spanish (Major, Minor)

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)

STEM

Responsive to Maryland's statewide initiatives that identify Science, Technology, Engineering and Math (STEM) as priority content areas, Notre Dame of Maryland University's Master of Arts in Leadership in Teaching: STEM specialization provides content and methodology for teachers of 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)

MA in Teaching

Graduate School Department

Degrees offered

Master's

Campuses

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

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

Secondary Education

EDU-552 Global Perspectives in Teaching (3)
EDU-544 Educational Assessment (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-543/544 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 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)

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.

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.)

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 which will contribute to knowledge in the field. This Program of Study applies the most current, relevant, contemporary scholarship to bear on creating learning environments which 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 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.

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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 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)
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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.)

Post-Baccalaureate Certificate in Curriculum and Instruction

Department

Degrees offered

Campuses

Summary

Certificate Programs do not equate to a graduate degree program but rather demonstrate mastery a specific area of interest or topic. Students must have earned both the baccalaureate degree before admission to this Program of Study is granted.

The Post-baccalaureate Certificate in Curriculum and Instruction 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 in 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)

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.

Additional Resources

- Administration and Supervision
- Gifted and Talented
- Library Media Specialist
- Mathematics Instructional Leader (Pre K - Grade 6 or Grade 4 - 9)
- Reading Specialist
- Special Education
- STEM
- TESOL

Gifted and Talented

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.

Students who have a Master’s degree and desire to obtain a Certificate in Gifted and Talented Education should enroll in 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

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.

Students who have a Master’s degree and desire to obtain a Certificate of Library Media Specialist should enroll in 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 (Pre K - Grade 6 or Grade 4 - 9)

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.

Students who have a Master's degree and desire to obtain a Certificate of Mathematics Instructional Leaer should enroll in 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

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.

Students who have a Master's degree and desire to obtain a Certificate of Reading Specialist should enroll in 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

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.

Students who have a Master’s degree and desire to obtain a Certificate of Special Education should enroll in 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)

Additional Resources

- Exceptionalities Certificate
- Graduate Dyslexia Certificate

Exceptionalities Certificate

The Certificate in Exceptionalities offers advanced learning in the pedagogy and process of understanding exceptional learners, building and delivering curriculum, and supporting the success of these learners in their classroom and school.

Curriculum

This 15-credit, 5-course certificate is to be completed over four terms (Fall, Winter, Spring, Summer).

Required Courses

SPE 518 - Behavior is Language (3)

SPE 530 - Attention Deficit Disorder (3)

SPE 531 - Autism and Asperger's (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)

Graduate Dyslexia Certificate

In partnership with Jemicy School, NDMU offers a 12-credit Graduate Dyslexia Certificate designed to provide participants with the skills and methods to be effective and competent teachers of students with dyslexia, dysgraphia, and dyscalculia and other related learning differences.

The Program aligns itself with the *Knowledge and Practice Standards for Teachers of Reading* developed by the International Dyslexia Association (IDA). Upon completion, candidates will be prepared to take the IDA Certification Exam for classroom educators. Classes will be held at both the Nniversity and Jemicy School in Owings Mills.

Required Courses

SPE 590 - Foundations of Literacy I: A Structured Language Approach for Teaching Students with Dyslexia (3)
SPE 591 - Foundations of Math: Understanding Math as a Language (3)
SPE 592 - Foundations of Literacy II: Moving Beyond the Basics (3)
SPE 593 - Integration of Learning Strategies and Executive Function Skills (3)

STEM

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.

Students who have a Master's degree and desire to obtain a Certificate of STEM should enroll in 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

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.

Students who have a Master’s degree and desire to obtain a Certificate of TESOL should enroll in 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.

Administration and Supervision

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.

Students who have a Master's degree and desire to obtain a Certificate in Administration and Supervision should enroll in 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*

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

Master of Science in Nursing (MSN)

Department

Diane Aschenbrenner, MS, RN, CHSE
Jane Balkam, PhD, APRN, CPNP, IBCLC
Simone Christian, MA, Instructional Designer
Rodnita Davis, MSN, RN, CNE
Kathryn Handy, DNP, RN
Amanda Henson, MS, RN, CNE, Director, Center for Caring with Technology
Jenna Hoffman, MS, Academic Success and Advising Coordinator
Zane Hunter, AA, Simulation and Technology Specialist Carol Kurtz-Stack, BA, Adult Student Advisor
Diane Lehmann, MSN, RN, CNE
Deborah Naccarini, DNP, RN, CNE, Associate Dean, Entry-Level and Dual Enrollment Programs
Mary O'Connor, PhD, RN, FACHE
Mary Packard, PhD, RN
Sabita Persaud, PhD, RN, APHN-BC, Associate Dean, Adult Undergraduate and Graduate Programs
Amber Renaud, MSN, RN, Simulation Lab Assistant
Amy Rohrs, BS, Dean's Assistant and Clinical Placement Coordinator
Brittany Lawson, AA, Administrative Assistant
Marleen Thornton, PhD, RN, Director NDMU Online RN to BSN Program
Mark Walker, MS, RN, CNL, CCRN
Kathleen Wisser, PhD, RN, CNE, Dean, School of Nursing

Degrees offered

Master's

Campuses

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 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.

NDMU RN to BSN graduates may be 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 of Science 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 based on a 4 point scale.
- An active, unencumbered State of Maryland or compact state RN license.

The Masters of Science in Nursing degree programs is 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

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-502 Technology in Nursing Education: A Caring Presence (3)
NUR-503 Assessment of Student Learning in Nursing Education (3)
NUR-504 Holistic Approaches to Direct Care (2)
NUR-510 Advanced Pathophysiology and Pharmacology for Nurse Educators (3)
NUR-512 Issues and Trends in Nursing Education (3)
NUR-513 Contemporary Leadership in Nursing (2)
NUR-535 Advanced Health Assessment for Nurse Educators (3)
NUR-537 Curriculum Development and Evaluation in Nursing (4)
NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
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-516 Nursing Administrative Theory and Practice (4)
NUR-518 Health Policy (3)
NUR-520 Nursing Informatics (2)
NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
NUR-620 Leadership and Administration in Nursing Seminar and Practicum (4)

BUS-521 Healthcare Economics (3)
BUS-522 Essentials of Healthcare Finance (3)
BUS-523 The Business of Healthcare (3)

Post-Master's Certificate in Nursing Administration

Department

Degrees offered

Certificate

Campuses

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.

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]

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.

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]

School of Pharmacy

Please consult the School of Pharmacy Catalog for all academic and administrative inquiries.

The School of Pharmacy Catalog is posted here.

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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NOTRE DAME
OF MARYLAND
UNIVERSITY

SCHOOL OF PHARMACY



Catalog

2017-2018

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This catalog is published for the convenience of students at Notre Dame of Maryland University School of Pharmacy. It is effective August 21, 2017. The School reserves the right to make changes in any or all specifications contained herein and to apply such revision(s) to registered and accepted students as well as new admissions. No contractual rights between Notre Dame of Maryland University School of Pharmacy and any student are intended and none may be deemed to be created by issuance of this catalog.

All references to the dean, associate dean and assistant dean are individuals in the School of Pharmacy. University administration will be noted as such.

ACCREDITATION

Notre Dame of Maryland University is accredited by the Middle States Association of Universities and Secondary Schools and by the Maryland State Department of Education.

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Academic Calendar

Summer 2017

Advanced Practice Experiences (P4) Monday, May 15, 2017 - Friday, July 21, 2017

Fall 2017 – P1

August 15-18, 2017	Tuesday-Friday	SOP New Student Orientation
August 16-30, 2017	Wednesday-Wednesday	SOP Drop/Add period
August 21, 2017	Monday	First day of didactic classes
September 4, 2017	Monday	Labor Day – No classes, IPPEs, or APPEs
September 25-29, 2017	Monday-Friday	P1 Success Week
October 7, 2017	Saturday	White Coat Ceremony
October 21, 2017	Saturday	Career RxPO
October 24, 2017	Tuesday	Community Day – no classes
November 6-10, 2017	Monday-Friday	Registration for spring 2018
November 22-November 26, 2017	Wednesday- Sunday	Thanksgiving break—No classes
November 27, 2017	Monday	Classes resume
December 8, 2017	Friday	Last day of semester classes
December 11, 2017	Monday	Reading Period
Dec. 12-18, 2017	Tuesday – Monday	Final exams

Fall 2017 – P2, P3 & P4

July 24, 2017 – Friday, November 3, 2017	Monday	Advanced Pharmacy Practice Experiences (P4)
August 4-18, 2017	Friday - Friday	Introductory Practice Experiences (P2)and special electives
August 16-30, 2017	Wednesday-Wednesday	SOP Drop/Add period
August 21, 2017	Monday	First day of didactic classes
September 4, 2017	Monday	Labor Day – No classes
October 7, 2017	Saturday	White Coat Ceremony (P1)
October 21, 2017	Saturday	Career RxPO
October 24, 2017	Tuesday	Community Day – no classes
November 6-10, 2017	Monday-Friday	Registration for spring 2018
November 21, 2017	Tuesday	Follow Thursday class schedule
November 22-November 26, 2017	Wednesday- Sunday	Thanksgiving break—No classes, IPPEs, APPEs
November 27, 2017	Monday	Classes resume
December 1, 2017	Friday	Last day of semester classes
December 4, 2017	Monday	Reading Period
December 5-11, 2017	Tuesday – Monday	Final exams

Spring 2018 – P1, P2, P3, P4

January 1, 2018	Monday	New Year's Day—No classes, IPPEs/APPEs
January 2-9, 2018	Tuesday - Tuesday	Introductory Practice Experiences (P2) and other required courses
January 8-April 20, 2018	Monday-Friday	Advanced Practice Experiences (P4)
January 10, 2018	Wednesday	First day of didactic classes (all) ***(follow Monday schedule)****
January 10 - 24, 2018	Wednesday-Wednesday	SOP Add/Drop period
January 15, 2018	Monday	MLK Birthday-no classes
January 18, 2018	Thursday	Faculty Institute
March 26-April 2, 2018	Monday – Monday	**Spring Break & Easter Holiday** (No didactic classes or IPPEs only) APPEs off only on Friday, March 30th & Monday, April 2nd
April 3, 2018	Tuesday	Classes resume
April 3-6 , 2018	Tuesday -Friday	Registration for summer/fall 2018
April 19, 2018	Thursday	PCOA Exam (P-3 only)
April 27, 2018	Friday	Last day of classes—all Follow Monday class schedule
April 30, 2018	Monday	Reading period--all
May 1-8, 2018	Tuesday-Tuesday	Final exams—all includes Saturday exams
April 30-7, 2018	Monday-Monday	P4 Capstone experience
May 7-11, 2018	Monday-Friday	P4 Assessments
May 9-10, 2018	Wednesday - Thursday	APPE Orientation
May 10, 2018	Thursday	SOP Pinning Ceremony (P3)
May 11, 2018	Friday	NAPLEX review(P3)
May 14-18, 2018	Monday-Friday	NAPLEX & Law Review (P4)
May 18, 2018	Friday	Graduation Awards Banquet
May 20, 2018	Saturday	University Commencement



The University

The 2011-12 academic year marked a historic transition for Notre Dame of Maryland. On September 9, 2011 – the 116th anniversary of the institution's first day of class in 1895—the College became Notre Dame of Maryland University. In making this transition, Notre Dame continues to honor the proud traditions of its past. A Catholic liberal arts university, Notre Dame is grounded in a deep sense of history and distinction as the first Catholic women's college in the country to award the four-year baccalaureate degree. Today, Notre Dame of Maryland University enthusiastically embraces a path forward in leadership in liberal arts, health sciences and education. Notre Dame's programs reflect its place in history as an institution that anticipates and meets contemporary needs with a visionary and pragmatic education.

Notre Dame students enjoy the University's beautiful 58-acre landscaped and wooded campus, scenically located in a residential part of Baltimore's North Charles Street corridor. From the campus, students can easily access resources throughout the city, including a number of neighboring colleges and universities. Notre Dame offers courses at convenient locations throughout Maryland, and even brings its programs into workplaces.

As the University offers its students solutions to meet their needs in a modern world, the University embraces the pioneering spirit of its founders, the School Sisters of Notre Dame. A commitment to academic excellence remains the foundation of the institution. At Notre Dame, scholarship and faith are partners. The University enthusiastically welcomes students, faculty and staff of all faith traditions. Campus-wide programs encourage students to explore, understand and express their personal beliefs and values and to respect those of others.

School of Pharmacy

With greater numbers of America's population aging, and growing advances in medicine creating more pharmaceutical products, our country has critical shortage in an area of health care delivery—qualified pharmacists.

Though pharmacists are seriously needed by community pharmacies, medical centers and other health care facilities to meet today's rising consumer demand, our nation's educational institutions could not keep pace. In 2006, with five to ten qualified applicants for every one opening in U.S. pharmacy schools, the need for a new professional school was clear.

In response, Notre Dame launched a bold new initiative in fall 2008—the School of Pharmacy. Adding to the University's history of firsts, the new School of Pharmacy is the first of its kind created by a women's college in the U.S. In addition, it is Notre Dame's first professional degree program. More importantly, the School reflects Notre Dame's commitment to service to the world by solving social challenges through innovative educational efforts.

The School of Pharmacy is comprised of three academic units – department of clinical and administrative sciences, department of pharmaceutical sciences and office of experiential education. The department of clinical and administrative sciences is comprised of two types of faculty – those who are advanced pharmacy practitioners and those whose expertise include health care policy and advocacy, pharmacy practice management, public health and other relevant social and administrative sciences. The department of pharmaceutical sciences is comprised of faculty with expertise in pharmacology, medicinal chemistry, pharmaceutics and the biological sciences. The office of experiential education is responsible for the overall operation of introductory and advanced pharmacy practice experiences which spans over the entire curriculum.

Vision

To provide exceptional pharmacy education by creating a model learning community dedicated to the transformation of societal health.

Mission

We educate student pharmacists to be compassionate, ethical professionals who improve medication use and provide quality patient care to a diverse population. We develop leaders and advance public health.

Values *(ACEI²)*

The faculty, staff and student pharmacists pledge to work together to achieve our vision and mission by embracing the values of **A**ltruism, **C**ollaboration, **E**xcellence, **I**nnovation and **I**ntegrity.

Accreditation Disclosure Statement

Notre Dame of Maryland University School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org.

Complaints or Comments Regarding Program Compliance

The accreditation standards are located on ACPE Web site (www.acpe-accredit.org). Comments or complaints regarding program compliance with the accreditation standards should be submitted to the office of the dean in writing. Complaints will be reviewed on a timely basis, and a response or plan of resolution will be communicated to individuals interested in the issue. Programmatic comments and complaints are kept on file in the office of dean and are available for review by ACPE.

ACPE has an obligation to assure that any program that seeks or holds an accreditation status remains compliant with the standards and conducts its affairs with impartiality, non-discrimination, honesty, and frankness. Any complaints from institutions, students, faculty, or the public against an accredited pharmacy program or institution housing an accredited pharmacy program must be based upon the fact that such program or institution is not in compliance with a standard or standards as established, from time to time, by ACPE.

Any complaint must be submitted to ACPE within one hundred and eighty (180) days from the date the complainant knew or should have known of the occurrence of facts on which the complaint arose. Any complaint not filed with ACPE within the time limitations set forth above shall not be considered by ACPE, except when: 1) the Executive Director determines the matter's seriousness warrants investigation to ensure continued compliance with one or more accreditation standards; or 2) any complaint held in abeyance by ACPE by reason of threatened or existing legal challenge before a court of law or governmental agency as provided in the last paragraph may be reinstituted by the complainant by written notice to ACPE within thirty (30) days after the latter of (a) a final judgment by the court of law or governmental agency or (b) finalization of any appeal of such judgment. The Executive Director may proceed with the investigation of the complaint held in abeyance without notice by the complainant if the Executive Director determines, in his or her discretion, that such is warranted due to the severity of the complaint and potential impact on the quality of the program and the effect on students.

ACPE will consider formal complaints about Doctor of Pharmacy programs (PharmD) that allege a program is either (a) not in compliance with one or more of ACPE's Standards and Key Elements, or (b) has violated any of ACPE's expectations related to academic integrity. The complaint must specify which Standard(s) or Key Element(s) are implicated or how the program violated expectations of integrity. Complaints fall into one of two categories: (1) those that involve situations subject to formal institution/program due process policies and procedures and (2) those that involve situations not subject to formal due process procedures: 1) If the complainant is involved with an institution/program grievance subject to formal due process and procedure, ACPE requires that the process be completed prior to initiating ACPE's formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a

timely manner as defined in the institution/program policy. In such cases, ACPE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process or of the untimely handling of such must be included in the complaint materials. 2) If the complaint is related to situations that fall outside of formal due process policies and procedures, the complaint may be filed at any time.

ACPE does not: 1) consider complaints that fall outside its jurisdiction/authority as expressed in the Standards and Key Elements and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue their concern(s); 2) intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, retention, appointment, promotion, course grading, or dismissal unless such practices or conditions indicate that the program may not be in compliance with the Standards and Key Elements; 3) promise that it will force programs into specific resolutions requested by the complainant, but may instead require the program to comply with Standards and Key Elements. Such is in the sole discretion of ACPE. All complaints must be filled using the link found here: (https://acpe-accredit.formstack.com/forms/complaint_form)

Complaints that are submitted anonymously will not be considered by ACPE. Depending on the circumstances and severity of the complaint, it may or may not be forwarded to the program for information purposes only. The decision to forward a complaint is made by the ACPE Director of Program Accreditation or the ACPE Executive Director. During the eight-year cycle between each program's self-studies, a record of anonymous complaints received for the program will be maintained by ACPE.

ACPE will proceed expeditiously in the investigation and resolution of complaints in a manner that is fair and equitable to all parties. The ACPE Executive Director, or his/her designate, shall have the authority to: (i) review the complaint in order to determine relevance to the standards, policies, or procedures; (ii) dismiss a complaint if it is determined that such complaint has no merit or is outside the scope of ACPE accreditation activities; (iii) forward relevant complaints to the dean of the program for a response to ACPE; and (iv) conduct any further investigation deemed necessary to promptly determine the facts surrounding the issue and the validity of the complaint. ACPE shall diligently investigate and resolve complaints in a timely manner, taking into consideration all parties involved the severity and complexity of the allegations, and pursuant to any legal obligations.

If, on the basis of such investigation, after notice to the program and opportunity for response from the program, the Executive Director finds a complaint to be extremely serious in nature, charging egregious conduct that may warrant adverse action by ACPE, or involve an interpretation that the Executive Director believes should be made by the Board, the complaint will be submitted to the Board for consideration at the next regular meeting. Where the Board finds that a program has violated the standards, engaged in unethical conduct, or that its integrity has been seriously undermined, the Board will either: (A) request that the program show cause, within a stated time period, as to why adverse action should not be taken; or (B) in extreme cases, immediately discontinue its relationship with the program by denying or withdrawing the offending program's accreditation status.

A record of complaints regarding a specific college or school is maintained in perpetuity at the ACPE office for future consideration. The complaint file will be reviewed as a component of the on-site evaluation process. Site team leaders will review all complaints received against a program

since the time of the program's last comprehensive on-site evaluation with all members of the team. Information provided to the evaluation team will include the following for any complaint: (1) the nature of each complaint; (2) the process used to review the complaint; and (3) the status of the complaint. The evaluation team's review of complaints will be documented in the Evaluation Team Report. Any complaints received since the prior on-site evaluation and the related investigative materials will be provided to the ACPE Board of Directors as a component of the review process. The Board will also conduct a general review of all open complaints at each meeting, including those against a program not being considered for initial or continued preaccreditation or accreditation at a given meeting.

Where a complainant has threatened or filed legal action in a court of law or before a governmental agency against a program or institution housing said program, ACPE reserves the right to hold such complaint in abeyance until after a final judgment by a court of law or governmental agency or finalization of any appeal of such judgment.

GENERAL INFORMATION

FINANCIAL AID

Tuition and Fees – School of Pharmacy 2017-2018

Tuition	$ 38,000
Consolidated Fee	$2,000

Financial aid is available to students in the form of federal student loans, Maryland state scholarships, and limited institutional assistance. Students interested in receiving financial aid must meet certain eligibility requirements including: be enrolled for at least five credits per semester (half time enrollment for Pharmacy students), be in good academic standing (see Financial Aid Academic Standards Policy on the web), and be a matriculant in a degree program. Students who do not meet these criteria may be able to apply for private student loans.

The Office of Financial Aid website, http://ndm.edu/admissions-aid/financial-aid/contact-us provides detailed and up to date information on the types of aid available, how to apply, policies and procedures, external scholarships for pharmacy students, deadlines, a checklist and more. It is the responsibility of all students to read and familiarize themselves with the information contained on the financial aid website. Students have access to their own financial aid data 24 hours a day on WebAdvisor.

SCHOLARSHIPS

Scholarship availability is dependent on funding and may vary each year. Eligibility criteria may also vary each year based on requirements of the scholarship sponsor.

Morris-Jones School of Pharmacy Scholarship for Excellence Award

This admission scholarship is awarded to students who have excelled academically and have the potential to be an outstanding pharmacist. The award will be applied to the first and second semester's tuition. Students must maintain a 3.0 GPA at the end of the Fall semester in order to retain the scholarship for the Spring semester.

Rosskopf Family Scholarship
All matriculated female students are eligible. Student must be female, a resident of MD, VT, or any other state (residency preference is in the list of priority). GPA of 3.0 or above is required.

School of Pharmacy Merit Scholarship
This $40,000 four-year ($10,000 per year) admission scholarship is awarded to students who have excelled academically and who have demonstrated through their extracurricular activities the potential to be an outstanding pharmacist. Awardees must maintain a 3.0 GPA at the end of each semester in order to retain the scholarship.

The Herget Foundation School of Pharmacy Scholarship for Excellence
Eligibility for this scholarship will be based on total composite score and evaluation of the entire application. Recipients must demonstrate strong academic capability. Students must maintain a 3.0 GPA at the end of the Fall semester in order to retain the scholarship for the Spring semester

The John L. Stasiak Private Foundation School of Pharmacy Scholarship for Excellence
Eligibility for this scholarship will be based on total composite score and evaluation of the entire application. Recipients must demonstrate strong academic capability and maintain an overall and science GPA of 3.0 or higher.

Women's College/School of Pharmacy
This $40,000 four-year ($10,000 per year) admission scholarship is awarded to a Notre Dame of Maryland University undergraduate student who has been accepted into the School of Pharmacy program. Awardees must maintain a 3.0 GPA at the end of each semester in order to retain the scholarship.

CVS Scholarship
P1, P2, P3 students are eligible. Additional criteria will be provided at the opening of each application cycle.

Super VALU Scholarship.
P1, P2, P3 students are eligible. Additional criteria will be provided at the opening of each application cycle.

Walgreens Diversity & Inclusion Excellence Award
P1, P2, P3 students are eligible. Additional criteria will be provided at the opening of each application cycle.

Walgreens Diversity Scholarship
P1, P2, P3 students are eligible. Additional criteria will be provided at the opening of each application cycle.

Student Academic Records (FERPA)

Academic records and transcripts are also housed in the registrar's office. Notre Dame of Maryland University has a commitment to protect the confidentiality of student records. The Family Educational Rights and Privacy Act (FERPA) provide 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 contained in the student's record (except where FERPA authorizes disclosure without consent). One exception that permits disclosure without consent is for school/university officials with legitimate educational interests. For more detailed information on academic records (http://ndm.edu/registrarstudent-records)

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 (http://ndm.edu/sites/default/files/pdf/univ-ferpa_2.pdf)

Directory information may be released to the general public without prior written consent. Notre Dame considers the following to be directory information: name, date and place of birth, address and phone number, classification, degrees and awards received, major/concentration/minors, dates of attendance and participation in athletics/official NDMU activities. Students must send a written request to the registrar's office before the first Friday of each semester to place a hold on the release of any of this directory information. The 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 the release of all items of directory information to all outside persons, organizations or agencies.

Privacy Rights of Students

http://ndm.edu/registrarstudent-records

File Confidentiality and Availability

http://ndm.edu/registrarstudent-records

Additional Academic Files

Faculty advisors have access to the academic records of their advisees. They also maintain a checklist of the student's progress toward degree requirements. 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.

Release of Records

Transcripts

http://ndm.edu/registrar/transcripts

Directory Information

http://ndm.edu/registrarstudent-records

Address of Record

All correspondence from University offices is sent to the student's priority address on file in the registrar's office. Any change to this address should be reported to the registrar's office as soon as possible. Failure to keep this address up to date may result in delays in receiving important information. It is the student's responsibility to provide the University with correct address information.



Pharmacy Practice Simulation Lab

Program

The School of Pharmacy offers the Doctor of Pharmacy degree; the entry-level degree required for practice in the U.S. Students must complete the required 72 credits of pre-requisite coursework at Notre Dame of Maryland University or another institution of higher education and a 148-150 credits of course work (4 years) within the School of Pharmacy.

The parent institution of the School of Pharmacy, Notre Dame of Maryland University, has been granted authority by the Maryland Higher Education Commission to confer the Doctor of Pharmacy degree.





Admissions

The School will consider for admission those applicants who possess the academic and professional promise necessary to become outstanding members of the pharmacy profession. The admissions process is highly selective. All applicants must submit an application via the Pharmacy College Application Service (PharmCAS) and a School of Pharmacy Supplemental Application (see the Application Process section).

Evaluation of completed applications (PharmCAS and Supplemental applications) will begin in August 2017 and continue until all seats in the class are filled. This initial evaluation will determine which applicants are eligible for an on-campus interview; a final evaluation will determine which applicants are eligible for acceptance. Given the competitive admissions environment, multiple criteria are used to select the most qualified candidates. Grade point averages, PCAT scores, letters of evaluation, professional preparedness and motivation, personal qualities, communication skills, ability to be a team player and decision making will all be considered when reviewing an applicant's file.

For more information, contact Larry Shattuck, director of admissions for the School of Pharmacy, at 410-532-5551 or e-mail *lshattuck@ndm.edu*

Requirements for Applicants Seeking Admission for Fall 2018

To be considered for admission to the School of Pharmacy, an applicant must:

1. Have completed or be in the process of completing 72 semester hours or 102 quarter hours of non-remedial, prerequisite coursework from a regionally accredited U.S. University or university. The student must earn a grade of C (not C minus) or better in each pre-requisite course.
2. International applicants must complete a minimum of 30 semester hours of non-remedial pre-requisite coursework from a regionally accredited college or university in

the United States. Of the 30 semester hours, 15 hours must be in the sciences, six hours in non-remedial English composition, and three hours in speech/public speaking. These additional requirements are waived for applicants who completed their pre-requisite coursework at a post-secondary Canadian institution that uses English as its primary language of instruction and documentation.

3. All pre-pharmacy coursework requirements must be completed by the end of summer session I prior to matriculation to the School of Pharmacy.
4. Earn, preferably, a cumulative grade point average and science grade point average of 2.50 on a 4.00 scale. PharmCAS calculates the overall and science grade point average. Grades from all non-remedial courses completed post-high school are used to calculate the grade point average.
5. Submit scores from the Pharmacy College Admissions Test (PCAT) directly to PharmCAS using PCAT code 104.
   (Note: *OnlyPCAT test scores earned within two years of the planned matriculation year will be accepted.)*
6. Possess a people/service orientation as demonstrated through community service or extracurricular activities.
7. Possess the proper motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer, or other life experiences.
8. Possess the oral and written communication skills necessary to interact with patients and colleagues.
9. Complete the School of Pharmacy's on-campus interview process (by invitation only).
10. Pass the School of Pharmacy criminal background check.
11. Abide by Notre Dame of Maryland University Substance Abuse Policy.



University of Utah School of Alcoholism & Other Drug Dependencies



APhA-ASP Multicultural Night

Pre-Requisite Courses *(students completing coursework at other colleges or universities of higher learning)*

Course	Semester Credit Hours	Quarter Credit Hours
English	6	6
Speech/Public Speaking	3	4
Ethics *(medical ethics preferred)*	3	4
Economics	3	4
Calculus	3	4
Statistics	3	4
General Chemistry with lab *(for science majors)*	8	12
Organic Chemistry wit lab *(for science majors)*	8	12
General Biology with lab *(for science majors)*	8	12
Microbiology with lab *(for science majors)*	4	6
Human Anatomy & Physiology *(for science majors)* ^	8	12
Physics *(for science majors – mechanics, heat, force and motion must be included in the course)*	3	4
Psychology/political science/social science	6	9
General Education* *(divided among humanities, fine arts, foreign language, business, computer sciences, religious studies)*	6	9
Total Credits	72	102

^ *Students taking science courses at community colleges should check with the School Office of Admissions to determine if the course will meet the pre-requisite requirement. It is unlikely that Anatomy and Physiology and Microbiology at community colleges will meet the pre-requisite requirement and applicants must take the course at a 4-year institution. Please refer to the School's website for pre-requisite course equivalents at select Maryland community colleges and 4-year institutions.*

**Science, math, physical education, and health care courses will not satisfy the general education requirement.*

Note 1: *The Admissions Committee will pay special attention to pre-pharmacy math and science coursework that were taken more than five years ago. Science and math coursework that were taken within five years are preferred.*



National Association of Chain Drugstores
RxImpact Program on Capitol Hill

Pre-Pharmacy Curriculum to Be Followed at Notre Dame of Maryland University

Notre Dame of Maryland University reserves the right to revise the curriculum at any time when deemed necessary and to apply such revisions to registered and accepted students and to new admissions.

Course	Credits
ENG-101 College Writing	3
ENG Literature Course	3
COM-106 or 206 Fundamentals of Oral Communication/Speaking in Professional Settings	3
PHL-330 or PHL 339 Ethics/Medical Ethics	3
ECO-211 or 212 Macro-or-Microeconomics	3
MAT-211 or 212 Calculus I or II	4
MAT-215 Basic Statistics	3
CHEM-110 , 111 General Chemistry	8
CHM-210, 211 Organic Chemistry	8
BIO-111 Fundamentals of Biology	4
BIO-201, 202 Human Anatomy and Physiology I, II *	8
BIO-340 Microbiology	4
BIO-239 Genetics	4
PHY 101 or 102 General Physics I or II	4
Social Sciences	6
NDMU-100 First Year Seminar	3
Elective credits from religious studies, fine arts, humanities, languages, business or interdisciplinary studies, **excluding** science, mathematics, physical education or health care courses.	3
Total Credits	74

**Students matriculating in the Women's College in fall 2009 and thereafter cannot use credits for anatomy & physiology received from community colleges to satisfy the School of Pharmacy pre-requisite requirement.*

Additionally, such students are required to take 8 credits of anatomy and physiology at Notre Dame of Maryland University should they wish to apply to the School of Pharmacy.

The following elective courses are recommended for pre-pharmacy students:

Course	Credits
COM-221 Small Group Communication	3
PHL-302 Philosophy of Human Nature	3
PHL -330 or PHL-339 Ethics or Medical Ethics	3
PHL-334 Business Ethics	3
POL-202 American Politics in Comparative Perspective	3
POL-217 Civic Participation and Leadership	3
POL-401 Political & Economic Globalization	3
POL-440 Global Issues	3
PSY-167 Human Relations in a Culturally Diverse Society	3
PSY-205 Theories of Personality	3
PSY-233 Human Growth & Development	3
RST-306 Christian Bioethics	3
RST-311 World Religions	3
RST-331 Comparative Religious Ethics	3
RST-450 Judaism, Christianity and Islam	3
RST-452 Buddhism and Christianity	3
RST-347 Introduction to Spirituality	3
RST-409 Death & Dying	3

Technical Standards for Admission & Continued Matriculation

Notre Dame of Maryland University School of Pharmacy must evaluate not only the scholastic aptitude of each and every student, but also must consider students' current ability to safely apply their knowledge and skills to effectively interact with patients and others in educational and healthcare settings. Graduates of the School of Pharmacy are eligible to become pharmacists without restrictions on their practice; therefore, the curriculum requires students to successfully complete all components of the program. Depending on the circumstances, some reasonable accommodation may be possible and made available to students with disabilities in accordance with University policy, state, and federal laws. However, a student must be able to perform in a reasonably independent manner. Upon request of the student, the University will make good faith efforts in providing reasonable accommodation as required by law.

The School of Pharmacy engages in an interactive process with applicants and students with disabilities and complies with all state and federal laws regarding reasonable accommodation. The School of Pharmacy adheres to the highest ethical and professional standards of the pharmacy profession. While the School of Pharmacy will attempt to identify ways of opening the curriculum to competitive, qualified disabled students, the School must maintain the integrity of its curriculum and preserve those elements deemed essential to educating a pharmacist. As such, the School of Pharmacy reserves the right deny admission or dismiss any student who, upon completion of the interactive process, is unable to meet these technical

standards with reasonable accommodations and/or would be deemed to pose a threat to patients and others in the educational and healthcare environment.

The following technical standards, although not exhaustive, describe the basic-non academic qualifications required in addition to academic achievements, which the School of Pharmacy considers essential for admission and successful completion of the educational objectives of its curriculum.

A student must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but a candidate should be able to perform in a reasonably independent manner.

1. **Observation:** The student must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of all of the other senses.
2. **Communication:** The student must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication. Students must be able to read, write, speak and comprehend English with sufficient mastery to accomplish didactic, clinical and laboratory curricular requirements in a timely, high-quality professional and accurate manner.
3. **Sensory and Motor:** Students must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The student must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The student must be able to problem solve, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The student must be able to comprehend three-dimensional relationships and understand spatial relationships. Students must be able to learn in various conditions and environments including the classroom, laboratory, small groups, experiential settings and independent study.
5. **Behavioral and Social Attributes:** Students must demonstrate maturity, integrity, compassion and respect for others. The student must possess the emotional and mental health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. The student must have the capability to recognize and show respect for differences in culture, values and ethics among people. Students must be able to tolerate physically, mentally and emotionally taxing workloads, function effectively under stress, and must display appropriate coping responses. The student must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

   An individual with a diagnosed psychiatric disorder may function as a pharmacy student as long as the condition is under sufficient control to allow accomplishment of the above goals with or without reasonable accommodation. He or she must exhibit behavior and

intellectual functioning that does not differ from acceptable standards. In the event of deteriorating emotional function, it is essential that a pharmacy student be willing to acknowledge the disability and accept professional help before the condition poses danger to self, patient, and colleagues.

Candidates must provide certification that they understand the technical standards upon their acceptance. Candidates who may not meet the technical standards are encouraged to contact the Director of Admissions to discuss and identify what accommodations, if any, the School of Pharmacy would need to make in order that the candidate might be able to meet the standards.

Professionalism

Pharmacy applicants are expected to act professionally in all of their dealings with admissions office staff and School personnel. Applicants are expected to follow instructions properly and meet deadlines. Responsible behavior, respect for others, good judgment and cooperation are qualities valued by the pharmacy profession. Applicants should demonstrate these qualities beginning with the application process.

Application Process

The School of Pharmacy uses a two-step application process. The applicant must submit both a completed PharmCAS application and a School supplemental application and meet both the PharmCAS application deadline and the School supplemental application deadline.

1. ***PharmCAS Application:***
   Applicants must apply via the PharmCAS application (www.pharmcas.org) which is available usually in June of the academic year preceding the year in which they plan to matriculate. Applicants must send transcripts directly to the offices of PharmCAS. Applicants who have taken coursework and/or earned a degree from a foreign institution must also submit to PharmCAS an evaluation of their transcripts from one of the following approved foreign transcript evaluation services:
   - Education Credential Evaluators (ECE): 414-289-3400, www.ece.org
   - World Education Service (WES): 212-966-6311, www.wes.org
   - Josef Silny & Associates, Inc.: 305-273-1616, www.jsilny.com

Summary of Deadlines

	Early Decision	Regular Decision
PharmCAS Application	September 5, 2017 *(PharmCAS must receive the application, fee and all transcripts by this deadline. PharmCAS will move applicants to the regular admission category if all materials and fees are not received by the deadline.*	March 1, 2018
Supplemental Application	October 1, 2017	April 1, 2018
Letters of Recommendation	September 5, 2017	March 1, 2018
PCAT Exam Scores	October 1, 2017	March 1, 2018

Early Decision Application

Applicants for early admission decision should complete their application and letters of reference through PharmCAS by **September 5, 2017** and their Supplemental Application by **October 1**, **2017**. Early decision is a binding option for applicants who have decided that Notre Dame of Maryland University is their first choice pharmacy school and will enroll in the program if accepted. ThePharmCAS application, fees and all transcripts must be received by PharmCAS by the above deadline, and all supplemental applications must be received by the School of Pharmacy by the supplemental deadline listed above for early decision applicants to be considered. Visit the PharmCAS website (www.pharmcas.com) for detailed information regarding the early decision process.

Regular Decision Application

The deadline for submitting a PharmCAS application for regular admission decision is **March 1, 2018**. In addition to the online application and application fee, applicants are strongly encouraged to also forward official transcripts from all colleges and universities attended to PharmCAS by the February 1st date. PharmCAS will not consider an application complete and will not begin the verification process until all official transcripts are received. The School will only receive complete applications from PharmCAS.

2. ***Pharmacy College Admissions Test (PCAT)***

Arrange for scores from the Pharmacy College Admissions Test to be sent directly to PharmCAS using PCAT code 104. This exam is offered by Harcourt Assessment (www.pcatweb.info). The School of Pharmacy will only accept test scores received directly from PharmCAS. (See Admission Requirements for more details). PCAT scores sent directly to the Office of Admissions will not be accepted. Only test scores earned within two years of the planned matriculation year will be accepted.

***Note:** *It is highly recommended that applicants take the July, September PCAT exams in the year prior to which they are seeking entry. Early decision applicants should take the July PCAT. Please check with Harcourt Assessment for more details regarding exam dates.*

3. ***Letters of Reference***

The applicant must request letters of reference from **three** individuals to be submitted directly to PharmCAS. The School of Pharmacy will only accept letters received directly from PharmCAS. One letter must be from a University professor who has actually taught the applicant in a science course and the other two letters may be from a pre-health advisor/committee, science or other University professor that taught the applicant, an employer who had direct supervisory responsibilities for the applicant or a health professional who knows the applicant well. Letters of reference must be received by the PharmCAS deadline date of **March 1, 2018.**

4. ***Supplemental Application***

After receiving an applicant's processed information from PharmCAS, the School of Pharmacy Office of Admissions will electronically send instructions to applicants who meet the minimum cumulative GPA and science GPA requirement of 2.50 on a 4.00 scale for completion of a Supplemental Application. The deadline for submitting the School supplemental application along with the required fee to the Office of Admissions is on or before **April 1, 2018**. **Note:** *A complete application consisting of the PharmCAS application, verification of transcripts by PharmCAS, PCAT scores (as reported to PharmCAS), three letters of reference (submitted to PharmCAS), and School of Pharmacy Supplemental Application with the application fee must be received in the Office of Admissions* ***on or before April 1, 2018.*** *Only completed applications received by the Office of Admissions on or before the deadline date will be reviewed for potential entrance into the program. Applicants are also responsible for notifying the*

Office of Admissions of any changes in their mailing address or e-mail address. It is important that the Office of Admissions has accurate and current contact information for applicants. Applicants may forfeit their interview invitation or offer of admission if they do not provide current contact information.

5. ***On-Campus Interview***

   Once an applicant's file is complete, the director of admissions and the admissions committee review an applicant's GPA and PCAT scores to determine the applicant's interview eligibility. If they consider the applicant eligible for an on-campus interview, an invitation will be sent to the applicant. All interviews are scheduled on a first-call/first-scheduled basis. No interviews will be granted until an individual's application process is complete.

   During the interview process, the applicant will meet with an interview panel consisting of pharmacy faculty members and pharmacists. Panel members will evaluate the applicant's professional motivation and preparedness, personal qualities, communication skills and decision-making ability by rating the applicant on a standardized evaluation scale. The interview panel members will also review each interviewee's PharmCAS and School of Pharmacy Supplemental applications to facilitate the interview process. After reviewing the applicant's completed application and interview evaluation, the admissions committee can recommend accepting, denying, or placing the applicant on an alternate list. This recommendation is then forwarded to the Dean for final approval.

   Applications to the School of Pharmacy are processed and reviewed during regular intervals in the admissions cycle until the class is filled.

   Note: *An applicant who has been accepted for a given year must matriculate during that year. No admission deferments are allowed. If a student fails to matriculate, the student must reapply the following year if he/she wishes to be admitted to the School.*

6. ***Reapplication Process***

   Applicants who are denied admission may re-apply to the School the following academic year. It is strongly recommended that applicants seek guidance from the office of admissions for strengthening their application. If an applicant wishes to re-apply, a new application must be submitted to PharmCAS and the application will be processed in the same manner as any other application.

Transfer Admission from Another Pharmacy School

The School of Pharmacy may accept transfer students from other ACPE-accredited pharmacy schools or colleges as long as these students are in good academic and disciplinary standing and have legitimate reasons for seeking a transfer. All requests for transfer information should be referred to the office of admissions so that the potential transfer applicant can be counseled prior to submitting an application. To be considered for transfer, a student must meet the

School of Pharmacy's general requirements for admission. He/she must also submit the following documents by **March 15, 2018**:

1. A letter to the director of admissions indicating why he/she wishes to transfer and explaining any difficulties encountered at his/her current institution;
2. A completed School of Pharmacy transfer application;
3. Official transcripts from all schools attended—undergraduate, graduate and professional;
4. A catalog and a detailed pharmacy syllabus for any courses for which advanced standing consideration is requested;
5. A letter from the dean of the school or college of pharmacy in which the student is enrolled. The letter must indicate the student's current academic and disciplinary status and/or terms of withdrawal/dismissal;
6. One letter of recommendation from a faculty member at the current school or college of pharmacy;
7. Additional documents or letters of recommendation as determined necessary by the director of admissions or dean of the School of Pharmacy.

The office of admissions will collect and forward the student's portfolio to the office of the dean, School of Pharmacy for review. If the review is positive, the dean or her designee will invite the transferring student for an interview. If the transferring student is admitted and requests advanced standing, the dean's office will forward the student's request to the appropriate faculty. No advanced standing credit will be awarded for professional pharmacy coursework completed at a foreign college or school of pharmacy.

Admission Affiliation Agreements

The School of Pharmacy offers an accelerated 3 + 4 year undergraduate - professional school option leading to the Baccalaureate in Biology or Chemistry and the Doctor of Pharmacy (Pharm.D.) degrees for students attending Notre Dame of Maryland University, Caroll College and the University of Hartford in Hartford, Connecticut. In addition, a 4 + 4 agreement exists with Loyola University Maryland and the School of Pharmacy leading to a Baccalaureate in Biology, Chemistry, Biology-Chemistry Interdisciplinary degree or other appropriate majors and a Doctor of Pharmacy degree. Please refer to each university's/college's catalog for more information.

Matriculation Process

The matriculation process begins after a student receives notification of his/her acceptance. The student must return his/her signed matriculation agreement. The student must also do the following:

1. Submit deposit monies by the dates designated in his/her matriculation agreement. The entire amount is applied toward the student's first semester's tuition.
2. Submit official final transcripts from all colleges and universities attended post-high school by the deadline of two weeks (14 calendar days) prior to the first day of orientation. For students who are accepted to the School less than one month prior to the

first day of classes, they will have 30 calendar days from the date of their acceptance to submit all official transcripts to the office of admissions. Any special circumstances or requests for exceptions to this policy must be made by the office of the dean of the School. If students fail to submit all official final transcripts by the stated deadline, then their acceptance or continued enrollment in the School may be jeopardized.
Note: **PharmCAS does not forward transcripts to the School of Pharmacy.**

3. Complete a medical file as requested by the office of the dean.
4. Submit proof of medical and disability insurance coverage. The student may select either a plan offered by a university approved outside carrier or a comparable plan offered by an outside carrier of the student's choice.
5. Non-U.S. citizens/non-permanent residents must provide documentation verifying that sufficient funds have been deposited in a U.S. bank to cover all expenses while attending School of Pharmacy at Notre Dame of Maryland University (for non-U.S. citizens/temporary residents who hold a student visa only).
6. Sign an authorization form allowing a criminal background check.
7. Sign a Notre Dame of Maryland University Drug Free Policy statement.
8. Complete a physical exam and submit the appropriate form.
9. Provide documentation that any additional coursework or service requirements stipulated by the admissions committee have been completed.
10. Submit additional documents as requested by the office of admissions.
11. Satisfy Technical Standards for the Program and sign acknowledgment for receipt of these requirements.
12. Sign authorization for use of academic information for quality improvement purposes.
13. Sign authorization for access to national board examination scores for purposes of programmatic assessment.

If a student either fails to satisfy the above matriculation requirements or omits/falsifies information required on any official admissions documents, the student automatically forfeits his/her seat at the School of Pharmacy. The student receives no further notification from School of Pharmacy relative to this forfeiture.

Criminal Background Check Policy

National concerns regarding the suitability of health care providers have caused many hospitals and other institutions that provide health care services to require disclosure of an individual's criminal history. As of 2004, the Joint Commission, an organization that accredits healthcare organizations in the United States, requires criminal background checks for security purposes for all employees, staff and volunteers who supervise care, render treatment and provide services. Many state statues also require disclosure of an individual's criminal history in order to apply for certain health care licenses/permits/certificates/registrations. Additionally, existence of a criminal history may subject an individual to denial of initial licensure, permit, registrations, revocation or suspension of existing licenses or denial of access to training sites used by the School of Pharmacy.

The primary role of the pharmacist is to provide safe and effective health care to the patients served. Patient safety must be considered in the selection and education of student pharmacists. The School also has a responsibility to maintain as safe an environment as possible for its

students and the practice settings in which they receive education. Therefore, to promote safety and the highest level of integrity in the profession of pharmacy, the School of Pharmacy requires matriculating students to submit to a criminal history background check.

1. All applicants and matriculating students are to submit to a criminal background check prior to matriculation. In addition, students who remain enrolled must submit to a criminal background check annually to remain eligible for continued matriculation. Some students may be required to undergo fingerprinting as part of the criminal background check process as part of applicable state law. The initial and annual criminal background check will be conducted by the Certiphi, Inc. or another School of Pharmacy approved vendor.

2. Additional criminal background checks may be required by health care facilities at which the student will be participating in educational activities as a component of the curriculum or state agencies relevant to the education of the student.

3. Students must disclose all criminal convictions (felony and misdemeanor) regardless of whether or not the felony conviction was subsequently reduced to a misdemeanor. Failure to disclose a conviction, or material misrepresentation of information, is deemed to be falsification of the application and will result in denial of matriculation and/or dismissal from the School and University.

4. Failure to comply with the request to undergo a criminal background check within the stipulated timeline will result in dismissal from the School or revocation of the offer of admission.

5. Students with a positive criminal background history are individually responsible for checking the licensing requirements of any state other than the state of Maryland where the student is interested in participating in clinical rotations to determine whether or not their conviction may be a barrier to participation.

6. The School of Pharmacy does not guarantee clinical rotations or any other off campus activity for students who have a history of felony or misdemeanor convictions. In such cases, the School will confidentially share information about the student's positive criminal background history with potential preceptors and practice site representatives as necessary and on a need-to-know basis and gives the preceptor and site representatives an opportunity to decide whether the student is acceptable to the site. Therefore, scheduling and completion of clinical rotations and graduation may be delayed. In some instances, it will not be possible to arrange for clinical rotations at specific sites.

7. Students are required to disclose to the dean any arrests, criminal charges or convictions against them during their entire period of enrollment as a student at the School of Pharmacy. Such arrests, criminal charges, or convictions may negatively impact a student's ability to obtain and/or complete program requirements.

8. All costs are the responsibility of the student.

Procedure

1. All applicants and matriculating students will be required to undergo a criminal background check by the School of Pharmacy approved vendor, Certiphi, Inc. Newly admitted students will be given a copy of the School's Criminal Background Check Policy.

2. Certiphi, Inc. will contact the student directly to obtain the necessary information to initiate the search. Students will receive an email from studentedition@certiphi.com.

3. Upon completion of the search, results will be released to the student who can view the information securely online. The student will have the opportunity to view the information and to resolve any disputes directly with the vendor. After 10 calendar days, the report will be automatically released to the School.

4. The office of admissions will review all criminal history reports and if a history of a felony or misdemeanor conviction exists, the director of admissions in consultation with the dean or her designee, will determine whether or not the student should be disqualified from matriculation or continued enrollment. Criminal convictions will not automatically disqualify a student from enrollment or continued enrollment. The School will consider such factors, but not limited to, the nature of the crime, the age of the individual at the time the crime was committed, length of time since the conviction, relevance of the conviction to health care. In determining the impact and relevance of the conviction, the following information, but not limited to, may be requested:

    a. Additional detailed information about the positive criminal background check report.
    b. Consultation with state licensing agencies about the impact of the misdemeanor or felony conviction on the student's ability to undertake/resume clinical activities.
    c. Collection of additional data, e.g., Federal Bureau of Investigation fingerprints and report, concerning the positive criminal background check.
    d. Court charging documents or other official records pertaining to the charge and/or conviction.

5. If a positive criminal history is known by the School prior to or after the student's matriculation, the dean or her designee will meet with the student to discuss the consequences of the positive criminal background investigation on the student's ability to enter or complete the program and graduate so that appropriate action can be taken.

6. Printed records concerning a student's positive criminal background check are stored in a locked confidential file in the office of the dean.

ACADEMICS

Curriculum

NDMU School of Pharmacy reserves the right to revise the curriculum at any time when deemed necessary and to apply such revisions to registered and accepted students, and to new admissions.

Year	Fall Semester - (20.5 credits)	Credits	Spring Semester - (21.5 credits)	Credits
P-1	PHRD 300: Foundations for Pharmacy Practice	2	PHRD 306: Pharmacist Care Lab II	2
	PHRD 301: Pharmaceutical Calculations	2	PHRD 308: Developing the Leader Within	2
	PHRD 302: Pharmacy & the U.S. Health Care System	3	PHRD 309: Immunology	3
	PHRD 303: Pharmaceutics I & Lab	4	PHRD 310: Care of Diverse Populations	3
	PHRD 304: Pharmacist Care Lab I	2	PHRD 311: Pharmaceutics II & Lab	4
	PHRD 305: Biochemistry	4	PHRD 312: Pharmacy Practice Management	3
	PHRD 307: Applied Biomedical Sciences Workshop	3	PHRD 413: Pharmacotherapeutics I: Principles of Medicinal Chemistry & Pharmacology*	2
	PHRD 800: Career Development E-portfolio	0.5	PHRD 414: Pharmacotherapeutics II: Principles of Pharmacotherapeutics	2
			PHRD 800: Career Development E-portfolio	0.5
	Fall Semester - (18.5-20.5 Credits)	**Credits**	**Spring Semester- (17.5 credits)**	**Credits**
P-2	PHRD 400: Biopharmaceutics & Clinical Pharmacokinetics	3	PHRD 405: Women's Health Issues	2

	PHRD 401: Clinical Research Design	3	PHRD 406: Pharmacist Care Lab IV	1
	PHRD 404: Pharmacist Care Lab III	1	PHRD 408: Pharmacy Law & Ethics	3
	PHRD 410 or 412: Introductory Pharmacy Practice Experiences I or II	3	PHRD 410 or 412: Introductory Pharmacy Practice Experiences I or II	3
	PHRD 416: Pharmacotherapeutics III: Self-Care & Dermatology	3	PHRD 418: Pharmacotherapeutics V: Gastrointestinal Disorders	2
	PHRD 417: Pharmacotherapeutics II: Infectious Diseases	4	PHRD 419: Pharmacotherapeutics VI: Immunologic, Hematologic, & Rheumatologic Disorders	2
	PHRD 800: Career Development E-portfolio	0.5	PHRD 517: Pharmacotherapeutics XI: Neoplastic Disorders	2
	Professional Elective***	1-3	PHRD 513: Pharmacotherapeutics VII: Pulmonary Disorders	2
			PHRD 800: Career Development E-portfolio	0.5
	Fall Semester - (17.5-19.5 credits)	**Credits**	**Spring Semester-(16.5-18.5 credits)**	**Credits**
P-3	PHRD504: Pharmacists Care Lab V	1	PHRD 506: Pharmacists Care Lab VI	1
	PHRD 505: Human Resources Management	3	PHRD 508: Complementary Medicine & Human Nutrition	3
	PHRD 507: Public Health	3	PHRD 509: Evidence Based Medicine	2
	PHRD 510: Longitudinal Care I	1	PHRD 512: Longitudinal Care II	1

	PHRD 514: Pharmacotherapeutics VIII: Cardiovascular Disorders	4	PHRD 518: Pharmacotherapeutics XII: Central Nervous System Disorders	4
	PHRD 515: Pharmacotherapeutics IX: Renal Disorders	2	PHRD 520: Advanced Pharmacotherapeutics	4
	PHRD 516: Pharmacotherapeutics X: Endocrine Disorders & Women's Health	2		
	PHRD 800: Career Development E-portfolio	0.5	PHRD 800: Career Development E-portfolio	0.5
	Professional Elective***	1-3	Professional Elective***	1-3
P-4	**Summer/Fall/Spring- (37 credits)****	**Credits**		
	PHRD 700 Advanced Pharmacy Practice Ambulatory Care	5		
	PHRD 701 Advanced Pharmacy Practice Acute Care General Medicine	5		
	PHRD 702 Advanced Health Systems Pharmacy Practice	5		
	PHRD 703 Advanced Community Pharmacy Practice	5		
	PHRD 704 Advanced Pharmacy Practice Elective I	5		
	PHRD 705 Advanced Pharmacy Practice Elective II	5		

	PHRD 706 Advanced Pharmacy Practice Elective III	5		
	PHRD 707 Advanced Pharmacy Practice & Education Capstone	1		
	PHRD 800 Career Development E-portfolio (Fall/Spring)	1		
			Total Program Credits= 149-155	

**All Pharmacotherapeutics courses are taught sequentially within a semester*

***All APPE are five weeks in duration except PHRD 707*

****Students are required to complete a minimum of 6 to 8 hours of professional electives for graduation, which must be accomplished over a minimum of three (3) courses. Students in the P2 year may take a research elective in the spring semester in addition to fall semester however, only with research faculty and Office of the Dean approval.*

COURSE DESCRIPTIONS

Required Courses
P-1 Fall

PHRD 300 Foundations for Pharmacy Practice *(2 credits)*
The purpose of this course is to provide students with the foundational concepts and skills needed to practice pharmacy in the 21st Century as the role of the pharmacist expands and continues to change. In addition to one's knowledge of the scientific basis of practice, the ability to communicate and be an effective team member is critical to the pharmacist's role as an educator, clinician and member of the health care team. As such, the processes of self and group assessment, team development and the use of effective communication strategies will be introduced in this course and reinforced throughout the curriculum. Application of these processes will occur through lecture, discussions, assignments, role-playing and case studies. *Lecture two hours per week.*

PHRD 301 Pharmaceutical Calculations *(2 credits)*
This course is designed to develop the knowledge and skills necessary for the application of basic mathematics and quantitative reasoning to common pharmaceutical calculations. Topics include; medical terminology, Latin abbreviations, systems of measurement, commonly used mathematical formula, medication dispensing calculations, calculation tools and techniques. *Lecture one hour per week with problem-solving workshop one hour per week.*

PHRD 302 Pharmacy & the U.S. Healthcare System *(3 credits)*
This course provides students with a broad overview of the organization, delivery and financing of medical and pharmaceutical care in the U.S. The impact of state and federal policies on the practice and economics of pharmacy practice and the role of the pharmacist in health care legislation will be discussed. *Lecture three hours per week.*

PHRD 303 Pharmaceutics I *(4 credits)*
This is the first of a two-semester course sequence designed to teach students the basic principles and application of physio-chemical principles necessary for the design, development and preparation of pharmaceutical dosage forms. Students will develop the basic skills and techniques necessary for the compounding of pharmaceutical delivery systems, the appropriate evaluation, documentation, and labeling of prescriptions and the mathematical calculations essential to compounding.
Lecture three hours per week, laboratory three hours per week. Co-requisite: PHRD 301 Pharmaceutical Calculations

PHRD 304 Pharmacist Care Lab I *(2 credits)*
This is the first of a six-semester sequence designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence. Early introductory pharmacy practice experiences will also be incorporated into Pharmacist Care Lab I. *Laboratory three hours per week.*

PHRD 305 Biochemistry *(4 credits)*
This course will provide students with a fundamental understanding of the structure, function and catabolism of biomolecules including carbohydrates, lipids, proteins, and nucleic acids. Topics covered will include; bioenergetics and metabolism, genes and chromosomes, DNA and RNA metabolism, regulation of gene expression and recombinant DNA technology.
Lecture four hours per week.

PHRD 307 Applied Biomedical Sciences Workshop *(3 credits)*
This course utilizes a small group, team-based learning approach to teach students the interrelationship between, and application of, basic biomedical sciences principles to disease pathology, pharmacology, pharmacogenetics, and drug therapy.
Lecture and team-based learning three hours per week.

PHRD 800 Career Development E-portfolio *(0.5 credit)*
The purpose of this required course is to provide an electronic format where students can develop and achieve career goals through engagement and reflection on educational experiences, ultimately demonstrating professional growth and achievement of learning outcomes over time. Faculty advisors will guide students in the process of developing their e-portfolio as a means of cultivating student self-awareness, leadership skills, creative thinking and planning, and professionalism. Students register for this course each semester for the duration of the program and must successfully complete this course each semester to meet graduation requirements.

P-1 Spring

PHRD 306 Pharmacist Care Lab II *(2 credits)*
This is the second of a six-semester sequence designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence. Early introductory pharmacy practice experiences will also be incorporated into Pharmacist Care Lab II.
Laboratory three hours per week. Pre-requisite: PHRD 304 Pharmacist Care Lab I; Co-requisite: PHRD 413 and 414 Pharmacotherapeutics I and II.

PHRD 308 Developing the Leader Within *(2 credits)*
As a health care professional, the pharmacist must be able to take a leadership role within his/her own practice, profession and community at large. This course will provide students with the opportunity for self-exploration, exploration of leadership models, and discussion of the relevance of political advocacy to pharmacy practice. This course will incorporate the communication, teamwork and self and group assessment skills that are introduced in Foundations for Pharmacy Practice. Interprofessional experiences are also incorporated into the course.
Lecture and application two hours per week. Pre-requisite: PHRD 300 Foundations for Pharmacy Practice

PHRD 309 Immunology *(3 credits)*
This course is an introduction to the organization, function and regulation of the immune system including the basic properties of humoral and cell-mediated immune responses, antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, and cytotoxic responses. The role of these basic immunology principles in immunodeficiencies, auto-immune disorders, hypersensitivity reactions, immunity issues associated with transplantation, cancer and antibody- based drug therapy will also be covered. *Co-requisite: PHRD 413: Pharmacotherapeutics I. Lecture three hours per week.*

PHRD 310 Care of Diverse Populations *(3 credits)*
This first public health course will introduce the socioeconomic, cultural, ethnic, geographic, and other variables which shape healthcare practice and perception. Students will become versed in common practices, myths, barriers, trends, resources, and care principles of diverse populations. An emphasis will be placed on the development of cultural competence such that students will be able to optimally work with diverse patient populations. Students will be required to participate in community-based experiences that support the course learning goals and objectives. *Lecture three hours per week.*

PHRD 311 Pharmaceutics II *(4 credits)*
This is the second of a two-semester course sequence designed to teach students the basic principles and application of physio-chemical principles necessary for the design, development and preparation of pharmaceutical dosage forms. Students will develop the basic skills and techniques necessary for the compounding of pharmaceutical delivery systems, the appropriate evaluation, documentation, and labeling of prescriptions and the mathematical calculations essential to compounding. This course will build on concepts introduced in Pharmaceutics I. *Lecture three hours per week, laboratory three hours per week. Pre-requisite: PHRD 303 Pharmaceutics I*

PHRD 312 Pharmacy Practice Management *(3 credits)*
This course provides students with an understanding of financial and operations management as it relates to pharmacy practices in community, hospital and other practice settings. Topics such as inventory control, pricing, marketing, business plan development for new services, and management of innovative changes in pharmacy practice will be included.
Lecture three hours per week.

PHRD 413 Pharmacotherapeutics I – Principles of Medicinal Chemistry & Pharmacology *(2 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. It is designed to provide students with the opportunity to learn, integrate and apply concepts from the four content areas in order to provide the necessary information for pharmaceutical management of a variety of disease states. In this first of twelve modules, basic principles of pharmacology and medicinal chemistry, as they relate to disease state management, are presented and serve as foundational material for subsequent modules. *Pre-requisite PHRD 305 Biochemistry, PHRD 307 Applied Biomedical Sciences Workshop; Co-requisite: PHRD 306: Pharmacist Care Laboratory II, PHRD 309 Immunology,*

PHRD 414 Pharmacotherapeutics II – Principles of Pharmacotherapeutics *(2 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. It is designed to provide students with the opportunity to learn, integrate and apply concepts from the four content areas in order to provide the necessary information for pharmaceutical management of a variety of disease states. In this second of twelve modules basic principles of: absorption, distribution, metabolism and excretion (ADME), homeostasis, drug interactions, drug induced diseases and clinical lab values are presented and serve as foundational material for subsequent modules. Implications and application across the life span will be incorporated. *Pre-requisite PHRD 413 Pharmacotherapeutics I: Co-requisite: PHRD 306: Pharmacist Care Laboratory II, PHRD 309 Immunology*

PHRD 800 Career Development E-portfolio *(0.5 credit)*
The purpose of this required course is to provide an electronic format where students can develop and achieve career goals through engagement and reflection on educational experiences, ultimately demonstrating professional growth and achievement of learning outcomes over time. Faculty advisors will guide students in the process of developing their e-portfolio as a means of cultivating student self-awareness, leadership skills, creative thinking and planning, and professionalism. Students register for this course each semester for the duration of the program and must successfully complete this course each semester to meet graduation requirements.

P-2 Fall

PHRD 400 Biopharmaceutics & Clinical Pharmacokinetics ***(3 credits)***
Biopharmaceutic and basic pharmacokinetic parameters such as absorption, distribution, metabolism and elimination, the relationship between drug concentration and clinical response, impact of patient characteristics and disease states on pharmacokinetic parameters and pharmacokinetic variations across the lifespan will be discussed. Students will learn how to calculate and interpret pharmacokinetic parameters, discuss and explain pharmacokinetic principles, assess factors that affect drug disposition, design and adjust drug dosage regimens, and predict and explain the mechanism(s) involved in drug interactions.
Lecture three hours per week. Pre-requisite: P-2 standing

PHRD 401 Clinical Research Design *(3 credits)*
This course will introduce the research models and biostatistics that are commonly used in clinical research. Emphasis will be placed on literature evaluation and the application of design models to hypothesis testing in clinical practice. Ethical principles of clinical research and the role of institutional review boards will also be discussed. *Lecture three hours per week. Pre-requisite: PHRD 306: Pharmacist Care Lab II*

PHRD 404 Pharmacist Care Lab III *(1 credit)*
This is the third of a six-semester sequence is designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop

the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence. *Laboratory three hours per week. Pre-requisite: PHRD 306 Pharmacist Care Lab II; Co-requisite: PHRD 416*

PHRD 410 Introductory Pharmacy Practice Experiences I *(3 credits)*
This is the first of a four course sequence designed to introduce students to a variety of practice settings with particular emphasis on community, health system, and clinical pharmacy practice. The experiences are intended to increase in time and complexity as students progress through the curriculum. This course sequence supplements the introductory experiences that are embedded into Pharmaceutical Care Lab I & II and Care of Diverse Populations. Students will gain experiences with a variety of issues pertinent to community, health system and clinical practice. Students are placed in community pharmacies in PHRD 410. Communication skills along with the importance of an interdisciplinary approach to patient care will be emphasized throughout the sequence. In this first course, students will be complete 125 hours, 80 hours of which will be full-time, in either a health system or community setting. Students will spend two weeks, full-time at the assigned practice site followed by 3 hours per week for 15 weeks. *Pre-requisite: P-2 standing*

PHRD 416 Pharmacotherapeutics III – Self-Care & Dermatology *(3 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this third of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of fever, eye disorders, cough, cold, allergy, gastrointestinal and dermatologic disorders. Implications and application across the life span will be incorporated. *Pre-requisites: PHRD 413, 414 Pharmacotherapeutics I and II; Co-requisite: PHRD 404: Pharmacist Care Lab III*

PHRD 800 Career Development E-portfolio *(0.5 credit)*
The purpose of this required course is to provide an electronic format where students can develop and achieve career goals through engagement and reflection on educational experiences, ultimately demonstrating professional growth and achievement of learning outcomes over time. Faculty advisors will guide students in the process of developing their e-portfolio as a means of cultivating student self-awareness, leadership skills, creative thinking and planning, and professionalism. Students register for this course each semester for the duration of the program and must successfully complete this course each semester to meet graduation requirements.

P-2 Spring

PHRD 405 Women's Health Issues *(2 credits)*
This course provides an overview of gender-based medicine and implications of gender-based research on the prevention, diagnosis and treatment of diseases and conditions in women. In addition, health related issues that are unique to women including psychosocial issues that

occur during the course of their lifespan will be discussed. Information in this course will supplement information taught in the Pharmacotherapeutics course sequence.
Lecture two hours per week.

PHRD 406 Pharmacist Care Lab IV *(1 credit)*
This is the fourth of a six-semester sequence designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence. *Laboratory three hours per week. Pre-requisite PHRD 404 Pharmacist Care Lab III; Co-requisite: PHRD 417, 418, and 419*

PHRD 408 Pharmacy Law & Ethics *(3 credits)*
This course will focus on the study of state and federal statues, regulations and court decisions which govern the practice of pharmacy and drug distribution. Civil liability and elements of business and contract law will also be addressed. Ethical issues in pharmacy practice facing health care providers, patients and society will also be discussed. Particular emphasis will be placed on examining the integration of pharmacy law and ethics when making patient care decisions. *Lecture three hours per week.*

PHRD 412 Introductory Pharmacy Practice Experiences II *(3 credits)*
This is the second of a four course sequence designed to introduce students to a variety of practice settings with particular emphasis on community, health system, and clinical pharmacy practice. The experiences are intended to increase in time and complexity as students progress through the curriculum. This course sequence supplements the introductory experiences that are embedded into Pharmaceutical Care Lab I & II and Care of Diverse Populations. Students will be challenged with a variety of issues pertinent to community, health system and clinical practice. Students are placed in health-systems in PHRD 412. Communication skills along with the importance of an interdisciplinary approach to patient care will be emphasized throughout the sequence. In this second course, students will be complete 125 hours, 80 hours of which will be full-time, in either a health system or community setting. Students will spend two weeks, full-time at the assigned practice site followed by 3 hours per week for 15 weeks.
Pre-requisite: P-2 standing

PHRD 417 Pharmacotherapeutics IV – Infectious Diseases *(4 credits)*
Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this fourth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of fungal, bacterial and viral diseases. Implications and application across the life span will be incorporated.
Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I and II; Co-requisite: PHRD 406; Pharmacist Care Lab IV

PHRD 418 Pharmacotherapeutics V – Gastrointestinal Disorders *(2 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this fifth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of gastrointestinal disorders. Implications and application across the life span will be incorporated.
Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I and II; Co-requisite: PHRD 406: Pharmacist Care Lab IV

PHRD 419 Pharmacotherapeutics VI – Immunologic, Hematologic & Rheumatologic Disorders *(2 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this sixth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of immunologic, hematological, rheumatologic disorders. Implications and application across the life span will be incorporated.
Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I and II; Co-requisite: PHRD 406: Pharmacist Care Lab IV

PHRD 800 Career Development E-portfolio *(0.5 credit)*
The purpose of this required course is to provide an electronic format where students can develop and achieve career goals through engagement and reflection on educational experiences, ultimately demonstrating professional growth and achievement of learning outcomes over time. Faculty advisors will guide students in the process of developing their e-portfolio as a means of cultivating student self-awareness, leadership skills, creative thinking and planning, and professionalism. Students register for this course each semester for the duration of the program and must successfully complete this course each semester to meet graduation requirements.

P-3 Fall

PHRD 504 Pharmacist Care Lab V *(1 credit)*
This is the fifth of a six-semester sequence is designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence.
Laboratory three hours per week. Pre-requisite: PHRD 406 Pharmacist Care Lab IV; Co-requisite: PHRD 513, 514, and 515

PHRD 505 Human Resource Management *(3 credits)*
This course will focus on personnel management as it relates to pharmacy practice. Topics such as performance management, effective hiring and recruitment strategies, retaining, motivating,

developing and rewarding of employees will be discussed. Information in this course will provide the necessary foundation for students to develop the supervisory skills needed for practice. *Lecture three hours per week. Pre-requisite 312 Pharmacy Practice Management*

PHRD 507 Public Health *(3 credits)*
This is the second public health course and will build on the materials content from Care of Diverse Populations and early experiential activities. This course focuses on population based health care and the role of pharmacists in public health. The impact of health care disparities, generational differences and health promotion and prevention strategies on population-based care will be discussed. Project and community based experiences will be utilized throughout the curriculum so that students can apply or further explore concepts discussed in this course. *Lecture three hours per week. Pre-requisite: PHRD 310 Care of Diverse Populations*

PHRD 510 Introductory Pharmacy Practice Experiences III--Longitudinal Care I *(1 credit)*
This is the third of a four course sequence designed to introduce students to a variety of practice settings. This service-learning course is designed to provide students with opportunities to deliver pharmaceutical care to an ambulatory patient population on a continuing basis and to develop an understanding of patient-specific and social issues surrounding an individual's ability to be adherent with health-related instructions. Additionally, this course will provide students with a "caring" foundational experience as part of the professionalization process that inculcates the values and ethics of treating people as both humans and individuals. Students will be assigned to a resident in the community for the duration of the semester. Each student will make arrangements to visit his/her assigned resident on a regular basis for at least one hour and will be required to attend weekly or bi-weekly on-campus discussion groups. Students are required to write reflections of their resident experiences and document resident interactions through SOAP notes. This course will not only provide students with an opportunity to apply didactic knowledge to real life residents, but will also meet the needs of individuals within the community. Interprofessional experiences are also incorporated into the course. *Pre-requisites: P-3 standing, PHRD 413, 414: Pharmacotherapeutics I & II.*

PHRD 513 Pharmacotherapeutics VII – Pulmonary Disorders *(2 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this seventh of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of pulmonary disorders. Implications and application across the life span will be incorporated.
Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I & II; Co-requisite: PHRD 504: Pharmacist Care Lab V

PHRD 514 Pharmacotherapeutics VIII – Cardiovascular Disorders *(4 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this eighth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of cardiovascular disorders. Implications and application across the life span will be incorporated.

Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I & II; Co-requisite: PHRD 504: Pharmacist Care Lab V

PHRD 515 Pharmacotherapeutics IX – Renal Disorders *(2 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this ninth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of renal disorders. Implications and application across the life span will be incorporated.
Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I & II; Co-requisite: PHRD 504: Pharmacist Care Lab V

PHRD 800 Career Development E-portfolio *(0.5 credit)*
The purpose of this required course is to provide an electronic format where students can develop and achieve career goals through engagement and reflection on educational experiences, ultimately demonstrating professional growth and achievement of learning outcomes over time. Faculty advisors will guide students in the process of developing their e-portfolio as a means of cultivating student self-awareness, leadership skills, creative thinking and planning, and professionalism. Students register for this course each semester for the duration of the program and must successfully complete this course each semester to meet graduation requirements.

P-3 Spring

PHRD 506 Pharmacist Care Lab VI *(1 credit)*
This is the sixth of a six-semester sequence is designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence.
Laboratory three hours per week. Pre-requisite: PHRD 504 Pharmacist Care Lab V; Co-requisite: PHRD 516, 517 and 518

PHRD 508 Complementary Medicine & Nutrition *(3 credits)*
This course is designed to introduce students to complementary forms of medicine such as herbal therapy, homeopathy, chiropractic, acupuncture/acupressure, body massage, ayurvedic, and shamanic practices. Emphasis is placed on the student's ability to retrieve and evaluate these forms of complementary medicine with the intent of providing appropriate patient recommendations. This course will also provide students with an overview of nutritional concepts and use of parenteral and enteral nutrition.
Lecture three hours per week. Pre-requisite: PHRD 401 Clinical Research Design; Co-requisite: PHRD 509 Evidence Based Practice

PHRD 509 Evidence Based Practice *(2 credits)*
This course is designed to teach students how to identify, analyze and apply current evidence to clinical practice. Through case examples and drug information questions, students will find, analyze, and apply evidence to solve medication-related problems. This course will build upon principles discussed in Clinical Research Design. Application and clinical use of biostatistics will be emphasized.
Lecture two hours per week. Pre-requisite: PHRD 401 Clinical Research Design; P3 Standing; Co-requisite: PHRD 508 Complementary Medicine & Nutrition

PHRD 512 Introductory Pharmacy Practice Experiences IV–Longitudinal Care II
(1 credit)
This is the fourth of a four course sequence ~~is~~ designed to introduce students to a variety of practice settings. This service-learning course is designed to provide students with opportunities to deliver pharmaceutical care to an ambulatory patient population on a continuing basis and to develop an understanding of patient-specific and social issues surrounding an individual's ability to be adherent with health-related instructions. Additionally, this course will provide students with a "caring" foundational experience as part of the professionalization process that inculcates the values and ethics of treating people as both humans and individuals. Students will be assigned to a resident in the community for the duration of the semester. Each student will make arrangements to visit his/her assigned resident on a regular basis for at least one hour and will be required to attend weekly or bi-weekly on-campus discussion groups. Students are required to write reflections of their resident experiences and document resident interactions through SOAP notes. This course will not only provide students with an opportunity to apply didactic knowledge to real life residents, but will also meet the needs of individuals within the community. Interprofessional experiences are also incorporated into the course.
Pre-requisites: P-3 standing, PHRD 413, 414 Pharmacotherapeutics I & II

PHRD 516 Pharmacotherapeutics X – Endocrine Disorders *(2 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this ninth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of endocrine disorders. Implications and application across the life span will be incorporated.
Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I and II; Co-requisite: PHRD 506: Pharmacist Care Lab VI

PHRD 517 Pharmacotherapeutics XI – Neoplastic Disorders *(2 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this eighth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of neoplastic diseases. Implications and application across the life span will be incorporated.
Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I and II; Co-requisite: PHRD 506: Pharmacist Care Lab VI

PHRD 518 Pharmacotherapeutics XII – Central Nervous System Disorders *(4 credits)*
Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this eighth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of central nervous system disorders. Implications and application across the life span will be incorporated.
Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I & II Pharmacotherapeutics I and II; Co-requisite: PHRD 506: Pharmacist Care Lab VI

PHRD 520 Advanced Pharmacotherapeutics *(4 credits)*
Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. It is designed to provide students with the opportunity to learn, integrate and apply concepts from the four content areas in order to provide the necessary information for pharmacotherapy management of a variety of disease states. In this final PT module, students will master the necessary skills and knowledge for the pharmacotherapy management of complex patients with multiple disease states.
Pre-requisites: P-3 standing; Pharmacotherapeutics modules I-XII.

PHRD 800 Career Development E-portfolio *(0.5 credit)*
The purpose of this required course is to provide an electronic format where students can develop and achieve career goals through engagement and reflection on educational experiences, ultimately demonstrating professional growth and achievement of learning outcomes over time. Faculty advisors will guide students in the process of developing their e-portfolio as a means of cultivating student self-awareness, leadership skills, creative thinking and planning, and professionalism. Students register for this course each semester for the duration of the program and must successfully complete this course each semester to meet graduation requirements.

P-4 Summer, Fall & Spring

Advanced Pharmacy Practice Experiences (APPE)
Students must successfully complete all didactic coursework and IPPE prior to participation in APPE. Duration of each APPE is five weeks except for PHRD 707.

PHRD 700 Ambulatory Care *(5 credits)*
This rotation is a structured, full-time, 5-week patient care experience in ambulatory care. It is designed to provide the student with the opportunity to develop and refine the skills necessary to deliver pharmaceutical care, with an emphasis on rational drug therapy and outcomes, to an ambulatory care patient population. Students will have the opportunity to apply their didactic knowledge to various therapeutic issues and disease states encountered in clinical practice. Emphasis will be placed on problem-solving, critical thinking, and basic clinical skills such as patient counseling, obtaining medication histories, drug information retrieval and evaluation, and drug therapy monitoring. Interaction and communication with other health care professionals for the promotion of optimal drug therapy are stressed to help the student

develop a sound professional approach to the practice of pharmacy. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

PHRD 701 Acute Care General Medicine *(5 credits)*
This rotation is a structured, full-time 5-week patient care experience in adult internal medicine in an institutional acute care setting. It is designed to provide the student with the opportunity to develop and refine the skills necessary to deliver pharmaceutical care, with an emphasis on rational drug therapy and patient outcomes, to an inpatient population. This will be accomplished by participation in the daily activities of work rounds with the internal medicine team and through consultation with other health care providers involved in the care of patients. Students will have the opportunity to apply their didactic knowledge to various therapeutic issues and disease states encountered in clinical practice. Interaction and communication with other health care professionals for the promotion of optimal drug therapy are stressed to help the student develop a sound professional approach to the practice of pharmacy. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

PHRD 702 Advanced Health Systems Pharmacy Practice *(5 credits)*
This rotation is a structured, full-time, 5 –week pharmacy practice experience in health-system pharmacy. It is designed to provide the student with the opportunity to develop understanding and competence within all aspects of health-system pharmacy. The students will accomplish this through participation in a hospital pharmacy department which provides a variety of services that may include, but not limited to, medication reconciliation, therapeutic pathways, antibiotic surveillance, patient counseling, pharmacokinetic monitoring, parenteral nutrition consults, and interdisciplinary educational sessions. The student will also gain experience in managing the procurement, ordering, dispensing, monitoring, and administration of medication products. Students will also have the opportunity to learn administrative skills through activities such as management of technical staff and supportive personnel, compliance with relevant laws and standards, financial analysis, and health-system policy and procedures. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

PHRD 703 Advanced Community Pharmacy Practice *(5 credits)*
This rotation is a structured, full-time, 5-week patient care experience in community practice. It is designed to provide the student with the opportunity to develop and refine the skills necessary to deliver pharmaceutical care, with an emphasis on rational drug therapy and outcomes. Students will have the opportunity to apply their didactic knowledge to various therapeutic issues and disease states encountered in clinical practice. Emphasis will be placed on problem-solving, critical thinking, patient counseling, application of clinical skills, and providing medication therapy management services to patients whenever possible. Opportunities for further development in the use of OTC, alternative therapies, and home diagnostic tests and monitoring systems and durable medical equipment will be provided. Issues related to reimbursement by third parties will be discussed. Skill development in the dispensing process, extemporaneous compounding (depending on the site) is an additional facet of the rotation. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

PHRD 704, 705, 706 APPE Elective *(5 credits each)*
Each elective advanced pharmacy practice experience (APPE) site will provide opportunities for students to develop the advanced pharmacy practice experience program outcomes in areas such as, but not limited to, community, health-system, clinical, industry, and administrative pharmacy practice. These experiences will further develop a student's knowledge and skills in the areas of their practice choice. Interaction with other health care professionals, professionalism, and strong communication skills are strongly emphasized. Students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into these rotations.

PHRD 707 Advanced Pharmacy Practice & Education Capstone *(1 credit)*
This one-week capstone experience will be completed after successful completion of PHRD 700 through PHRD 706. This course will integrate campus based patient care discussions, project poster sessions and community based health promotion & prevention activities. These activities will be developed and led by students under the direct supervision of a faculty member.
Pre-requisites: 700-706

PHRD 800 Career Development E-portfolio *(0.5 credit each semester—Fall & Spring)*
The purpose of this required course is to provide an electronic format where students can develop and achieve career goals through engagement and reflection on educational experiences, ultimately demonstrating professional growth and achievement of learning outcomes over time. Faculty advisors will guide students in the process of developing their e-portfolio as a means of cultivating student self-awareness, leadership skills, creative thinking and planning, and professionalism. Students register for this course each semester for the duration of the program and must successfully complete this course each semester to meet graduation requirements.

Elective Courses

PHRD 599: Health Education Elective
University of New Mexico, Introduction to Nuclear Pharmacy *(2 credits)*
The purpose of this course is to provide an overview of nuclear pharmacy as a practice specialty. Participants will examine the basic scientific principles applicable to nuclear pharmacy and nuclear medicine; review the tasks routinely performed by a nuclear pharmacist and the regulatory requirements under which they operate; examine the contributions of the nuclear pharmacist and nuclear pharmacy to nuclear medicine professionals in the diagnosis and treatment of disease; and study the application of radioactive tracer techniques used in the diagnosis and treatment of patients.

PHRD 600: History of Pharmacy and Drug Discovery *(2 credits)*
The History of Pharmacy and Drug Discovery is an elective course designed to provide the student with a general understanding of the development of the profession of pharmacy and its interrelationship with the discovery of critical therapeutic agents. This course will consider the contributions of the ancient Mesopotamian, Egyptian, Chinese, Greek and Roman cultures to the development of Pharmacy. The student will also be exposed to events that lead to the rise of

professional pharmacy in Europe during the Renaissance period. The course will focus on the development and rise of professional pharmacy within the United States from the 15th century to modern times. An important aspect of this course will be discussions concerning the development of critical therapeutic agents that revolutionized the treatment of disease and how these discoveries affected the pharmacy profession. Aspects of the scientific process and how it has contributed to these discoveries will also be discussed.

PHRD 601: Fundamentals of Health Coaching *(2 credits)*
Research shows that health education alone is not enough to motivate people to change health challenging behaviors. Health coaching addresses this need and moves people toward developing life enhancing behaviors. The purpose of this course is to explore evidenced-based models and structures used in health coaching. Students are introduced to the International Coach Federation's core competencies, ethics and scope of practice. In addition, this course addresses the Prochaska Change Model and Motivational Interviewing. Emphasis in this course will be placed on understanding coaching skills and practicing these skills through peer coaching, coaching labs, and coaching observations.

PHRD 602: Independent Research Elective I *(1 credit)*
This course will provide students with an opportunity to develop an appreciation of the scientific method through active participation in a research project. The focus of these discussions will be in the area of pharmaceutical sciences or clinical research, depending upon the expertise of the faculty member. The research project and activities will be decided upon jointly by the faculty member and the student.

PHRD 603: Introduction to Medical Spanish *(3 credits)*
Medical Spanish is a course designed to provide students, without prior knowledge of Spanish, functional Spanish language skills that can be used in the pharmacy setting. Emphasis will be placed on developing language skills that facilitate successful patient-pharmacist interactions such as, basic pharmacy terminology regarding the dosage and administration of medications, gathering patient health information, expressing privacy issues and assisting patients with nonprescription needs. Cross-cultural issues and their impact on patient counseling will be discussed.

PHRD 604: Independent Research Elective II *(1 credit)*
This course will provide students with an opportunity to develop an appreciation of the scientific method through active participation in a research project. The focus of these discussions will be in the area of pharmaceutical sciences or clinical research, depending upon the expertise of the faculty member. The research project and activities will be decided upon jointly by the faculty member and the student

PHRD 605: Molecular Oncology and Naturopathic Practice *(2 credits)*
This elective course will focus on the molecular mechanism of tumorogenesis of solid tumors, such as breast cancer and lung cancer. Specific topics will include: oncogenes, angiogenesis, metastasis and apoptosis. Novel therapeutic approaches including monoclonal antibodies, tyrosine kinase inhibitors, angiogenesis inhibitors and apoptosis inducers will also be explored, as well as the mechanism of action and potential use of complementary therapy such as natural products (ECGC, indole-3-carbinol, etc).

PHRD 606: Independent Research Elective III *(1 credit)*
This course will provide students with an opportunity to develop an appreciation of the scientific method through active participation in a research project. The focus of these discussions will be in the area of pharmaceutical sciences or clinical research, depending upon the expertise of the faculty member. The research project and activities will be decided upon jointly by the faculty member and the student.

PHRD 607: Medication Use Evaluation *(1 credit)*
This course will provide students experience and knowledge in medication use process by designing, conducting and completing a medication utilization evaluation (MUE) related to a medication or medication use process for improving patient outcomes. The MUE project and activities will be decided upon jointly by the faculty member and the student.

PHRD 608: Essentials of Formal Presentations *(1 credit)*
Poster, podium, and round table presentations are several methods for research dissemination that are used by many health professionals. Guiding principles for the effective development of these presentations will be discussed. Students will develop each of these presentations and be evaluated based on criteria that is generally used at national pharmacy meetings. In addition, students will develop one poster and submit it for presentation at a local, state or national professional organization conference.

PHRD 609: Tropical Parasitic Diseases *(2 credits)*
This course is an overview of the etiology, epidemiology, and medications used against the most common tropical parasitic infections, according to guidelines from the Centers for Disease Control and Prevention (CDC) and World Health Organization (W.H.O.). The course will review the historical developments in medication therapy and the mechanisms of action of those agents used to treat such diseases. The course provides an opportunity for students to understand the global burden of tropical diseases, and the need for awareness by the American pharmacist of their existence and general signs and symptoms. It will explore the research and development of new medications to treat tropical diseases and the concept of neglected diseases.

PHRD 610: Pharmaceutical Sciences Research I *(2 credits)*
The Pharmaceutical Sciences Research elective is designed to provide students with the opportunity to engage in and learn about the process of scientific investigation. Students will work one-on-one with an investigator on a specific research project, providing them with the opportunity to read, evaluate and discuss primary literature pertinent to a specific research project, learn basic laboratory skills and protocols directed at addressing a specific research hypothesis/question and demonstrate their knowledge of background information about their project, data collected (if applicable) and the analysis of that data in both a written and oral format.

PHRD 611: Introduction to Regulatory Affairs *(3 credits)*
This course provides an overview of the U.S. Food and Drug Administration regulatory pathways for drug, biologics, and medical devices. Good laboratory, clinical, and manufacturing practices is defined in the course. Additionally, it provides an overview of other product regulations such as cosmetics, veterinary, and food products.

PHRD 612: Pharmaceutical Sciences Research II *(2 credits)*
The Pharmaceutical Sciences Research elective is designed to provide students with the opportunity to engage in and learn about the process of scientific investigation. Students will work one-on-one with an investigator on a specific research project, providing them with the opportunity to read, evaluate and discuss primary literature pertinent to a specific research project, learn basic laboratory skills and protocols directed at addressing a specific research hypothesis/question and demonstrate their knowledge of background information about their project, data collected (if applicable) and the analysis of that data in both a written and oral format.

PHRD 613: Introduction to Interprofessional Education *(2 credits)*
This course will provide pharmacy, nursing, and medical students an overview of a multitude of health care professions while teaching them to perform as a team. Seminar topics include a comparison of the similarities and differences in nursing, pharmacy and medical education, as well as the importance of interprofessional collaboration. Students will learn about the distinct roles of nurses, pharmacists, doctors, and other professional members of the health care team. Students will learn to appreciate how these roles contribute to delivery of care through a variety of learning modalities, including discussions, role play, and case studies within the classroom. Nursing, pharmacy, and medical students will be required to visit a patient in the community as a member of an interprofessional team. As a final project for this course, students will be required to conduct a health fair at a local agency within the community based upon a needs assessment that will performed during the semester.

PHRD 614: Pharmaceutical Sciences Research III *(2 credits)*
The Pharmaceutical Sciences Research elective is designed to provide students with the opportunity to engage in and learn about the process of scientific investigation. Students will work one-on-one with an investigator on a specific research project, providing them with the opportunity to read, evaluate and discuss primary literature pertinent to a specific research project, learn basic laboratory skills and protocols directed at addressing a specific research hypothesis/question and demonstrate their knowledge of background information about their project, data collected (if applicable) and the analysis of that data in both a written and oral format.

PHRD 615: Advanced Medical Spanish *(3 credits)*
This course is designed to provide intermediate to advanced professional Spanish communication skills for the pharmacist. As a continuation of the introductory course it will provide students with more in depth study of Spanish grammar, while adding more vocabulary related to various health-related themes.

PHRD 616: Strategies for Academic Success *(2 credits)*
This course is a skills-based program for pharmacy students that incorporate instruction in foundational strategies for improving study skills, time management, and test performance.

PHRD 617: Issues in Health Systems Pharmacy *(2 credits)*
This course will familiarize students with a major specialty within pharmacy--health-system pharmacy. The course will review its composition and those elements that are similar to or dissimilar to other pharmacy practice specialties. Students will learn about the background and substance of the issues that surround health-system pharmacy and conventional or unconventional approaches to improve, mitigate, or resolve them. Areas covered will include the organization of institutional and departmental entities, organizational culture, medication use safety, communications, drug distribution, ambulatory care, clinical practice, automation/ technology, leadership/management, and quality of services, all within the framework of institutional practice. Didactic and workshop/case study experiences; site visits to explore systems, technology, and medication/patient safety initiatives.

PHRD 618: Advanced Interprofessional Education *(2 credits)*
This is the second of two courses in the interprofessional education series. This course will provide additional opportunities for pharmacy, nursing, and medical students to work collaboratively as a healthcare team. Students will continue to learn about the distinct roles of nurses, pharmacists, doctors and other professional members of the health care team through discussions, simulation scenarios, case studies, and direct patient care. *Pre-requisite: PHRD 613*

PHRD 620: Topics in Drugs of Abuse *(2 credits)*
This course will explore the science behind drug abuse and addiction, as well as other areas involved in the neurobiology of addiction. It will explore the behavioral and neurobiological mechanism of action for the major classes of drugs of abuse, including: opiates, sedative - hypnotics (alcohol, barbiturates, chloral hydrate), anxiolytics (benzodiazepines), psychostimulants (amphetamine, cocaine), marijuana, nicotine and caffeine. Finally, the course will expose students to the harmful consequences of drug use, specifically focusing on its physiological, psychological, social, and economical impact.

PHRD 621: Critical Care Pharmacotherapeutics *(2 credits)*
This elective course focuses on the unique considerations for a clinical pharmacist caring for criticall ill patients and prepares the student to understand the critical difference in pharmacokinetics, physiology and pharmacotherapy in such patients. This elective will incorporate a broad range of topics previously introduced in the Pharmacotherapeutics modules. Students will be exposed to disease states commonly encountered in intensive care units. Learning will be enhanced through the review, evaluation and discussion of primary literature and integration of SimMan technology. At the conclusion of the course, students will be competent in the fundamental knowledge needed to prepare and monitor patient-specific pharmacotherapeutic plans in the critical care setting.

PHRD 622: Advanced Community Pharmacy Services *(2 credits)*
This course is designed to be a sequence to PHRD 312 Pharmacy Practice Management, a general pharmacy management course. This course will concentrate specifically on advanced pharmacy services, reimbursement models, and the unique challenges of developing a service and providing patient care in a community pharmacy setting. Students will complete the American Pharmacists Association (APhA) Medication Therapy Management (MTM) Certificate Program and receive a certificate at the end of the course upon successful completion. Successful completion of the certificate program will require a direct patient care

component. The course may have guest speakers and include outside class assignments, interviews, and tours of different community pharmacies as well as discussions surrounding reimbursement, practicality and feasibility of services within the workflow of the pharmacy dependent on the type of setting resources

PHRD 624: APhA Institute on Alcoholism & Drug Dependencies *(2 credits)*
To course serves as an introductory course to provide information, motivation and guidance for pharmacists or student pharmacists who currently participate in or wish to become involved in the planning, implementation, or strengthening of state-level and campus-level programs; to help and assist pharmacists or student pharmacists whose competence to perform their responsibilities has become impaired due to alcoholism or other drug dependencies by assisting them in finding treatment, ongoing recovery and reentry into the practice of pharmacy or their pharmacy education; and to better prepare attendees to provide appropriate assistance and support to clients affected by alcoholism and other drug dependencies.

PHRD 625: Performance Enhancing Drugs and Supplements *(2 credits)*
This course is an overview of concepts involved in sport and exercise medicine. It will focus on the nutritional and pharmacological elements involved in the practice of sports at diverse levels, such as personal fitness, weight-loss, and drug use and abuse at the highly competitive Olympic and professional sports. Students will discuss the integration of sports care into their practice as pharmacists and be encouraged to be proactive in preventing drug abuse and promoting proper use of nutritional supplements. *Pre-requisite: PHRD 413 & 414*

PHRD 708 and 709 Advanced Pharmacy Practice Elective *(5 credits each)*
These courses are APPE electives intended to further develop student experiential learning. Each site will provide opportunities for students to develop the advanced pharmacy practice experience program outcomes in areas such as, but not limited to, community, health-system, clinical, industry, and administrative pharmacy practice. These experiences will further develop a student's knowledge and skills in the areas of their practice choice. Interaction with other health care professionals, professionalism, and strong communication skills are strongly emphasized. Students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into these rotations.

CO-CURRICULAR REQUIREMENTS

In order to maximize opportunities for application of concepts, skills and knowledge learned in the didactic component of the curriculum and to inculcate the values and behavior of a professional, all students are required to complete co-curricular service learning requirements in professional years one through three of the curriculum. Ideally, the activities that student pharmacists engage in will increase in complexity and/or focus on patient care as they develop their skill set and expand their knowledge base. Although the School will strive to provide opportunities to meet this requirement, students must also identify and/or create opportunities for earning co-curricular hours.

As a requirement for graduation, each student must complete 10 co-curricular hours each semester of which seven (7) hours are derived from their participation in the longitudinal AdvoCaring project. The remaining three (3) hours are to be earned through participation in

activities that are not associated with a course by which course credit is earned. Students are exempt from the three (3) hours in the P-1 Fall semester. Activities not associated with a course must receive approval prior to student participation. Students may also be required to attend select co-curricular activities. For additional information regarding specific co-curricular requirements, please refer to the SOP website.

INTERPROFESSIONAL EDUCATION REQUIREMENTS

Learning to effectively engage and communicate with other health disciplines, as well as distinguishing one's professional role in the healthcare team, is important in providing comprehensive patient care. Student pharmacists learn these principles through interprofessional education activities and simulations within several courses and extra scheduled activities throughout the program. Each student must successfully complete all interprofessional education requirements of the doctor of pharmacy program to graduate.

ACADEMIC POLICIES

Grades

The following grade scale will be used in the School:

Course Grade Scale	Course Grade	Corresponding Grade Points
93 - 100	A	4.0
87 - 92	B+	3.5
80 - 86	B	3.0
75 - 79	C+	2.5
70 - 74	C	2.0
60 - 69	D*	1.0
$\leq$ 59	F*	0
Pass	P*	0
	W**	0
	I***	0
	FX****	0
	FN*****	0

**D this is not a grade option for any advanced pharmacy practice experiences and the Pharmacotherapeutics course sequence.*
A "P" grade for a course is not computed in the student's grade point average, but the credits earned are counted as credits toward graduation.
A "F" grade for a course is included in a student's grade point average.
***W = Withdrawal with written official permission of the faculty by the stated University deadline. After the 8th week of the semester, students can only withdraw for medical reasons, supported by written*

documentation from a physician or other extremely serious circumstances as determined by the dean of the School of Pharmacy in consultation with the course instructor. Students who do not officially withdrawn from a course and stops attending class will receive a grade of F.

*********I = Incomplete grade is granted only for reasons clearly beyond the student's control and under the following circumstances: a) a serious illness or emergency is preventing the student from completing the work for the course; b) the student must submit all required work to the course instructor by the third week of the following semester. No extensions will be granted. Failure to submit the required work will result in an automatic F grade. The final determination of the I grade is the responsibility of the course instructor.*

**********FX = This grade is assigned when a student enrolls in a course but never matriculates (does not appear in the course roster at all)*

******FN= This grade is assigned for a student who begins the course but stops attending.*

Grade Point Average

Multiplication of the credits for a course by the numeric value for the grade awarded gives the number of quality points earned for a course. Dividing the total number of quality points earned in courses by the total number of credits in these courses gives the grade point average. Transfer credits are not including in the calculation of the grade point average.

Repeating a Course

A student must repeat any required course that s/he fails. A course may be repeated only once. Only the higher grade will be counted in the student's cumulative GPA, and only the credits for the most recent attempt for the course will be counted toward the credits needed for graduation. However, both grades will appear on the student's official transcript. The repeated course must be taken at Notre Dame.

Transfer Credits

Matriculated students in the School of Pharmacy may transfer credit(s) for course(s) approved by the SOP Curriculum Committee that satisfy elective course requirements. A minimum grade of 'C' (not C minus) must be earned to receive credit at Notre Dame of Maryland University.

Dean's List

Following each semester, the School recognizes students for the Dean's List who have distinguished themselves by achieving a GPA of 3.50 or better for the semester. This applies to full-time didactic coursework only. Only students currently assuming a normal academic course load are eligible for the Dean's List. Students who are on academic or disciplinary probation and/or an academic improvement contract are not eligible for the Dean's List.

Academic Progression

A student must maintain an annual grade point average of 2.00 in the professional program to be considered in good academic standing. Grades earned for courses taken at another institution while the student is enrolled in the School of Pharmacy is not included in the

calculation of the annual GPA. A student will be placed on academic probation for any one of the following reasons:

- A student earns an annual grade point average below 2.00 at the end of any semester
- A student earns a grade of F in one or more courses within an academic year.

A student may be placed on academic probation for the following reason:

- A student earns a grade of D in two or more courses within an academic year.

Academic probation represents notice that continued inadequate academic performance may result in dismissal from the School. At the completion of each academic semester, the student promotion committee will meet to review students' academic progress and performance in relation to School academic policies. Students who are placed on academic probation may be placed on an academic improvement contract in which the student must repeat all courses in which a grade of D or F was earned (courses in which a student receives a grade of C or higher cannot be repeated). In addition, students may be required to take a course to improve their strategies for academic success, which must be approved by the Office of the Dean prior to registration. This will usually result in extension of the time needed to complete the program. Students are allowed to be placed on an academic improvement contract only once and/or repeat a course(s) only once. Placement of a student on an academic improvement contract does not modify or limit the Committee's action for dismissal. Thus, a student may be dismissed for academic reasons while on an academic improvement contract. To be returned to good academic standing, while on an academic improvement contract, the student must earn an annual grade point average of 2.00 or above and complete any additional requirements as stated in their letter of probation. A re-entering student (one who is no longer on probation) who earns a grade of F in any course or D in two or more courses in an academic year or an annual grade point average of less than 2.00 may be dismissed from the School.

To achieve the status of a second year student (P-2), students must have successfully completed all requisite first year courses and earned an annual didactic GPA of 2.00. To achieve the status of a third year student (P-3), students must have successfully completed all requisite second year courses and earned an annual didactic GPA of 2.00. To achieve the status of a fourth year student (P-4), students must have successfully completed all requisite third year courses and earned an annual didactic GPA of 2.00.

Pharmacotherapeutics Course Sequence Progression Policy

A. Criteria for Stopping Progression in the Pharmacotherapeutics Sequence:
   1. Failing PHRD 413 or 414, which are prerequisites for all other modules in the Pharmacotherapeutics sequence
   2. Failing more than one module during a semester.
   3. Failing 2 or more modules over a two consecutive semester time frame even if one module is successfully remediated.

   **** Any student failing a Pharmacotherapeutics Module will be referred to the Student Promotion & Graduation Committee for review. Progression in other courses may be affected by a halt in PT progression based on pre-and co-requisite requirements.**.**

B. Remediation of Pharmacotherapeutics Modules

1. Students who fail one Pharmacotherapeutics module may be granted, with approval of the Student Promotion & Graduation Committee, an opportunity to remediate that module with an equivalent faculty-approved course. Remediation is a process whereby a student repeats a course that is delivered in a non-standard format. Students must complete the remediated course prior to the start of the next academic year. If no appropriate equivalent course can be identified, the student will be required to repeat the failed module the next time it is offered at the SOP. The highest grade that will be awarded for any course completed through the remediation process is a grade of C.

2. In order for the student to receive credit for a Pharmacotherapeutics course through the remediation process as outlined in (1) above, the student must successfully meet the following criteria:

    a. Students must achieve a grade of 70% or better in the approved course.
    b. If the faculty approved course does not include appropriate instruction and assessment in pathophysiology, pharmacology, medicinal chemistry and/or therapeutics, the student may, at the discretion of the instructional team, be required to:
        - complete additional coursework outside of the approved course
        - pass separate assessments (oral or written) on the deficient material.
    c. If a student does not meet the above criteria, they must repeat the module at the SOP, the next time it is offered in alignment with the SOP academic progression policies.
    d. Exam and final course grades of a remediated module cannot be appealed.

3. Students may only remediate one module within a two consecutive -semester time frame. If a second module is failed during this time period, the student's progression in the Pharmacotherapeutics sequence will be stopped, and they will have to repeat the second failed module at the SOP when it is offered again.

Academic Progression and Standards for Pharmacy Practice Experiences

To proceed to Pharmacy Practice Experiences, a student must have earned a passing grade in all didactic courses with an annual didactic grade point average of $\geq$ 2.00 and have P-2, P-3 or P-4 standing. Eligibility for Introductory Pharmacy Practice Experiences I and II (P-2 year) is determined by the P-1 annual didactic grade point average. Eligibility for Longitudinal Care I and II (P-3) is determined by the P-2 annual didactic grade point average and successful completion of Introductory Practice Experiences I and II. Eligibility for Advanced Pharmacy Practice Experiences (P-4) is determined by the P-3 annual didactic grade point average and successful completion of Introductory Pharmacy Practice Experiences I and II, and Longitudinal Care I and II.

Introductory Pharmacy Practice Experiences (IPPE) I & II are graded on a P/F scale. Students must earn a grade of C or better on advanced pharmacy practice experiences (APPE). If a student fails to earn a grade of C or better, the student promotion committee will require the student to re-take a rotation with additional requirements which may include, but not limited to any one or combination of, completing additional coursework to correct knowledge deficiencies, undergo a period of directed independent study to correct knowledge deficiencies or wait a defined period before repeating a rotation. The time of the re-take will be as early as possible once the student satisfies the Committee's requirements and is subject to availability of sites as determined by the office of experiential education. The retake if granted, must be repeated within 12 calendar months of the receipt of the Committee's decision by the student. Students are only allowed one retake of Introductory Pharmacy Practice Experience and one retake of Advanced Pharmacy Practice Experience. Failure to earn a grade of C or better on a repeat rotation will result in a recommendation for dismissal. Students must achieve an advanced pharmacy practice experience cumulative GPA of 2.00 or above.

Health Standards for Pharmacy Practice Experiences and/or Co-Curricular Activities

All student pharmacists are required to receive an annual influenza vaccination. Prior to participation in any pharmacy practice experience or co-curricular activity, it is the responsibility of the student to provide documentation of vaccination to the Office of the Dean by the deadline indicated. Students are required to comply with all physical and immunization standards as stipulated by the Office of Experiential Education.

Final Course Grade and Student Promotion Committee Actions Appeal Policy

I. Appeal of Final Course Grades

It is the right and responsibility of the faculty to determine student grades. Only upon clear and convincing evidence presented by the student will a final course grade appeal be granted. Only final course grades can be appealed. Individual assignment grades (exams, quizzes, projects etc.) should be discussed with the instructor throughout the semester.

Prior to entering a formal appeals process, a student who questions a final course grade should discuss the issue with the course instructor. If the matter is unresolved after this discussion, the student may appeal the grade to the instructor. If the instructor denies the appeal, the student can appeal to the department chair. If the matter remains unresolved, the student can appeal to the student promotion committee. Should the course instructor be the Department chair, the appeal will go directly to the student promotion committee. A final appeal can be made to the dean if the matter remains unresolved after it has been addressed by the student promotion committee.

Grade appeals will only be granted if the student presents clear and convincing evidence of one or more of the following:

1. Procedural or clerical error in calculating the final grade.
2. Bias on the part of the instructor that had a negative impact on the student’s grade.

3. The grade was not given in accordance with the provision set forth in the course syllabus or in the announced course modifications or descriptions for particular projects and assignments.

Final Course Grade Appeal Procedure

1. The student must first attempt to resolve the issue with the course instructor / coordinator.
2. A student seeking a formal appeal is advised to seek guidance from the associate dean for academics and continuous quality improvement. The principle of seeking a reasonable, fair and speedy resolution prevails throughout the process.
3. All formal appeals must be submitted in writing electronically or by hard copy to the appropriate individual (instructor/coordinator, department chair, chair of the student promotion committee, Dean). It is the student's responsibility to assure the receipt of the appeal by the appropriate individuals. If the instructor/coordinator is no longer employed by the School, the student must submit the appeal to the department chair.
4. If the student formally appeals the final course grade, s/he must submit a written appeal, to include rationale/justification for the appeal, to the course instructor/course coordinator within 4 business days from the last date of final exams as provided by the registrar's office.
5. The instructor should notify the student upon receipt of the appeal, but the student is responsible for assuring receipt of the appeal. If the instructor cannot be contacted, the student should notify the department chair of his/her appeal and request assistance for contacting the instructor.
6. The instructor will e-mail a written decision to the student within 3 business days of receiving the appeal. If an instructor fails to provide a decision within 3 business days, the student should notify the department chair to intervene in obtaining the decision or furthering the appeal.
7. After receiving the instructor's decision, the student has 3 business days to appeal the final grade, in writing, to the department chair. It is the student's responsibility to provide evidence to support the appeal. The chair will investigate the appeal. The investigation will include discussing the matter with the instructor, requesting the instructor to support the accuracy and fairness of his/her grading and/or any information that is relevant to the appeal.
8. The department chair has 3 business days from the date of receiving the appeal to render a decision and provide a written decision to all parties.
9. If the chair's decision is to deny the appeal, the student has 3 business days to appeal the grade, in writing, to the Student promotion committee. The Committee will provide a written decision to all parties.
10. If the Committee's decision is to deny the appeal, the student has 3 business days to appeal, in writing, to the dean. The dean will provide a final decision to all parties within 3 business days of receiving the appeal.
11. At any step of the appeals process, the student may be asked to meet with the individual or Committee involved in the determining the resolution of the appeal or the student can request to speak with the instructor/coordinator, department chair, student promotion committee or the dean at the appropriate point in the process.

II. Appeal of Probation, Academic Improvement Contract Actions

Following notification of a decision for placement on an academic improvement contract, a student may appeal, in writing, the decision within three business days to the dean. It is the responsibility of the student to assure receipt of the appeal. The dean makes the final decision on all appeals. The dean may grant an appeal only if a student can demonstrate one of the following: 1) material information not available to the Committee at the time of its initial decision; 2) procedural error; 3) bias of one or Committee members. Following receipt of the appeal, the dean will provide a decision to all parties within 3 business days.

III. Appeal of Academic Dismissal Actions

Following notification of a decision for dismissal, a student may appeal, in writing, the decision within three business days to the dean. The dean may grant an appeal only if a student can demonstrate one of the following: 1) material information not available to the Committee at the time of its initial decision; 2) procedural error; 3) bias of one or Committee members. The dean makes the final decision on all appeals within the School of Pharmacy. A student that has been dismissed from the School of Pharmacy may request to remain at the University to pursue another major. Whether a student will be accepted into another University program is determined by that program director.

Note: *Generally, all timelines for appeals are to be adhered to. However, at the discretion of the School, timelines may be extended if necessary evidence or individuals are not available.*

Graduation Requirements

To qualify for graduation, a student must have satisfied the following requirements:

1. Successfully completed a minimum of 72 semester credit hours of pre-requisite courses, as stipulated, for full admission to the School;
2. Successfully completed the program of professional and experiential coursework approved by the School of Pharmacy;
3. Achieved a cumulative didactic grade point average of 2.00 or greater for all requisite professional coursework;
4. Achieved a cumulative grade point average of 2.00 or greater for all advanced pharmacy practice experiences;
5. Achieved a passing grade for all introductory pharmacy practice experiences;
6. Repeated, upon approval, and earned a passing grade for any required professional courses for which a grade of F was issued;
7. Successfully completed, at a minimum, the last 4 didactic semesters and all pharmacy practice experiences at the School of Pharmacy;
8. Successfully complete all co-curricular and e-portfolio requirements
9. Successfully complete all interprofessional education (IPE) experience requirements approved by the School of Pharmacy
10. Been recommended for the degree by a majority vote of the Student Promotion & Graduation Committee;

11. Settled all financial accounts with the University;
12. Complete all graduation clearance requirements as instructed by the School and Office of the Registrar

Graduation Honors

Graduation honors are awarded to candidates for the Doctor of Pharmacy degree who have distinguished themselves by virtue of high academic achievement while enrolled in the professional program of the School. Only grades for didactic courses taken at the School will be included for determining graduation honors. Degrees with distinction are awarded based on the level of academic achievement as follows:

Didactic Course Grade Point Average	Graduation Honor
≥ 3.90	Summa Cum Laude
3.75 - 3.89	Magna Cum Laude
3.50 - 3.74	Cum Laude

Graduation Awards

Award availability is dependent on funding and may vary each year.

Clinical & Administrative Sciences Experiential Excellence Award
This award is presented to the student who demonstrates outstanding professionalism during the APPE year, as determined by their preceptors.

Dean's Advisory Council Award
This award is presented to a student whose service to the School and community goes above and beyond what is required in the program. The student demonstrates a willingness to take initiative and a commitment to supporting the School beyond graduation. The student has enhanced student life in the SOP, and exhibits a high degree of integrity.

Excellence in Acute Care Practice Award
This award is presented to a student who demonstrates excellence in acute care practice.

Excellence in Pharmaceutical Sciences Award
This award is presented to the student who achieves the highest GPA in all pharmaceutical sciences components of the curriculum.

Excellence in Clinical Communication Award
Sponsored by Facts & Comparisons & Lexicomp, leading brands of Wolters Kluwer Health. The recipient of this award must be in the top 25% of the graduating class and have demonstrated superior verbal and written communication skills.

Lilly Ambulatory Care Excellence Award
Sponsored by Eli Lilly & company in recognition of demonstrated excellence in ambulatory care practice.

MPhA Outstanding Student Pharmacist Achievement Award
This award recognizes a student, a resident of Maryland, who is in good standing of MPhA and have served on an MPhA Committee, demonstrated academic achievement with a minimum cumulative GPA of 3.0, demonstrated leadership in the community with the potential of having a career in community pharmacy practice.

MSHP Student Achievement Award
Scholarship criteria is determined by School of Pharmacy SSHP.

Mylan Excellence in Pharmacy Award
This award is given to the student who demonstrates high personal motivation and possesses a unique ability to communicate drug information. The student must be in the top 25% of the graduating class and intend to enter practice upon graduation.

Natural Comprehensive Medicine Database

This award is given to one of five students who achieved the highest grade in Complementary & Alternative Medicine and who has exhibited some interest and expertise related to natural medicines, including efforts to minimize adverse effects due to inappropriate use, and to encourage an evidence-based approach to natural medicines. The recipient must have earned a cumulative GPA $\geq$ 3.0.

Pharmacist's Pharmacist Award
This award is an optional class-sponsored award. Criteria may vary as it is determined by each sponsoring class.

Phi Lambda Sigma Delta-Beta Chapter Graduate Leadership Award
This award recognizes a graduating student member who has exemplified leadership qualities in support of the pharmacy profession throughout his/her time in the School of Pharmacy. The recipient must have a proven record of accomplishment of servant leadership in education, community service, professional practice and mentoring.

Phi Lambda Sigma Graduate Leadership Award
This award recognizes a member of the graduating class who has exemplified leadership qualities in support of the pharmacy profession throughout his/her time in the School of Pharmacy. The recipient must have a proven record of accomplishment of servant leadership in education, community service, professional practice and mentoring.

Professionalism Award
This award is presented to the student who demonstrates professional behavior, a commitment to the profession of pharmacy through involvement in professional organizations, a high level of service to the profession and community, pride in the profession, an understanding of the pharmacist-patient relationship, and the qualities of honesty, ethical behavior and accountability. The student serves as a role model and has

earned a cumulative GPA of at least 3.0.

Servant Leadership Award
The recipient of this award is presented to the student who led through service during the entire pharmacy program.

Professionalism[1]

Professionalism is defined as the active demonstration of the attributes of a professional. These attributes include: knowledge and skills of the profession, commitment to self-improvement of skills and knowledge, service orientation, pride in the profession, covenantal relationship with patient, creativity and innovation, conscience and trustworthiness, accountability for one's work and behavior, ethical sound decision making and leadership. Professional socialization is the process by which an individual develops the attitudes, values and beliefs of a professional. The goal of professional socialization is to develop professionalism as described below and this process must begin at the beginning of an individual's professional education. Therefore, as consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in the School. Professionalism is demonstrated by a student who:

Communication and Interpersonal Interactions
- Uses appropriate verbal and non-verbal communication
- Communicates assertively – actively and appropriately engages in dialogue or discussion
- Is non-judgmental – student demonstrates an attitude of open-mindedness towards others and situations; does not "stereotype" others or prejudge situations
- Is respectful – demonstrates regard for self, standardized patients, peers, faculty, staff and University property
- Is empathetic – demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others
- Is diplomatic – is fair and tactful in all dealings with patients, peers, faculty and staff.
- Is confident – acts and communicates in a self-assured manner, yet with modesty and humility
- Is cooperative – i.e. non-argumentative; willing and helpful
- Truthful in all interactions, being straightforward

Work Ethics
- Is punctual
- Is reliable, dependable, accountable for one's actions
- Behaves in an ethical manner
- Produces quality work
- Accepts constructive criticism and modifies behavior if necessary
- Is self-directed in undertaking tasks, self-motivated

[1] *This description of professionalism is adapted from Hammer D. from University of Washington, American Pharmacists Association, American Board of Internal Medicine*

- Handles stress – remains calm, levelheaded and composed in critical, stressful or difficult situations
- Is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning
- Follows through with responsibilities – if task is left incomplete or problem is not resolved, student seeks aid
- Demonstrates a desire to exceed expectations – goes "above and beyond the call of duty", attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities
- Utilizes time efficiently – allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others' time wisely
- Consistently attends class regardless of whether a mandatory policy is in effect

Appearance
Professional dress and attention to personal hygiene are expected. As consistent with the expectations of the practice environment, attire and personal grooming are expected such that they do not distract from nor compromise the professional integrity of the School of Pharmacy or the pharmacy profession. See dress code policy noted below.

Students who violate any part of the professionalism policy as determined by the session /course instructor will incur a **1.0-point deduction from the final course grade for each occurrence within a course.** Faculty members have the prerogative of including additional penalties. All violations of the professionalism policy that incurs a penalty will also be filed in the Office of the dean.

In addition, any violations of behavioral standards (as stated in the School of Pharmacy Handbook) that occur while the student is matriculated in the School of Pharmacy is also a violation of the professionalism policy. Such violations can result in disciplinary action by the School of Pharmacy.

School Dress Code for Classes, External Events Sponsored by the School, School Functions and Experiential Education

All student pharmacists represent the School and the profession's future practitioners. Therefore, your appearance should be that of a professional student. Professional attire is required at all times (8:00 AM – 6:00 PM or later if class ends later). Dress requirements for experiential rotations are delineated in the experiential education manual. Faculty members and preceptors have the prerogative to require students in their class, lab or rotation to meet stricter dress requirements than those stated in the dress code. The following is considered professional attire:

a) men: slacks, collared shirt, dress shoes and socks. A suit coat or sports coat is recommended but not required. Lab coats may be required for courses; students should refer to the course syllabus. **Students will be notified when ties are required.**
b) women: slacks, skirts, dresses, dress shoes
c) body piercings should have limited visibility and tattoos should be covered.
d) Color of clothing should be suitable for a work environment

Miniskirts, jeans, sneakers, low-cut dresses, tee shirts, torn clothing, baseball caps, etc. are **NOT** professional dress.

The following types of clothing are not allowed at any time:

- Hats, caps or other headgear are not to be worn indoors. Head covers that are required for religious purposes or to honor cultural tradition are permitted.
- Tank tops, tube tops, halter tops, spaghetti string or off the shoulder tops
- Clothes that are shear, low cut, revealing or tops that do not cover to the waist; slacks, skirts or pants that expose skin below the waist
- Short shorts, miniskirts, pajama bottoms, 'jeggings'
- Skin-tight clothing
- Flip flops, thong sandals, shower shoes
- Hosiery with designs
- Neon -colored clothing or colors that are unsuitable for the work environment and inconsistent with a professional image
- Jeans of any color
- Clothing with obscene or lewd text or pictures, depictions of alcohol, drugs or other smoking materials

No policy can be all inclusive; it is expected student pharmacists will abide by the spirit of this policy. Violations of the behavioral standards of the University as well as any of the above policies is considered to be a violation of the professionalism policy and sanctions will be enforced.

Administrative Policies

Absence Reporting Procedure

In the event of serious illness, personal emergency, personal incapacitation, or other exceptional problem of a serious nature that causes a student to be absent from a session requiring mandatory attendance or class, a student must notify one of the following in the School of pharmacy: assistant dean for student affairs, School of Pharmacy department chair, or course coordinator. To be excused from a rotation, the student must notify his/her preceptor and the Office of experiential education. Failure to notify the Office of Experiential Education will result in an unexcused absence and policies detailed in the Experiential Education Manual will apply. Assuming that there is a legitimate reason for a student's absence, the School's Office of the Dean will contact by e-mail or telephone the coordinators of courses in which the student will miss an examination, quiz, or graded assignment, or will send a letter to all appropriate course coordinators that confirms in writing that the student will be absent, the reason for the absence, the courses from which the student will be absent, and the date(s) of the student's absence. This will be done as soon as possible (within 24 hours) after the student has called in. It is the student's responsibility to contact the course coordinator immediately upon his/her return for instructions regarding how the missed session can be made up. If a student fails to follow this procedure, the student is held responsible for the policies stated in course syllabi regarding unexcused absences. Unexcused absences may result in course failure.

Absence (Excused) for Personal/Professional Reasons

The School recognizes that a student may need to be excused from class or rotations for non-illness, nonemergency- related reasons. An Absence Request Form must be completed *at least 2 weeks* prior to the day the student wishes to be excused. Forms are available on the School of Pharmacy Web site. Completion of the form by the student does not imply the student is excused from classes until the faculty of the affected courses approves the request.

Advanced Standing

All requests for advanced standing by transfer students (students transferring credits from another accredited school of pharmacy to NDMU SOP) are processed on a course-by course basis by the Office of the Dean. To request such consideration, a student must submit a letter of request and the request form to the Office of the Dean in which the student lists a course(s) previously taken, which might be similar in content to a professional course(s) that he/she is scheduled to take. The student must also provide an official course description(s) and a syllabus (syllabi) of the course(s) previously taken. All requests must be submitted at least 4 weeks prior to the start of the course being considered. Advanced standing will be considered for coursework taken in which a letter grade of C or better has been earned. A C– letter grade is not acceptable for advanced standing consideration. Such course grades are not used in the calculation of the GPA.

Americans with Disabilities Act Statement

Students, who have identified themselves as disabled and have documented their disability, will be provided reasonable accommodations in the course in accordance with section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Please refer to the University website for policies regarding Disability Support Services (http://www.ndm.edu/offices-and-services/disability-support-services/) . Please note for School of Pharmacy Students, the letter stating approval for accommodations must be given to the course coordinator and not the professor who is teaching a particular class session. An updated letter must be provided at the beginning of each semester to the course coordinator. Please read the information included in the above link carefully so that you fully understand your responsibility in insuring that you receive the accommodations you may need.

Appropriate Use of Technology in the Classroom

The School of Pharmacy embraces appropriate technology use as a means to facilitate student learning and recognizes that it is the responsibility of faculty and preceptors to set and enforce expectations regarding the use of technology in their class, laboratory or experiential site. As a general rule, students may use computers, smart phones, and similar devices in the classroom and on pharmacy practice experiences only if they support teaching and learning activities. Other activities that distract students and prohibit them from fully participating in classroom learning and group work such as accessing social media sites, "surfing" the web, shopping, entertainment, text messaging, e-mailing, gaming and similar off-task behaviors are not permitted. In addition, all electronic devices must be in the "silent mode" and cell phones, pagers, and text messages should not be answered during class time.

Students should be aware that expectations for appropriate technology use can change based on the unique needs of specific teaching and learning experiences and that they should seek clarification from course instructors if there is any confusion. Violation of the School of Pharmacy Classroom Technology Use policy is a violation of the School of Pharmacy professionalism and honor code policies. Ensuring compliance with these policies is ultimately a shared responsibility between students, faculty members, and preceptors.

Attendance and Student Employment

Upon acceptance to the School of Pharmacy, students are expected to devote their entire effort to the academic curriculum. The School actively discourages employment that will conflict with a student's ability to perform successfully while courses/rotations are in session and will not take outside employment or activities into consideration when scheduling classes, examinations, reviews, field trips, individual course, rotation or School functions. Required activities, as well as team project meetings, can be scheduled outside of class time, including weekends, and students are expected to attend these activities/meetings. Class attendance is mandatory for all students during experiential rotations. Refer to student experiential education manual for specific details regarding this policy. Instructors may include additional class attendance policies in course syllabi.

Audio Recording in Classrooms

Notre Dame of Maryland University School of Pharmacy students may use audio recording devices in the classroom for educational purposes only. Students are required to notify faculty that they are audio recording at each class period through the use of their audience response card. Instructor permission is not required when an accommodation notification from Disability Services has been received by the instructor, which identifies a student that requires the use of a recording device. However, an instructor may prohibit the use of any recording device when it would inhibit free discussion and free exchange of ideas in the classroom. Recording or distribution of any type to websites (i.e., social media, file-sharing, etc.) is strictly prohibited. Use of material is restricted to NDMU School of Pharmacy students. Additional restrictions of audio recording may apply for guest speakers.

Classroom Food/Drink Policy

Only drinks in closed containers are allowed in all School of Pharmacy facilities or any room in which School of Pharmacy activities are conducted. Only bottled water is allowed in laboratories. Additional stipulations may be stated in course syllabi or posted in instructional spaces. No food or drink (other than bottled water) is allowed in Knott auditorium.

Eligibility for Participation in Activities

Students who are on academic or disciplinary probation or suspension from the School will have restrictions regarding participation in activities during the academic year. In order for students to be academically eligible to attend professional meetings during the academic year, serve as a class officer, student representative on the Curriculum Committee or the Continuous

Quality Improvement Committee, or student organization officer, a student must have a **cumulative** professional GPA of 2.5 or greater and no courses in which a student has received a grade of F that has not been repeated. Additionally, the student must be in good disciplinary standing.

E-mail Communication

All students are required to check their University e-mail account on a **daily** basis. Official, "in writing" School communications are sent to students over e-mail. Students are responsible for information that is transmitted through this electronic medium. The student School e-mail account is the only electronic mailing address recognized by the School. The School and its employees are not responsible for forwarding e-mail to students at personal e-mail accounts that are not held by the University. Students are not to send campus-wide e-mails without the prior approval of the dean or the assistant dean for student affairs.

Faculty Advisor Program

School of Pharmacy assigns a faculty advisor to students in each entering class. In addition to these faculty advisors, the School of Pharmacy dean, associate dean and assistant dean as well as other faculty members and professional staff, are also available to assist students with academic advising, counseling and enrichment. Students are placed into teams upon entry into the School. Each team of students is assigned a faculty advisor who will mentor them throughout the program. School faculty advisors act as liaisons between the faculty and students. Their responsibilities include:

1. Serving as the student's advisor and academic/professional counselor;
2. Overseeing and monitoring the academic progress and professional growth of the student;
3. Assisting the student in seeking academic and personal counseling services provided by the University;
4. Serving as an advocate for the student; and
5. Counseling the student during his/her selection of a career within the pharmacy profession.

Licensure Requirements

Laws in all states, including the District of Columbia and Puerto Rico, require applicants for licensure to: 1) be of good moral character; 2) be 21 years of age; 3) have graduated from an ACPE-accredited first professional degree program of a University or school of pharmacy; and 4) have passed an examination given by the board of pharmacy. All states, the District of Columbia, Puerto Rico and the Virgin Islands use the North American Pharmacy Licensure Examination (NAPLEX). All jurisdictions require candidates for licensure to have a record of practical experience or internship training acquired under the supervision and instruction of a licensed practitioner. Some states, including Maryland, accept the training completed during a formal academic program. Publications concerning the NAPLEX licensure examination and internship experience are available from the NABP Publications Desk, 1600 Feehanville Drive, Mount Prospect, IL 60056; 847-391-4406. For further information regarding licensure, please contact the Maryland Board of Pharmacy

(http://dhmh.maryland.gov/pharmacy/SitePages/Home.aspx), 4201 Patterson Avenue, Baltimore, MD 21215; 410-764-4755.

Transportation and Housing for Experiential Education & Off-Campus Experiences/Activities

It is the student's responsibility to assure that he/she has appropriate arrangements for transportation to/from rotation sites throughout the curriculum. Rotations begin in the first semester of the professional program. Transportation is not provided by the School. Students are not considered an agent or an employee of the University and are not insured for any accidents or mishaps that may occur during any traveling that is done as part of the student's professional program. The School does not guarantee that all required rotations will take place in the Maryland metropolitan area and students may be required to complete rotations in other cities in Maryland or states. Transportation and housing costs are the student's responsibility.

Tips for Avoiding Plagiarism

Students can avoid plagiarizing by carefully organizing and documenting materials gathered during the research process. Notes attached to these materials, whether in the form of informal notes, photocopied articles, or printouts of electronic sources, should carefully identify the origin of the information. Such attention to detail at every stage of the process will ensure an accurate bibliography that documents all the outside sources consulted and used. Students should follow these general principles when incorporating the ideas and words of others into their writing:

1. The exact language of another person (whether a single distinctive word, phrase, sentence, or paragraph) must be identified as a direct quotation and must be provided with a specific acknowledgment of the source of the quoted matter.

2. Paraphrases and summaries of the language and ideas of another person must be clearly restated in the author's own words, not those of the original source, and must be provided with a specific acknowledgment of the source of the paraphrased or summarized matter.

3. All visual media, including graphs, tables, illustrations, raw data, audio and digital material, are covered by the notion of intellectual property and, like print sources, must be provided with a specific acknowledgment of the source.

4. Sources must be acknowledged using the systematic documentation method required by the instructor for specific assignments and courses.

5. As a general rule, when in doubt, provide acknowledgment for all borrowed material.

6. Guidelines for referencing style in pharmacy academic work can be found on the Loyola Notre Dame Library Web site.

7. Personal communication such as interviews etc. must be referenced.

Faculty and Administration

Payal Agarwal, Ph.D. a*ssociate professor, pharmaceutical sciences (appointed 2009)*
B.S. (pharmacy), M.S. (pharmaceutics) Dr. H. S. Gour University, Sagar, India
Ph.D. (industrial pharmacy) St. John's University, NY

Gilda Anroman, Ph.D. *assistant dean for student affairs (appointed 2009)*
B.S. (biology) Trinity University, Washington D.C.
MAA (Applied Anthropology), Ph.D. (American Studies) University of Maryland, MD

Jennifer Bailey, Pharm.D., BCPS, *assistant professor, clinical and administrative sciences (appointed 2012)*
B.S. (biology) Stevenson University, MD, Pharm.D., University of Maryland, MD

Régine Béliard, Pharm.D., BCACP, TTS, *assistant professor, clinical and administrative sciences (appointed 2013)*
Pharm.D., University of Pittsburgh, PA

Lindsey Crist, Pharm.D., BCPS, *assistant professor, clinical and administrative sciences (appointed 2013)*
B.S. (Pharmaceutical Science); Pharm.D., University of Toledo, OH

James Culhane, Ph.D., *professor and chair, pharmaceutical sciences (appointed 2008)*
B.A. (chemistry) Washington & Jefferson University; Ph.D. (pharmacology and toxicology) West Virginia University, WV

Nicole Culhane, Pharm.D., BCPS, FCCP, *professor, clinical and administrative sciences; assistant dean for experiential education (appointed 2008)*
B.S. (pharmacy) Rutgers University, NJ; Pharm.D., Medical University of South Carolina

Asish Dutta, Ph.D., *associate professor, pharmaceutical sciences (appointed 2009)*
B.S. (pharmacy), Jadavpur University, Calcutta, India; Ph.D., University of Mississippi, MS

Heather Folz, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2016)*
Pharm.D., Campbell University, NC

Andrea Gauld, Pharm.D., BCACP, BCPS, *assistant professor, clinical and administrative sciences (appointed 2011)*
Pharm.D., Mercer University, GA

Valerie Hogue, Pharm.D., CDE, *associate dean* and *professor, clinical and administrative sciences (appointed 2008)*
B.S. (pharmacy), Pharm.D., Howard University, Washington, D.C.

Sarah (Katie) Holman, Pharm.D., BCPS, *assistant professor, clinical and administrative sciences (appointed 2015)*

B.S. (physiology & neurobiology), University of Maryland, College Park; Pharm.D., University of Maryland at Baltimore, MD

James Lee, Ph.D. *assistant professor, pharmaceutical sciences (appointed 2008)*
B.S. (biological sciences) State University of New York, NY; Ph.D. (biological sciences) University of Pennsylvania, PA

Anne Lin, Pharm.D., FNAP, *dean and professor, clinical and administrative sciences (appointed 2008)*
B.S. (pharmacy), Pharm.D. St. John's University, NY

Prashant Mandela, Ph.D., *assistant professor, pharmaceutical sciences (appointed 2017)*
B.S. (botany, zoology, chemistry) Osmania University; M.S. (zoology), Andhra University; Ph.D. (Pharmacology and Toxicology), University of Mississippi, MS

Bethany Miller, Pharm.D., BCPS, *assistant professor, clinical and administrative sciences (appointed 2017)*
B.S. (biological sciences), University of Pittsburgh; Pharm.D., University of Maryland at Baltimore, MD

Ashley Moody, Pharm.D., AE-C, BCACP, *assistant professor, clinical and administrative sciences (appointed 2012)*
B.S. (Pharmaceutical Sciences), The Ohio State University, OH
Pharm.D., University of Maryland at Baltimore, MD

Monique Mounce, Pharm.D., BCPS, *assistant professor, clinical and administrative sciences (appointed 2015)*
B.S. (biochemistry & biology), Texas State University; Pharm.D., University of Maryland at Baltimore, MD

Mamta Parikh, Pharm.D., BCPS, BCPP, *assistant professor, clinical and administrative sciences (appointed 2015)*
Pharm.D., Rutgers, The State University of New Jersey, NJ

Sharon Park, Pharm.D., M.Ed., BCPS, *associate professor, clinical and administrative sciences (appointed 2010)*
Pharm.D., University of Maryland, Baltimore, MD; M.Ed. (health professions), Johns Hopkins University, Baltimore, MD

Jonathan Thigpen, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2014)*
Pharm.D., Samford University, AL

Jazmin Turner, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2017*
Pharm.D., Rutgers University, NJ

Paul Vitale, Pharm.D., *associate professor & chair, clinical and administrative sciences (appointed 2012)*

B.S. (Physical Education), University of Maryland, College Park, MD
PharmD, University of Maryland at Baltimore, MD

Raymond Weber, Pharm.D., BCOP, BCPS, *associate professor, clinical and administrative sciences (appointed 2015)*
B.S. (pharmacy), Pharm.D., University of Maryland at Baltimore, MD

Simone Weiner, Ph.D., *assistant professor, pharmaceutical sciences (appointed 2010)*
B.S. (pharmacy), M.S. (Pharmacology), Ph.D. (Physiology/Pharmacology), Federal University of Rio de Janeiro, Brazil

Stacey Williams, Ph.D., *assistant professor, pharmaceutical sciences (appointed 2010)*
B.A. (chemistry), University of Maryland, Baltimore County, MD
Ph.D. (pharmaceutical sciences) University of Maryland at Baltimore, MD

Master of Science in Nursing (MSN)

Department

Diane Aschenbrenner, MS, RN, CHSE
Jane Balkam, PhD, APRN, CPNP, IBCLC
Simone Christian, MA, Instructional Designer
Rodnita Davis, MSN, RN, CNE
Kathryn Handy, DNP, RN
Amanda Henson, MS, RN, CNE, Director, Center for Caring with Technology
Jenna Hoffman, MS, Academic Success and Advising Coordinator
Zane Hunter, AA, Simulation and Technology Specialist Carol Kurtz-Stack, BA, Adult Student Advisor
Diane Lehmann, MSN, RN, CNE
Deborah Naccarini, DNP, RN, CNE, Associate Dean, Entry-Level and Dual Enrollment Programs
Mary O'Connor, PhD, RN, FACHE
Mary Packard, PhD, RN
Sabita Persaud, PhD, RN, APHN-BC, Associate Dean, Adult Undergraduate and Graduate Programs
Amber Renaud, MSN, RN, Simulation Lab Assistant
Amy Rohrs, BS, Dean's Assistant and Clinical Placement Coordinator
Brittany Lawson, AA, Administrative Assistant
Marleen Thornton, PhD, RN, Director NDMU Online RN to BSN Program
Mark Walker, MS, RN, CNL, CCRN
Kathleen Wisser, PhD, RN, CNE, Dean, School of Nursing

Degrees offered

Master's

Campuses

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 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.

NDMU RN to BSN graduates may be 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 of Science 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 based on a 4 point scale.
- An active, unencumbered State of Maryland or compact state RN license.

The Masters of Science in Nursing degree programs is 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

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-502 Technology in Nursing Education: A Caring Presence (3)
NUR-503 Assessment of Student Learning in Nursing Education (3)
NUR-504 Holistic Approaches to Direct Care (2)
NUR-510 Advanced Pathophysiology and Pharmacology for Nurse Educators (3)
NUR-512 Issues and Trends in Nursing Education (3)
NUR-513 Contemporary Leadership in Nursing (2)
NUR-535 Advanced Health Assessment for Nurse Educators (3)
NUR-537 Curriculum Development and Evaluation in Nursing (4)
NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
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-516 Nursing Administrative Theory and Practice (4)
NUR-518 Health Policy (3)
NUR-520 Nursing Informatics (2)
NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
NUR-620 Leadership and Administration in Nursing Seminar and Practicum (4)

BUS-521 Healthcare Economics (3)
BUS-522 Essentials of Healthcare Finance (3)
BUS-523 The Business of Healthcare (3)

Post-Master's Certificate in Nursing Administration

Department

Degrees offered

Certificate

Campuses

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.

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]

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.

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]

Tuition and Fees for 2019-2020

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 (24 - 32 Credits)	**$37,000.00***
Part-Time (1-11 credits per term) per credit hour	**$900.00**
Consolidated Fee	
Full-Time	**$1,339.00**
Registration And Technology Fee Per Term (Non-Refundable)	**$175.00**
Room and Board*	**$12,200.00**

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. 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.

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)	**$540.00**
Registration and Technology Fee per term (Non-Refundable)	**$175.00**
Late tuition payment fee	**1.5% (total amount outstanding)**

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), and complete required outstanding obligations through FA account.
- 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	**$160**
Re-admission/re-matriculation fee (returning students)	**none**

School of Education	
Master’s (per credit hour)	**$585.00**
CASE	**$725.00**
Ph.D.	**$725.00**
School of Arts and Sciences	**$595.00**
School of Arts and Sciences Art Therapy	**$675.00**
School of Nursing	**$675.00**
School of Pharmacy (Full-Time Tuition)	**$39,950.00**
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	**$175.00**
Internship fee (M.A. in Teaching Program, in addition to tuition)	**$640.00**
Online Programs	
Bachelor's (RN to BSN)	**$375.00**
Bachelor's (Non-Nursing)	**$420.00**
Certificate	**$500.00**
Master's	**$550.00**
PhD	**$575.00**
Registration/Technology Fee	**$175.00**

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.