

NDMU Catalog

2020-2021

Graduate Catalog

- Academic Calendar
- Admission to Programs
- Academic Policies/Regulations
- Academic Programs
- Accessibility and Health Promotion
- **Financial Aid**
  - Application Process
  - Cost of Attendance
  - Graduate Level State Scholarships
  - **Policies**
    - 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
    - Satisfactory Academic Progress
  - Rights and Responsibilities
  - TEACH Grant Program
- Nondiscrimination and Sexual Misconduct Policy and Procedures
- Online Learning
- Student Records
- Tuition and Fees for 2020-2021
- Veterans Affairs
- **School of Arts, Sciences and Business**
  - 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)
  - Post-baccalaureate Certificate in English Literature
  - Post-baccalaureate Certificate in Latin

- Post-baccalaureate Certificate in Leadership and Management
- Post-baccalaureate Certificate in Leadership of Nonprofit Organizations
- Post-baccalaureate Certificate in Risk Management (online)

School of Education

- Accelerated Certification for Teaching (ACT)
- Certificate of Advanced Study in Education
- Master of Arts in Administration and Supervision for Changing Populations
- Master of Arts in Gifted and Talented Education
- Master of Arts in Leadership in Special Education - Administration
- Master of Arts in Leadership in Special Education - Exceptionalities
- **Master of Arts in Leadership in Teaching**
  - Administration and Supervision
  - Digital Technology Leadership
  - Library Media Specialist
  - Mathematics Instructional Leader
  - Literacy Specialist/Coach (Reading Specialist)
  - Spanish (Major, Minor)
  - STEM
- Master of Arts in Teaching
- Master of Arts in Teaching English to Speakers of Other Languages
- Ph.D. in Higher Education Leadership for Changing Populations (online)
- Ph.D. in Higher Education Leadership for Changing Populations with concentration in Occupational Therapy (online)
- Ph.D. in Instructional Leadership for Changing Populations
- Post-Baccalaureate Certificate in Curriculum and Instruction
- **Post-Master's Certifications**
  - Administration and Supervision
  - Gifted and Talented
  - Library Media Specialist
  - Mathematics Instructional Leader (Pre K - Grade 6 or Grade 4 - 9)
  - Reading Specialist
  - **Special Education**
    - Exceptionalities Certificate
    - Graduate Dyslexia Certificate
  - STEM
  - TESOL

School of Nursing

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

School of Pharmacy

Academic Calendar

2018-2019 2019-2020 2020-2021

2021-2022

2020-2021

Filter by Part of Term

All

July - 27	Fall 2020 School of Pharmacy P2 Introductory Practice Experiences Begins
July - 27	Fall 2020 School of Pharmacy P4 Advanced Practice Experiences Begins
August - 11-14	Fall 2020 School of Pharmacy New Student Orientation
August - 13	New Associate Faculty Orientation
August - 14	Fall 2020 School of Pharmacy P2 Introductory Practice Experiences Ends

August - 17	Fall 2020 School of Pharmacy 1-3 Didactic Classes Begin
August - 17	Fall 2020 School of Pharmacy Registration; Drop/Add, 100%Begins
August - 17	ELI Fall Session I New Student Orientation
August - 17	ELI Fall Session I New Student Orientation
August- 18	SON Faculty Meeting
August- 20	SASB Department Chairs
August - 20	New Faculty Orientation
August - 20-23	WOM New Stu Orientation
August - 21	University Assembly - Faculty and Staff
August - 24	Fall 2020 Full Term Women's College ONLY Begins
August - 24	ELI Fall Session I Begins
August- 25	SOP Faculty Meeting
August- 27	Faculty Senate
August - 31	Fall 2020 Term A Begins
August - 31	Fall 2020 Full Term Women's College ONLY Registration; Drop/Add, 100%Ends
August - 31	Fall 2020 Full Term CAUS & GRAD Begins
August - 31	Fall 2020 School of Pharmacy Registration; Drop/Add, 100%Ends

September - 1-7	Fall 2020 Full Term Women's College ONLY Roster Verification
September - 1	Fall 2020 Full Term Women's College ONLY Withdrawal with 75% Refund Begins
September-TBD	Cap and Gown Investiture
September- 3	UCAP (FIC 035) 12:15 - 1:30pm
September- 3	Mission Orientation (New Faculty)
September - 03	Fall 2020 Term A Registration; Drop/Add, 100% Ends
September 04 - 07	Fall 2020 Term A Roster Verification
September 04 - 05	Fall 2020 Term A Withdrawal with 75% Refund Begins
September - 7	Fall 2020 Full Term Women's College ONLY Withdrawal with 75% Refund Ends
September - 8	Fall 2020 Full Term CAUS & GRAD Registration; Drop/Add, 100%Ends
September - 8	Fall 2020 Term C Begins
September - 8	Fall 2020 Term D Begins
September- 8	SASB Department Chairs
September- 8	SOE Faculty Meeting
September - 9-11	Fall 2020 Full Term CAUS & GRAD Roster Verification

September - 9	Fall 2020 Full Term CAUS & GRAD Withdrawal with 75% Refund Begins
September - 09	Fall 2020 Term A Withdrawal with 75% Refund Ends
September - 10	Fall 2020 Term A Withdrawal with 0% Refund Begins
September - 10	Fall 2020 Term D Registration; Drop/Add, 100% Ends
September- 10	Faculty Senate
September - 11-16	Fall 2020 Term D Roster Verification
September - 11	Fall 2020 Term D Withdrawal with 75% Refund Begins
September - 12	Fall 2020 Full Term CAUS & GRAD Withdrawal with 75% Refund Ends
September - 13	Fall 2020 Full Term CAUS & GRAD Withdrawal with 0% Begins
September - 14	Fall 2020 Term C Registration; Drop/Add, 100%Ends
September - 14	Fall 2020 ABSN Term 1 Begins
September - 14	Fall 2020 ABSN Term 2 Begins
September- 15	UCAP (FIC 035) 12:15 - 1:30pm
September- 15	SASB Faculty Meeting
September - 15-16	Fall 2020 Term C Roster Verification

September - 15	Fall 2020 Term C Withdrawal with 75% Refund Begins
September - 16	Fall 2020 Term D Withdrawal with 75% Refund Ends
September - 16	Fall 2020 ABSN Term 2 Drop/Add, 100% Ends
September - 17-20	Fall 2020 ABSN Term 2 Roster Verification
September - 17	Fall 2020 ABSN Term 2 Withdrawal with 75% Refund Begins
September- 17	Faculty Assembly (Doyle Formal) 12:15-1:30pm
September - 17	Fall 2020 Term D Withdrawal with 0% Refund Begins
September - 17	Fall 2020 Census
September - 21	Fall 2020 Term C Withdrawal with 75% Refund Ends
September - 21	Fall 2020 ABSN Term 1 Drop/Add, 100% Ends
September - 21	Fall 2020 ABSN Term 2 Withdrawal with 75% Refund Ends
September - 22-24	Fall 2020 ABSN Term 1 Roster Verification
September - 22	Fall 2020 ABSN Term 1 Withdrawal with 75% Refund Begins
September - 22	Fall 2020 ABSN Term 2 Withdrawal with NO Refund Begins
September- 22	SOP Faculty Meeting

September- 22	Community Conversation (Doyle Formal) 12:15-1:30pm
September - 22	Fall 2020 Term C Withdrawal with 0% Begins
September- 24	Faculty Senate
September - 28	Fall 2020 ABSN Term 1 Withdrawal with 75% Refund Ends
September - 29	Fall 2020 ABSN Term 1 Withdrawal with NO Refund Begins
October- 1	Mission Orientation (New Faculty)
October- 1	UCAP (FIC 035) 12:15 - 1:30pm
October - 1	Academic Expo - Doyle Formal
October- 2	SON Faculty Meeting
October - 5	Fall 2020 Term D Last Day Withdrawal
October - 05	Fall 2020 Term A Last Day Withdrawal
October- 6	SASB Department Chairs
October- 8	Faculty Senate
October - 10	SOP White Coat Ceremony
October - 12	Fall 2020 ABSN Term 2 Last Day Withdrawal
October - 12	ELI Fall Session II New Student Orientation
October- 13	UCAP (FIC 035) 12:15 - 1:30pm
October- 13	SASB Faculty Meeting

October- 13	SOE Faculty Meeting
October- 15	UCAP (FIC 035) 12:15 - 1:30pm
October - 15	May 2020 Graduation Application Deadline
October - 16	Women's College mid-term grades due
October - 16	ELI Fall Session I Ends
October - 16	Fall 2020 School of Pharmacy Last Day to Withdrawal from Classes
October - 17	Fall 2020 School of Pharmacy CareeRxpo
October - 19	Spring 2021 Full Term Registration; Drop/Add, 100%Begins
October - 19	Spring 2021 Term A Registration; Drop/Add, 100%Begins
October - 19	Spring 2021 Term B Registration; Drop/Add, 100%Begins
October - 19	Winterim 2021 Registration; Drop/Add, 100% Refund Begins
October - 19	ELI Fall Session II Begins
October - 20	Community Day (revised class schedule; School of Pharmacy - no didactic classes only)
October - 20	Honors Convocation
October- 22	Faculty Senate
October - 23	Fall 2020 ABSN Term 2 Ends
October - 24	Fall 2020 Term D Ends

October - 24	Fall 2020 Term A Ends
October - 26	Fall 2020 Term B Begins
October - 26	Fall 2020 ABSN Term 3 Begins
October- 27	SOP Faculty Meeting
October - 28	Fall 2020 Term A Grades Due
October - 28	Fall 2020 Term D Grades Due
October - 29	Fall 2020 Full Term Women's College ONLY Last Day Withdrawal
October - 29	Fall 2020 Term B Registration; Drop/Add, 100%Ends
October- 29	UCAP (FIC 035) 12:15 - 1:30pm
October 30 - Nov 01	Fall 2020 Term B Roster Verification Open
October - 30	Fall 2020 Term B Withdrawal with 75% Refund Begins
November - 2	Fall 2020 ABSN Term 2 Grades Due
November - 3	Fall 2020 ABSN Term 1 Last Day Withdrawal
November- 3	SASB Department Chairs
November - 4	Fall 2020 ABSN Term 3 Drop/Add, 100% Ends
November - 04	Fall 2020 Term B Withdrawal with 75% Refund Ends
November - 05	Fall 2020 Term B Withdrawal with 0% Refund Begins

November - 5-8	Fall 2020 ABSN Term 3 Roster Verification
November - 5	Fall 2020 ABSN Term 3 Withdrawal with 75% Refund Begins
November- 5	Mission Orientation (New Faculty)
November- 5	Faculty Senate
November- 6	SON Faculty Meeting
November - 6	Fall 2020 School of Pharmacy P4 Advanced Practice Experiences Ends
November - 7	Fall 2020 Term C Last Day Withdrawal
November - 7	Fall 2020 Full Term CAUS & GRAD Last Day Withdrawal
November - 9-10	Fall 2020 School of Pharmacy P4 Career Workshop
November - 9	Fall 2020 ABSN Term 3 Withdrawal with 75% Refund Ends
November - 10	Fall 2020 ABSN Term 3 Withdrawal with NO Refund Begins
November- 10	SASB Faculty Meeting
November- 12	Faculty Assembly (Doyle Formal) 12:15 - 1:30pm
November- 17	SOE Faculty Meeting
November- 17	SOP Faculty Meeting
November- 17	UCAP (FIC 035) 12:15 - 1:30pm
November- 19	Faculty Senate

November 25 - 27	Thanksgiving Holiday - Campus closed (No Classes, IPPEs or APPEs)
November - 30	Fall 2020 Term B Last Day Withdrawal
November - 30	Fall 2020 School of Pharmacy P2 & P3 Last Day of Semester Classes
December - 1	Fall 2020 School of Pharmacy P2 & P3 Reading Period
December- 1	UCAP (FIC 035) 12:15 - 1:30pm
December - 1	Fall 2020 ABSN Term 3 Last Day Withdrawal
December - 2	Fall 2020 Full Term Women's College ONLY Last Day of Class
December - 3	Fall 2020 Full Term Women's College ONLY Reading Day
December - 3-9	Fall 2020 School of Pharmacy P2 & P3 Final Exams
December- 3	Mission Orientation (New Faculty)
December- 3	Faculty Senate
December- 4	SON Faculty Meeting
December - 4	Fall 2020 School of Pharmacy P1 Last Day of Semester Classes
December - 4-10	Fall 2020 Full Term WOM Exam Week
December - 7	Fall 2020 School of Pharmacy P1 Reading Period

December - 8-14	Fall 2020 School of Pharmacy P1 Final Exams
December- 8	Community Conversation (Doyle Formal) 12:15-1:30pm
December - 10	Fall 2020 Full Term Women's College ONLY Ends
December - 11	ELI Fall Session II Ends
December- 15	SOP Faculty Meeting
December- 15	SASB Department Chairs
December - 17	Fall 2020 Full Term Women's College ONLY Grades Due
December - 18	Fall 2020 ABSN Term 1 Ends
December - 18	Fall 2020 ABSN Term 3 Ends
December - 19	Fall 2020 Full Term CAUS & GRAD Ends
December - 19	Fall 2020 Term C Ends
December - 19	Fall 2020 Term B Ends
December - 21	Fall 2020 Term B Grades Due
December - 21	Fall 2020 Term C Grades Due
December - 21	Fall 2020 ABSN Term 1 Grades Due
December - 21	Fall 2020 ABSN Term 3 Grades Due
December 24 - 31	Christmas Holiday - Campus closed
December - 31	December Graduation Date

January - 01	New Year's Holiday - Campus closed
January - 4	Winterim 2021 Begins
January - 7	Winterim 2021 Registration; Drop/Add, 100% Refund Ends
January - 8	Winterim 2021 Withdrawal with 75% Refund Begins
January 8 - 11	Winterim 2021 Roster Verification
January - 11	ELI Spring Session I New Student Orientation
January - 11	Winterim 2021 Withdrawal with 75% Refund Ends
January - 12	Winterim 2021 Withdrawal with 0% Begins
January - 14	Winterim 2021 Last Day Withdrawal
January - 14	Winterim 2021 Census
January- 14	SASB Department Chairs
January - 18	Martin Luther King Holiday - Campus closed
January - 19	ELI Spring Session I Begins
January- 19	SOP Faculty Meeting
January- 20	Faculty Institute
January- 21	UCAP (FIC 035) 12:15 - 1:30pm
January - 23	Winterim 2021 Ends
January - 25	Spring 2021 Full Term Begins
January - 25	Spring 2021 Term A Begins

January - 25	Spring 2021 ABSN Term 1 Begins
January - 25	Spring 2021 ABSN Term 2 Begins
January - 26	Winterim 2021 Grades Due
January - 27	Spring 2021 ABSN Term 2 Drop/Add, 100% Ends
January - 28-31	Spring 2021 ABSN Term 2 Roster Verification
January - 28	Spring 2021 ABSN Term 2 Withdrawal with 75% Refund Begins
January- 28	Faculty Senate
January - 28	Spring 2021 Term A Registration; Drop/Add, 100%Ends
January - 29	Spring 2021 Term A Withdrawal with 75% Refund Begins
January - 29-1	Spring 2021 Term A Roster Verification
February - 1	Spring 2021 Full Term Registration; Drop/Add, 100%Ends
February - 1	Spring 2021 ABSN Term 1 Drop/Add, 100% Ends
February - 1	Spring 2021 ABSN Term 2 Withdrawal with 75% Refund Ends
February - 2-4	Spring 2021 ABSN Term 1 Roster Verification
February - 2	Spring 2021 ABSN Term 1 Withdrawal with 75% Refund Begins
February - 2	Spring 2021 ABSN Term 2 Withdrawal with NO Refund Begins

February - 2	Spring 2021 Term A Withdrawal with 0% Begins
February - 2	Spring 2021 Full Term Withdrawal with 75% Refund Begins
February- 2	SOE Faculty Meeting
February - 2-8	Spring 2021 Full Term Roster Verification
February - 4	Spring 2021 Census
February- 4	UCAP (FIC 035) 12:15 - 1:30pm
February- 4	Mission Orientation (New Faculty)
February- 5	SON Faculty Meeting
February - 8	Spring 2021 ABSN Term 1 Withdrawal with 75% Refund Ends
February - 8	Spring 2021 Full Term Withdrawal with 75% Refund Ends
February - 9	Spring 2021 Full Term Withdrawal with 0% Begins
February - 9	Spring 2021 ABSN Term 1 Withdrawal with NO Refund Begins
February- 11	Faculty Senate
February- 16	SASB Faculty Meeting
February- 16	SOP Faculty Meeting
February - 16	No Classes
February - 22	Spring 2021 ABSN Term 2 Last Day Withdrawal
February - 23	Notre Dame Day

February- 25	UCAP (FIC 035) 12:15 - 1:30pm
March - 1	Spring 2021 Term A Last Day Withdrawal
March - 2	Community Conversation (Doyle Formal) 12:15-1:30pm
March- 4	Faculty Senate
March- 4	Mission Orientation (New Faculty)
March- 5	SON Faculty Meeting
March- 9	SOE Faculty Meeting
March- 9	SASB Department Chairs
March - 10	No Classes
March- 11	UCAP (FIC 035) 12:15 - 1:30pm
March - 12	Spring 2021 ABSN Term 2 Ends
March - 12	Spring 2021 Midterm Grades Due
March - 12	ELI Spring Session I Ends
March - 15	Spring 2021 ABSN Term 3 Begins
March - 15	Spring 2021 ABSN Term 2 Grades Due
March - 15	ELI Spring Session II New Student Orientation
March- 16	SOP Faculty Meeting
March- 16	SASB Faculty Meeting
March - 16	Spring 2021 ABSN Term 1 Last Day Withdrawal

March - 17	Spring 2021 ABSN Term 3 Drop/Add, 100% Ends
March - 18-21	Spring 2021 ABSN Term 3 Roster Verification
March - 18	Spring 2021 ABSN Term 3 Withdrawal with 75% Refund Begins
March - 20	Spring 2021 Term A Ends
March - 22	ELI Spring Session II Begins
March - 22	Spring 2021 Term B Begins
March - 22	Spring 2021 ABSN Term 3 Withdrawal with 75% Refund Ends
March - 23	Spring 2021 ABSN Term 3 Withdrawal with NO Refund Begins
March - 24	Spring 2021 Term A Grades Due
March - 24	Spring 2021 Term B Registration; Drop/Add, 100%Ends
March - 25	No Classes
March - 25	Spring 2021 Term B Withdrawal with 75% Refund Begins
March - 25-30	Spring 2021 Term B Roster Verification
March- 25	Faculty Senate
March - 29	Fall 2021 Full Term Registration; Drop/Add, 100%Begins
March - 29	Fall 2021 Term A Registration; Drop/Add, 100%Begins

March - 29	Fall 2021 Term B Registration; Drop/Add, 100%Begins
March - 29	Summer 2021 Full Term Registration; Drop/Add, 100%Begins
March - 29	Summer 2021STerm A Registration; Drop/Add, 100%Begins
March - 29	Summer 2021 Term B Registration; Drop/Add, 100%Begins
April- 1	UCAP (FIC 035) 12:15 - 1:30pm
April- 1	Mission Orientation (New Faculty)
April - 2	Classes End 12pm - Easter Holiday
April 3 - 4	Campus closed (No Classes, IPPEs or APPEs) - Easter Holiday
April - 6	Spring 2021 Full Term Last Day Withdrawal
April- 6	SASB Department Chairs
April- 4	Faculty Senate
April- 9	SON Faculty Meeting
April - 9	Spring 2021 Term B Withdrawal with 75% Refund Ends
April - 10	Spring 2021 Term B Withdrawal with 0% Begins
April - 12	Spring 2021 ABSN Term 3 Last Day Withdrawal
April- 13	SASB Faculty Meeting
April- 13	SOE Faculty Meeting

April - 14	No Classes
April- 15	UCAP (FIC 035) 12:15 - 1:30pm
April- 20	SOP Faculty Meeting
April- 20	SASB Faculty Meeting
April- 22	Faculty Senate
April- 23	Nancy Kreiter Student Research Day
April - 26	Spring 2021 Term B Last Day Withdrawal
April - 27	No Classes
April- 29	Mission Orientation (New Faculty)
April - 30	Spring 2021 ABSN Term 1 Ends
April - 30	Spring 2021 ABSN Term 3 Ends
May TBD	Partners in Mission
May - 3	Spring 2021 ABSN Term 1 Grades Due
May - 3	Spring 2021 ABSN Term 3 Grades Due
May- 4	Community Conversation (Doyle Formal) 12:15-1:30pm
May- 6	UCAP (FIC 035) 12:15 - 1:30pm
May - 6	Spring 2021 Full Term WOM Last Day of Class
May - 7	Spring 2021 WOM Reading Day
May- 7	SON Faculty Meeting

May - 10-15	Spring 2021 Full Term WOM Final Exam Week
May- 11	SASB Department Chairs
May - 14	ELI Spring Session II Ends
May - 15	Spring 2021 Full Term Ends
May - 15	Spring 2021 Term B Ends
May - 17	Spring 2021 Full Term Grades Due
May - 17	Spring 2021 Term B Grades Due
May- 18	SOP Faculty Meeting
May - 23	Commencement Date
May - 23	May Graduation Date
May - 24	Summer 2021 ABSN Term 1 Begins
May - 24	Summer 2021 ABSN Term 2 Begins
May - 26	Summer 2021 ABSN Term 2 Drop/Add, 100% Ends
May - 27-31	Summer 2021 ABSN Term 2 Roster Verification
May - 27	Summer 2021 ABSN Term 2 Withdrawal with 75% Refund Begins
May- 27	SON Faculty Meeting
May - 31	Memorial Day - Campus Closed
June - 01	Summer 2021 Full Term Begins
June - 01	Summer 2021 Term A Begins

June - 01	ELI Summer Session New Student Orientation
June - 1	Summer 2021 ABSN Term 1 Drop/Add, 100% Ends
June - 1	Summer 2021 ABSN Term 2 Withdrawal with 75% Refund Ends
June - 2-4	Summer 2021 ABSN Term 1 Roster Verification
June - 2	Summer 2021 ABSN Term 1 Withdrawal with 75% Refund Begins
June - 2	Summer 2021 ABSN Term 2 Withdrawal with NO Refund Begins
June - 03	Summer 2021 Term A Registration; Drop/Add, 100%Ends
June 04 - 08	Summer 2021 Term A Roster Verification
June - 04	Summer 2021 Term A Withdrawal with 75% Refund Begins
June - 07	Summer 2021 Full Term Registration; Drop/Add, 100%Ends
June - 07	ELI Summer Session Begins
June - 7	Summer 2021 ABSN Term 1 Withdrawal with 75% Refund Ends
June - 8	Summer 2021 ABSN Term 1 Withdrawal with NO Refund Begins
June 08 - 10	Summer 2021 Full Term Roster Verification
June - 08	Summer 2021 Full Term Withdrawal with 75% Refund Begins

June - 08	Summer 2021 Term A Withdrawal with 75% Refund Ends
June - 09	Summer 2021 Term A Withdrawal with 0% Begins
June - 14	Summer 2021 Full Term Withdrawal with 75% Refund Ends
June - 15	Summer 2021 Full Term Withdrawal with 0% Begins
June - 15	December 2021 Graduation Application Deadline
June - 17	Summer 2021 Census
June - 18	Summer 2021 Term A Last Day Withdrawal
June - 21	Summer 2021 ABSN Term 2 Last Day Withdrawal
July - 03	Summer 2021 Term A Ends
July 04 - 05	Independence Day - Campus closed
July - 06	Summer 2021 Term A Grades Due
July - 06	Summer 2021 Term B Begins
July - 08	Summer 2021 Term B Registration; Drop/Add, 100%Ends
July - 09	Summer 2021 Full Term Last Day Withdrawal
July 09 - 13	Summer 2021 Term B Roster Verification
July - 09	Summer 2021 Term B Withdrawal with 75% Refund Begins
July - 9	Summer 2021 ABSN Term 2 Ends

July - 12	Summer 2021 ABSN Term 3 Begins
July - 12	Summer 2021 ABSN Term 2 Grades Due
July - 13	Summer 2021 ABSN Term 1 Last Day Withdrawal
July - 13	Summer 2021 Term B Withdrawal with 75% Refund Ends
July - 14	Summer 2021 Term B Withdrawal with 0% Begins
July - 14	Summer 2021 ABSN Term 3 Drop/Add, 100% Ends
July - 15-18	Summer 2021 ABSN Term 3 Roster Verification
July - 15	Summer 2021 ABSN Term 3 Withdrawal with 75% Refund Begins
July - 19	Summer 2021 ABSN Term 3 Withdrawal with 75% Refund Ends
July - 20	Summer 2021 ABSN Term 3 Withdrawal with NO Refund Begins
July - 23	Summer 2021 Term B Last Day Withdrawal
July - 30	ELI Summer Session Ends
August - 07	Summer 2021 Full Term Ends
August - 07	Summer 2021 Term B Ends
August - 09	Summer 2021 Full Term Grades Due
August - 09	Summer 2021 Term B Grades Due
August - 9	Summer 2021 ABSN Term 3 Last Day Withdrawal

August - 27	Summer 2021 ABSN Term 1 Ends
August - 27	Summer 2021 ABSN Term 3 Ends
August - 30	Summer 2021 ABSN Term 1 Grades Due
August - 30	Summer 2021 ABSN Term 3 Grades Due
August - 31	August Graduation Date

Request Info

Visit Campus

Apply Now

Give

WebAdvisor
Brightspace
NDMU Navigate
Student Email
Library
Bookstore
Gator Hub
Faculty & Staff Self-Service
Careers

Compliance

Public Safety

Login

© 2020 Notre Dame of Maryland University. All rights Reserved.



4701 North Charles Street
Baltimore, Maryland 21210
410-435-0100

Contact Us

Map, Directions & Parking

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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. Notre Dame of Maryland University will recognize and accept transfer credit and conferred degrees from colleges and universities who are accredited by the following Regional Accrediting Bodies:

- Middle States Commission on Higher Education
- New England Association of Schools and Colleges
- Higher Learning Commission
- Northwestern Commission on Colleges and Universities
- Western Association of Schools and Colleges

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.

Conditional Admission

Applicants whose files lack official transcripts or official international course evaluations may be considered for conditional admission to Notre Dame of Maryland University by submitting unofficial documents at the time of application.

Students who have their final coursework in progress to complete a required degree for admission may also apply to be conditionally admitted. These students would need to submit unofficial or official transcripts showing final coursework in progress at the time of application. Prior to beginning their first term they would have to show final official transcripts with a degree conferral date or a letter from the registrar of their previous institution. This letter must include the students full name, course of study, final cumulative gpa, and degree conferral date.

All conditionally admitted students will also be required to maintain satisfactory academic progress requirements (https://ndm.edu/admissions-aid/financial-aid/how-keep-it/policies/satisfactory-academic-progress) during their first term, and submit any outstanding official documents prior to the end of their first term. Until all required official documents have been received, an administrative hold will be placed on the students account. This hold will block future registration beyond their first term.

Online Application

Materials should be directed to processing@ndm.edu or mailed to:

Notre Dame of Maryland University
Processing Center Theresa Hall 001
4701 North Charles Street
Baltimore, MD 21210

Inquiries should be made to the following:

School of Arts, Science, and Business

410-532-5131

School of Education

gradedu@ndm.edu

School of Nursing

ndmunurse@ndm.edu

School of Pharmacy

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

Back to top

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.
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.

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.

Back to top

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.
3. Two recommendation letters.
4. Official transcripts of all post-secondary education sent directly from those institutions.
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.

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. Completed graduate application.
3. Two recommendation letters.
4. Official transcripts of all post-secondary education sent directly from those institutions.
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.

Back to top

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

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 a 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 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.

Back to top

School of Education

For specific admission 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. Completed graduate application.
2. Official transcript(s) sent directly to the institution. 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 the United States should submit and 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: a) Pursuing a graduate program is a challenge that requires perseverance, good judgement and flexibility. Please provide an example of how you have exercised these three traits in your life. b) 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.

Additional Requirements: Master of Arts in TESOL

1. Completed graduate application.
2. Official transcript(s) sent directly to the institution. 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 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: a) Pursuing a graduate program is a challenge that requires perseverance, good judgement and flexibility. Please provide an example of how you have exercised these three traits in your life. b) 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.

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

Back to top

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. Completed graduate application.
2. Official transcripts from all previous colleges attended for community college, baccalaureate, and graduate course work. Send all transcripts directly to the institution.
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.

Back to top

Admission Criteria: Non-Degree Programs

School of Arts, Science and Business

Post-Baccalaureate Certificates in Business

Notre Dame offers Post-Baccalaureate Certificate programs in Leadership and Management, Leadership of

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

School of Education

Accelerated Certification for Teaching

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

1. Completed graduate application.
2. Official transcript(s) sent directly to the institution. 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 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: a) 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. b) 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 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.

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.

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 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 an 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. Completed graduate application.
2. Official transcripts from all previous graduate coursework. Send transcripts directly to the institution. 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.

Back to top

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;
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) a student has an undergraduate degree in English *or* b) 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 410-532-5123 or jerdman@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

Back to top

Registration for Non-Matriculants

Students may register as non-matriculants with the approval of an enrollment manager.

Students may be permitted to enroll in order to take graduate level courses for their own enrichment or to fulfill requirements.

By their signature on the 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 status.

Students registering as non-matriculants may later apply for admission to a degree seeking graduate program and will be considered for admission under the normal application process. There are no exceptions to this policy.

Registering through the non-matriculant process for graduate level courses does not guarantee admission to other graduate courses or to a graduate degree program.

Students may complete up to 9 graduate credits as a non-matriculant student.

Back to top

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. **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.

Back to top

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.

Back to top

WebAdvisor

WebAdvisor is an online tool for Notre Dame students and faculty. WebAdvisor data is real-time and enables 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 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 Academic Calendar. Changes in registration must be made during the drop/add period. Students may drop a class without academic record through the drop/add period in that particular term. Dropped courses do not appear on the student's transcript. Once the drop/add period ends, students may withdraw from (but not drop) a course. The deadline for withdrawing is published in the Academic Calendar. 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.

Back to top

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Academic Policies/Regulations

Academic Probation
Advising
Attendance
Auditing a Course
Children in the Classroom Setting
Communication and Email
Enrollment Status by Number of Credits
Grades
Grade Appeals
Graduation
Honor Code
Honor Societies
Incomplete Grade
Matriculant Status and Leave of Absence
Online Learning
Repeating a Course
Roster/Enrollment Verification
Study Abroad
Withdrawing from a Course
Withdrawing from a Program

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.

Back to top

Advising

Students are advised by one of the professional academic advisors or Graduate Program Coordinators and as needed by faculty. Students are informed of future class schedules, changes of policy and other matters of interest through their Notre Dame email account, the University website 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.

Back to top

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;

• familiar with and to adhere to the written attendance policies pertaining to their specific School or 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 her\his attendance problems are related to a disability (short term, long term or temporary) 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:

Back to top

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.

Back to top

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.

Back to top

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 or Moodle, 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.

Back to top

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.*

Back to top

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.

Back to top

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.

Back to top

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. Students completing a Certificate program (other than CASE) will file a certificate completion application with the Registrar's Office to initiate the completion process. Filing the certificate completion application will initiate a formal review of credits to verify certificate requirements have been met. The fee must accompany the 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 or certificate 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.

Back to top

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 admission 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.

Back to top

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.

Back to top

Incomplete Grade

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 in writing 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.

Back to top

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. Normally, a Leave of Absence is requested for one semester. Student may not request a Leave of Absence for an entire academic year. Leave of Absence requests should be submitted before the start of the semester for which the leave is requested. A Leave of Absence for a particular semester may not be requested once that semester has begun. 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.

Back to top

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.

Back to top

Roster/Enrollment Verification

At the start of each new semester and part of term within a semester, following add/drop period, all faculty assigned to courses that bear credits, are required to verify student enrollment and participation.

Roster/Enrollment Verification (REV) is a process for checking student enrollment in courses at the start of the semester and verifying their attendance. In face-to-face (in-classroom) courses, this is done through taking attendance during the Roster/Enrollment Verification period. However,

in online courses, student enrollment cannot be checked so easily, although it is still required. See the FRC for activities that may be completed to ensure REV is completed. In general, all students need to attend and participate in their courses within 72 hours of the course start date, or contact their professor to make attendance arrangements.

Roster/Enrollment Verification (REV) is tied to a student's eligibility for Federal financial aid and to ensuring there is no financial aid fraud taking place. In short, if students are not enrolled and attending classes, they are not eligible for Federal financial aid. Faculty should make sure student attendance is accurately verified on or before the REV deadline. If a faculty member verified attendance at the start of the REV period, they should double-check that all students' attendance and participation has been accurately recorded on the last day to ensure they did not miss a student or record them inaccurately.

Back to top

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.

Back to top

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.

Back to top

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.

Back to top

Withdrawal from the University & Resignation

The University reserves the right to request at any time the withdrawal of a student for reasons of poor scholarship or unsatisfactory conduct or non-attendance. Students who voluntarily withdraw from the University must submit an institutional withdrawal form. An institutional withdrawal can only be processed after a student has been dropped, withdrawn or graded for all registered sections.

Resignation is reserved for student who for medical or other significant reasons, need to withdrawal from a semester after the end of the withdrawal period and before the last day of the semester. To determine eligibility for resignation please contact the Office of Accessibility and Health Promotions.

Failure to attend classes does not constitute a resignation. Resignation eliminates a student's enrolled hours, but not the student's financial obligations. A resignation includes the withdrawal of all enrolled courses in the term for which a resignation is effected.

Caution: Withdrawing from courses may have an adverse effect on financial aid, scholarships, loan deferments, athletic eligibility, health insurance, veteran's benefits, degree requirements, or other areas. Students considering course drops or resignation should first check with their advisor, College, and Enrollment Services to determine if this is really their best option.

Back to top

4701 North Charles Street
Baltimore, Maryland 21210

410-435-0100
Map It

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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 (PreK - 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 Supervision
    - Gifted 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

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

410-435-0100
Map It

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Accessibility and Health Promotion

The Office of Accessibility and Health Promotion delivers services designed to assist students in maximizing successful participation in college life and in promoting their well-being--academically, socially, emotionally, spiritually and physically.

Services and resources include:

- **Accessibility and Disability Support Services:** We are committed to supporting equal opportunity access for those with disabilities.
- **Health & Wellness Promotion:** We offer education, activities and Student Health 101 resources that encourage making healthy choices and building positive habits.
- **Health Services:** NDMU offers a University-sponsored student injury and illness plan.

Notre Dame of Maryland University is committed to providing reasonable accommodations and equal access to its programs and services for people with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Procedures to Register for Disability Support Services

1. Appointment

Make an appointment with the Director of Accessibility and Health Promotion to discuss your request to register with Disability Support Services. It is the responsibility of the student to initiate the appointment. It is recommended to schedule with the Office of Disability Support Services several weeks before classes begin.

Request an Appointment

Call directly at 410-532-5401

2. Documentation

Submit documentation of your disability from a certified professional or medical provider.

Services can be accessed when a student provides the Director of Accessibility and Health Promotion with documentation from a certified professional (e.g. director of special education,

audiologist, psychologist, licensed counselor, physician) that describes the specific disability. The student will be asked to provide the most current documentation of the student's disability. Students requesting accommodations must have a disability as defined by Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA). If the student does not have sufficient documentation, the student may be requested to seek further evaluation/documentation from a certified professional. This information must be sent or provided directly to the Director of Accessibility and Health Promotion. All shared information is confidential.

Additional Details on Documentation Guidelines

3. Meet

Meet to discuss accommodations; after the submission of paperwork, the student will be contacted by the Director of Accessibility and Health Promotion to schedule a meeting to discuss accommodations through an interactive process. An appropriate accommodation plan will be developed to share with professors.

An accommodation must be considered reasonable. An accommodation is not considered reasonable if:

- It is a direct threat to the health or safety of other; or
- It is a substantial or fundamental change in an essential element of curriculum or there is a substantial alteration in the manner in which services are provided.

Examples of services offered may include but are not limited to the following:

- Alternative testing arrangements as needed (e.g. extended time, use of a computer, distraction-free environment)
- Scribe for notes
- Access to recorded books
- Audio capture of lectures
- Interpreting services
- Referral to appropriate services
- Assistive technology
- Accessible housing
- Advocacy
- Counseling
- Meal plan accommodations

4. Receipt of Accommodation Letters

The student obtains accommodation letters and submits the letters to professors. It is the student's responsibility to share the accommodation letter with appropriate faculty members. The

Director of Accessibility and Health Promotion, Office of Disability Support Services, will consult with instructors on an as needed basis to provide clarity regarding auxiliary supports/services and accommodations. The discussion of student auxiliary supports/services and accommodations with faculty focuses on the appropriate implementation of said accommodations in the classroom; the nature of a student's disability is not disclosed and remains confidential.

5. Responsibilities

It is the student's responsibility to make an appointment with the Director of Accessibility and Health Promotion each semester to request and develop a current accommodation plan. Reasonable accommodations will not be provided without an updated letter each semester and reasonable accommodations are not retroactive.

Auxiliary Supports/Services and Accommodations

Following the submission of accommodation letters to faculty, the following should be noted:

- If a student's reasonable accommodation is for a note taker, it is recommended the student let the instructor know as early as possible. DSS will provide a letter to the student which will need to be presented to the instructor. The instructor will make an anonymous announcement regarding the need for the note taker and offer a financial stipend. It is up to the student whether the student would like to remain anonymous or identify herself or himself to the note taker.
- For alternative test taking procedures, it is the student's responsibility to submit the accommodation letter at least 48 hours prior to an exam so that arrangements can be made in a timely fashion. Additionally, the student should notify the instructor immediately if there is a scheduling conflict so that the student and the professor can coordinate a mutually agreeable time to schedule the exam. Arrive on time for your exam; otherwise, if you are tardy your accommodations for extended time can't be guaranteed or implemented appropriately.
- If a student uses a laptop, software programs, or any other assistive technology to take an exam, notify the instructor a week in advance so that arrangements can be made.
- In order to receive alternative textbooks in a timely manner it will be necessary to let DSS know several weeks in advance so that the publisher can be notified. Contact DSS for instructions on how to proceed with obtaining text books in alternate format.
- If a student is having challenges with accommodations and would like steps to take for resolving issues contact the Director of Accessibility and Health Promotion and read about steps for grievances.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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 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
- Graduate Level State Scholarships
- Policies
- Rights and Responsibilities
- TEACH Grant Program

Baltimore, Maryland 21210

410-435-0100

Map It

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Application Process

Obtain an 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.

Back to top

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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** for detailed information by student type.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Graduate Level State Scholarships

Considered to be gift aid, scholarships are an attractive way to pay for college because they do not have to be repaid. Awards may range from a few hundred dollars to paying full tuition.

The following are State Scholarships offered through Notre Dame of Maryland University:

Graduate Nursing Faculty Scholarship

- Available to registered nurses who are pursuing the graduate education necessary to be considered qualified nursing faculty at a Maryland higher education institution with the commitment of sponsorship and faculty mentoring from the Dean or Director of a School of Nursing.
- Equals the amount of tuition and mandatory fees not to exceed $13,000 per academic year ($6,500/semester, fall and spring) and will be prorated for part-time recipients. The award is renewable for a maximum amount of $26,000. Award recipients may request summer funding, as long as the total amount of funding for the academic year does not exceed $13,000. *Summer funding requests must be in writing and be received by MD Office of Student Financial Assistance by April 1 of each year.* Summer awards are subject to the availability of funds.
- Award is not based on financial need.
- Apply Online

Graduate and Professional Scholarship

- Available to degree-seeking graduate students pursuing a master's degree in nursing and Pharmacy students
- The minimum award is $1,000 per year and the maximum award is $5,000 per year. Funds may not be available to award all eligible students.
- Financial need is required.
- Office of Financial Aid will award eligible students randomly.

Edward T. Conroy Memorial Scholarship Program

Applicants must meet one of the following requirements to eligible:

- Applicants must be the son, daughter, stepchild or surviving spouse (who has not remarried) of a member of the U.S. Armed Forces who died or suffered a serviced connected 100% permanent disability as a result of military service.
- Applicant must be a veteran who suffers a service-connected disability of 25% or greater as a result of military service and has exhausted or is no longer eligible for federal veterans' education benefits.
- Applicants must be the son, daughter, stepchild, or surviving spouse (who has not remarried) of a victim of the September 11, 2001 terrorist attacks who died as a result of the attacks on the World Trade Center, the Pentagon, or the crash of the United Airlines Flight 93.
- Applicant must be a POW/MIA of the Vietnam Conflict or his/her son, daughter or stepchild.
- Applicant must be the son, daughter, stepchild, or surviving spouse (who has not remarried) of a state or local public safety employee or volunteer who died in the line of duty or who was 100% disabled in the line of duty.
- Applicant must be a state or local public safety employee or volunteer who was 100% disabled in the line of duty.
- Son or daughter or surviving spouse (who has not remarried) of a school employee who, as a result of an act of violence either died in the line of duty or sustained an injury in the line of duty that rendered the school employee 100% disabled.

NOTE: Applicants must be Maryland resident, with the exception of a spouse, son or daughter if a Maryland state or local public safety employee killed in the line of duty.

Award Amount: Equal to tuition and fees, not to exceed $10,900.

How to Apply: Applications are sent from the Office of Financial Aid via NDMU email and are available **online**.

NOTE: Award is not based on financial need

Deadline: Applications must be submitted to the Office of Financial Aid by July 15.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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
- Satisfactory Academic Progress

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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.

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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 Johns 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.

410-435-0100

Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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.

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

410-435-0100
Map It

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Disbursement of Funds

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

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

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

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

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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.

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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 their 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 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.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Rights and Responsibilities

Student Rights

Students have the right to:

1. Know what financial aid programs are available at Notre Dame of Maryland University;
2. 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. Know the deadlines for submitting applications for each financial aid program available;
4. Know what portion of the financial aid was received that must be repaid - if 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. Know how the school determines whether a student is making satisfactory progress, and what happens if they are not; and
6. Request an explanation of the various programs in their aid package.

Student Responsibilities

Students Must:

1. Monitor their NDMU email account and respond to requests from the Office of Financial Aid;
2. Reapply for aid every year;
3. Complete all application forms accurately and submit them on time - there are no exceptions as this is a federal mandate,
4. 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. 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. Read and Understand all forms requiring their signature and for keeping copies of all documentation;

7. Accept responsibility for all signed agreements;
8. Be aware of NDMU's refund procedures and the consequences of withdrawing from classes;
9. Report any change in their status to the Office of Financial Aid;
10. Report any financial aid received from outside sources to the Office of Financial Aid;
11. Use any financial aid granted to solely for educational expenses related to Notre Dame of Maryland University;
12. Perform the work that is agreed upon in accepting a federal work-study award; and
13. Repay all student loans whether or not they graduate or complete their Program of Study.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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.

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.

The 2019 deadline for all TEACH Grant recipients to submit documentation of completed teaching service or to certify intent to satisfy the service obligation is October 31, 2019. This annual certification deadline is separate from the starting in 2019, in October, students (TEACH recipients) will be contacted by the Financial Aid Office to tell students how to submit documentation of progress towards completing the TEACH Grant Service Obligation, or the Certification of intent to satisfy the Service obligation. If this is not submitted, all TEACH Grants will be converted to Direct Unsubsidized loans.

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 (Doc)

High-need fields include:

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

See additional information 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 Website. 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.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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

Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Online Learning

Online learning

Online learning at Notre Dame of Maryland is facilitated across two course/learning management systems (C/LMS): Joule and Moodle.

Joule facilitates online courses and online programs with course sections beginning with 90 and ending with 99. Therefore, when a student registers for a course with a section in the 90s they should be aware that this course would be facilitated as either a hybrid or fully online course using Joule. Students will need to obtain a Joule username and password and navigate to Joule.

Moodle facilitates online courses and online programs with course sections designated with OL. Therefore, when a student registers for a course with a designation OL, they should be aware that this course would be facilitated as either a hybrid or fully online course using Moodle. Students will need to obtain a Moodle username and password and navigate to Moodle.

Students who are enrolled in fully online programs are typically using the Moodle system and students engaged in both online and on-campus courses that are hosted as a campus program typically will use Joule. This will be designated by the student classification. OL student classifications are Moodle users, non OL student classifications are Joule users.

On a limited occasion a student may be permitted to cross modalities, meaning an OL student may be permitted to enroll in a 90s section or an on-campus face-to-face course, or an on-campus student permitted to enroll in an OL course section. Such cross modality enrollments are limited to four (4) during a student's program tenure. Students are required to obtain permission to cross modalities from their advisor, chair, or academic dean. Once a student crosses modalities four times, the Registrar will place a modality hold on their account. This modality hold will halt any further cross modality enrollments.

Students may change student type only one time during their academic program tenure. This means that an OL student may request to change their classification and become an on-campus student or an on-campus student may request to change their classification and become an on OL student. Once a student type is changed, it cannot be changed back until the program is

completed or a student fully withdrawals (separates) from the University for more than one academic year.

The student classification determines the tuition charged for enrollment, despite modality. Meaning, an OL student who crosses modalities and enrolls in an on-campus course will be charged the OL credit hour tuition for the on-campus course, or the on-campus student who elects to enroll in an OL course will be charged the on-campus tuition for the OL course. The Business Office charges tuition based upon student type.

If a student decides to change student type moving from an OL classification to an on-campus classification or on-campus classification to a OL classification, the student is required to work with an advisor and the registrar's office to ensure these changes are recorded in the student account resulting in proper tuition and registration charges. It is the student's responsibility to ensure his or her student classification is accurately coded in WebAdvisor.

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Student Records

All official academic records of all students, past and present, are housed in the 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 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.

Back to top

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.

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.

Back to top

Additional Academic Files

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.

Back to top

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.

Back to top

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.

Back to top

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.

Back to top

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.

Back to top

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.

Back to top

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 descendant. 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.

Back to top

Personally Identifiable Information (PII)

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)

Directory Information

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 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.

Back to top

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 agencies/organizations;
- 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

Back to top

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

Back to top

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.

Back to top

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Tuition and Fees for 2020-2021

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)	**$38,295.00***
Part-Time (1-11 credits per term) per credit hour	**$950.00**
Consolidated Fee	
Full-Time	**$1,380.00**
Registration And Technology Fee Per Term (Non-Refundable)	**$195.00**
Room and Board*	**$12,566.00**

NB: Credit and debit card payments will include a 2.85% 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

Per credit hour (Non-Nursing)	**$495.00**
Registration and Technology Fee per term (Non-Refundable)	**$195.00**
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 2.85% 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	**$195**
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	**$195.00**
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	**$570.00**
PhD	**$600.00**
Registration/Technology Fee	**$195.00**

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.

Miscellaneous Fees

Lab Fee (per class)	**$30**
Appied Music Fee (per credit)	**$350**
Graduation Fee	**$200**
Certificate Completion Fee	**$75**
Transcript Fee (per transcript)	**$10**
Prior Learning Assessment Credit Recording Fee (per credit)	**$10**
Prior Learning Assessment Challenge Exam Fee (per course)	**$100**
Prior Learning Assessment Portfolio Evaluation Fee (1st course)	**$250**
Prior Learning Assessment Portfolio Evaluation Fee (each additional)	**$125**
Residential Parking Fee (per year)	**$100**

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Veterans Affairs

Thank you for your extraordinary contributions and sacrifices as a member of the armed services. We understand the challenges of transitioning from service member to student, and we are committed to ensuring you have a positive experience at NDMU.

Whether you are a traditional student studying full-time in the Women's College or a working professional studying part-time in the College of Adult Undergraduate Studies, the University has a long history of providing quality educational programs that meet the needs of all students.

Enroll with VA Education Benefits

1. Apply to the University.
2. Once admitted, obtain an Application for Program of Education Form (VA form 22-1990) from the Department of Veterans Affairs or the VA representative in the Business office.
3. Submit a copy of the completed application to the Business office.
4. You must be registered for classes before enrollment certification can be sent to the Buffalo Regional Processing Center.
5. Additional payment and/or fees for the balance after VA education benefit disbursement are the student's responsibility.
    1. While waiting for VA education benefit disbursement students will not:
        1. Be assessed late fees
        2. Be prevented from enrolling
        3. Be required to secure alternative or additional funding
        4. Be denied access to any school resources

Financial Aid for Veterans and Dependents

Students, Veterans, and Dependents are eligible for various grants, scholarships and tuition assistance. Refer to the Updated GI Bill.

Additional Programs

Maryland Army National Guard Tuition Waiver Program

NDMU is pleased to be a “Partner in Education” with the Maryland National Guard through its Tuition Waiver Program. In addition to available Guard benefits, service men and women are eligible for:

- 50% tuition waiver for undergraduate courses
- 25% tuition waiver for graduate courses

How to Apply

1. Apply to NDMU
2. Complete the State Tuition Waiver form
3. Have your Unit Commander sign the letter
4. Present the approved tuition waiver to the business office and display valid military ID

Some program limitations may apply.

Yellow Ribbon Program

Notre Dame proudly participates in the Yellow Ribbon Program and has committed $4,000 for up to 10 full-time undergraduate students each year, which is matched by the VA.

Learn more about the Yellow Ribbon GI Education Enhancement Program, a provision of the Post-9/11 Veterans Educational Assistance Act of 2008.

Troops to Teachers

As an approved provider of teacher certification in Maryland, Notre Dame also participates in the Troops to Teachers program.

The program provides a link between active duty and veteran armed service members who desire to pursue a career in education by providing:

- Counseling
- Financial Assistance
- Placement Assistance

Troops to Teachers is a federal program funded by the Department of Education and administered by the Department of Defense through the Defense Activity for Nontraditional Education Support (DANTES).

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)
- Post-baccalaureate Certificate in English Literature
- Post-baccalaureate Certificate in Latin
- Post-baccalaureate Certificate in Leadership and Management
- Post-baccalaureate Certificate in Leadership of Nonprofit Organizations
- Post-baccalaureate Certificate in Risk Management (online)

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

410-435-0100
Map It

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MA in Art Therapy

Art Therapy Department

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

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 focuses on engagement with theory and processes of Art Therapy. Study weaves together counseling and psychological theory and techniques toward distinct art psychotherapy practices. This is coupled with rich practical understanding of the creative process and facility with art materials and methods aimed at advancing healing and growth for clients.

The MA in Art Therapy was designed with an intentional focus 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 and/or national credentialing 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 planning to practice locally 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 licensing exam required. 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 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 knowledge, psychomotor skills, and affective behavior learning domains that have been defined by the 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 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 culminates 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 first complete the General Application for Graduate Admission, including the general essay, and submission of all transcripts for verification of prerequisites needed. Prerequisites are as follows:

- 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.

If contacted for an interview, the applicant will be expected to then provide the following:

1. A statement of purpose in APA format detailing: affinity for working with people; motivation for pursuing a 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 those not exclusively created as assignments preferred.

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

Curriculum (64 credits)

ATP-501 History and Theory of Art Therapy (3)
ATP-502 Ethics and Legal Issues (3)
ATP-503 Human Development (3)
ATP-504 Art Therapy/Counseling (3)
ATP-505 Internship I (1)
ATP-506 Internship II (1)
ATP-507 Assessment (3)
ATP-508 Psychopath: Art & Diagnosis (3)
ATP-509 Process: Art Therapy & Counseling (3)
ATP-510 Techniques & Materials (3)
ATP-511 Child & Adolescent (3)
ATP-512 Internship III (1)
ATP-513 Art Psychotherapy & Trauma (3)
ATP-514 Group Process (3)
ATP-515 Research Methods (3)
ATP-516 Substance Abuse (3)
ATP-517 Marital & Family Art Therapy (3)
ATP-518 Internship IV (1)
ATP-519 Social & Cultural Diversity in Therapy (3)
ATP-520 Art Therapy and Transformative Social Justice (3)
ATP-521 Career Counseling (3)

ART-509 Graduate Experience in Photography (3)
ART-510 Graduate Experience in Ceramics (3)

Courses

ART-509 Graduate Photography Workshop

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

ART-510 Graduate Ceramics Workshop

Provides students with the opportunity to 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. As an advanced studio course for graduate art therapy students, methodologies in support of ways in which ceramics can be brought into the narrative, self-expressive realm, advancing the basics of handbuilding methods, will be emphasized. [3 credits]

ATP-501 History and Theory of Art Therapy

Explores the rich underpinnings of the field of Art Therapy predating its formal establishment as a discipline, including psychiatric interest in spontaneous image creation and the relationship to behavior, psychiatric condition, and expression of experience. Through examination of historical texts and theory, as well as examination of contemporary literature and research in the field, students will gain understanding of the history and development of the discipline of Art Therapy and how it is practiced today within clinical and community based settings. 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. Prerequisite: Enrolled in Graduate Art Therapy Program (MA). [3 credits]

ATP-502 Professional Ethics and Legal Issues

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

ATP-503 Human Development and Art Therapy

Examines the stages of human 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 les for assessing and considering how atypical development might be therapeutically addressed. Students will additionally consider the influences of culture upon an individual or family's growth and development. Students will gain and demonstrate understanding of development as a continuum and clients' capacity for growth within the continuum across the lifespan. Prerequisite: Enrolled in Graduate Art Therapy Program (MA). ATP-502 taken previously or concurrently. [3 credits]

ATP-504 Art Therapy in Counseling

Explores various theoretical approaches including 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 counselor's 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. Prerequisite: Enrolled in Graduate Art Therapy Program (MA). ATP-501 taken previously or concurrently. [3 credits]

ATP-505 Internship I

Engages student in an initial embedded practicum field experience comprised of observation and clinical practice of art therapy in an appropriate setting in regular consultation with a site supervisor and faculty supervisor. Following successful completion of this initial fieldwork (100 hours), student seamlessly begins official internship within the same setting, including

enhanced clinical practice opportunities extended over time under continued on-site supervision. Weekly individual supervision is provided directly at the Internship site in addition to weekly group supervision provided at the university by art therapy faculty for shared learning and clinical consultation. Prerequisite: Enrollment in the Graduate Art Therapy Program. ATP-501 and ATP-504 will be taken prior or concurrently. [1 credit]

ATP-506 Internship II

Engages student in a continuation of the field experience undertaken in Internship I. Internship II steadily builds upon initial skills and supports the student toward developing competency in diagnostic formulation and treatment planning; conducting individual and co-developing group art therapy sessions; effective observational, listening, and communication skills, including documentation and presentation; diversity issues; and evaluation of the dynamics of the treatment milieu and the role of art therapy within the setting. Skills development in these areas is steadily promoted through continued on-site clinical supervision. Weekly, individual clinical supervision is provided directly at the internship site by a licensed art therapist (LCPAT) or related licensed mental health professional. On campus, students will benefit from further integration of knowledge and skills during the seminar course taught by art therapy faculty. Prerequisite: ATP-505 and technical standards as evaluated by the Program Director; enrolled in the Graduate Art Therapy Program (MA). Corequisites: ATP-508 and ATP-509 prior to or concurrently. [1 credit]

ATP-507 Assessment, Testing and Evaluation

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 rudimentary statistical concepts will be included. Attention will also be given to cultural, ethical, developmental, and legal consideration in administration and interpretation of art therapy and related mental health assessments and exams. Skills will be demonstrated for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments. Prerequisite: Enrolled in the Graduate Art Therapy Program (MA). [3 credits]

ATP-508 Psychopathology: Art and Diagnosis

Examines major categories of psychiatric diagnoses using the Diagnostic and Statistical Manual (DSM) multiaxial system, as well as theories of psychopathology. Students will engage further through examination of relevant literature and develop skills involved in the evaluation of potential art-based

and behavioral indicators of mental disorders and the process of differential diagnosis. 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 the course, as well as ongoing conceptual developments in neuroscience. Prerequisite: Enrolled in the Graduate Art Therapy Program (MA). [3 credits]

ATP-509 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 practice counseling skills through course based role play opportunities and will explore and practice incorporating art therapy skills within the practice of establishing and developing the therapeutic relationship. This integration will challenge students 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-504, Art Therapy in Counseling and enrolled in the Graduate Art Therapy Program (MA). [3 credits]

ATP-510 Creative Techniques and Materials of Art Therapy

Explores traditional and non-traditional art therapy. Experiential study of current research, including the Expressive Therapies Continuum, regarding the properties and effects of art processes and materials and their use in treatment with particular client populations will be undertaken. Students will integrate psychological properties and stimulus potential of a wide range of art materials with skills in the provision of art making processes and materials in an ethical, safe, and culturally informed way. Discussion of technology applications relevant to art therapy will be included. Consideration of best practices for adaptation of materials and methods for greater accessibility in work with individuals with disabilities will be incorporated. Contraindications for use of various materials and methods and the benefits and contraindications of public display of client art will also be explored. Additionally, through this course and engagement with varied media, students will explore personal and professional artistic identity and personal symbolic language. Prerequisite: Enrolled in Graduate Art Therapy Program. [3 credits]

ATP-510 Creative Techniques and Materials

Explores traditional and non-traditional art
art therapy. Experiential study of current

research, including the Expressive Therapies Continuum, regarding the properties and effects of art processes and materials and their use in treatment with particular client populations will be undertaken. Students will integrate psychological properties and stimulus potential of a wide range of art materials with skills in the provision of art making processes and materials in an ethical, safe, and culturally informed way. Discussion of technology applications relevant to art therapy will be included. Consideration of best practices for adaptation of materials and methods for greater accessibility in work with individuals with disabilities will be incorporated. Contraindications for use of various materials and methods and the benefits and contraindications of public display of client art will also be explored. Additionally, through this course and engagement with varied media, students will explore personal and professional artistic identity and personal symbolic language. Prerequisite: Enrolled in Graduate Art Therapy Program. [3 credits]

ATP-510 Creative Techniques and Materials

Explores traditional and non-traditional art art therapy. Experiential study of current research, including the Expressive Therapies Continuum, regarding the properties and effects of art processes and materials and their use in treatment with particular client populations will be undertaken. Students will integrate psychological properties and stimulus potential of a wide range of art materials with skills in the provision of art making processes and materials in an ethical, safe, and culturally informed way. Discussion of technology applications relevant to art therapy will be included. Consideration of best practices for adaptation of materials and methods for greater accessibility in work with individuals with disabilities will be incorporated. Contraindications for use of various materials and methods and the benefits and contraindications of public display of client art will also be explored. Additionally, through this course and engagement with varied media, students will explore personal and professional artistic identity and personal symbolic language. Prerequisite: Enrolled in Graduate Art Therapy Program. [3 credits]

ATP-510 Creative Techniques and Materials

Explores traditional and non-traditional art art therapy. Experiential study of current research, including the Expressive Therapies Continuum, regarding the properties and effects of art processes and materials and their use in treatment with particular client populations will be undertaken. Students will integrate psychological properties and stimulus potential of a wide range of art materials with skills in the provision of art making processes and materials in an ethical, safe, and culturally informed way. Discussion of technology applications relevant to art therapy will be included. Consideration of best practices for adaptation of materials and methods for greater accessibility in work with individuals with disabilities will be incorporated. Contraindications for use of various materials and methods and the benefits and contraindications of public display of client art will also be explored. Additionally, through this course and engagement with varied media, students will explore personal and professional artistic identity and personal symbolic language. Prerequisite: Enrolled in Graduate Art Therapy Program. [3 credits]

ATP-511 Art Therapy with Children and Adolescents

Explores the practical, theoretical, and ethical considerations involved in treating diverse children and adolescents using art therapy in a variety of clinical and educational settings. Appraisal of developmental level, identification of clinical treatment issues through administration of the Kramer assessment, and application of art therapy techniques specifically designed for children and adolescents of varying ability will be the focus of coursework. Crisis and trauma informed art therapy interventions for children and adolescents, as well as appraisal of self-harm and suicidal

indicators in the art and behaviors of children and adolescents will also be addressed. Prerequisite: Enrolled in the Graduate Art Therapy Program. [3 credits]

ATP-512 Internship III

Engages student in a continuation of professional competency development begun during the first academic year of graduate study linked to seminar courses Internship I and II. Within a new, second academic year placement, Internship III focuses on advancing skills in continued domains and supports the student toward advancing competency in: diagnostic formulation and informed, collaborative treatment planning; critically constructing, conducting, and evaluating outcomes of art therapy treatment; critical observational and listening skills; clear, professionally collaborative communication skills, including facilitation of art based dialogue, documentation and presentation; cultural considerations; and critical evaluation of the dynamics of the treatment milieu and maintaining the role of art therapy within the setting. Skill development in these areas is steadily promoted through continued on-site clinical supervision. Weekly, individual clinical supervision is provided directly at the internship site by a licensed art therapist (LCPAT) or related licensed mental health professional. On campus, students will benefit from further integration of knowledge and skills during the seminar course taught by art therapy faculty. Prerequisites: ATP-501, ATP-502, ATP-503, ATP-504, ATP-505, ATP-506, ATP-507, ATP-508, APT-509 and enrolled in the Graduate Art Therapy Program. Students will take ATP-514, Group Therapy Techniques in Art Therapy andATP-513, Art Psychotherapy and Trauma prior or concurrently with course. [1 credit]

ATP-513 Art Psychotherapy & Trauma

Provides a specialized examination of the theory, biopsychosocial underpinnings, and treatment of trauma-related issues and disorders. Various forms of trauma will be defined and the science of and personal impacts of traumatic stress will be explored. Study of art-based indicators of trauma and treatment through art therapy, will be central, introducing students to trauma-informed art therapy practice that integrates body-mind through the creative process and imagery. Culturally informed modalities and methods will be highlighted. Procedures for reporting and responding to acute crisis will be addressed. The importance of self-care for the professional will also be a focus. Prerequisite: ATP-508, Psychopathology: Art and Diagnosis and enrolled in the Graduate Art Therapy Program. [3 credits]

ATP-514 Group Therapy Techniques in Art Therapy

Develops students' skills toward integrating theory, processes, and dynamics of group work to form and facilitate ethically and culturally responsive art therapy groups. Principles of group purpose,

design, and goal setting as related to the population served will be a focus. Group dynamics, therapeutic factors, member roles, leadership, group composition including selection criteria, the essential communicative role of art within the group, and time-limited, as well as long term group processes will be explored. Course will include instructor facilitated experiential art therapy group practices integrating theory and practice, leading to students then taking on leadership roles in class to practice running groups and further examine group dynamics. Prerequisites: ATP-509, Process: Art Therapy and Counseling Techniques and enrolled in the Graduate Art Therapy Program. [3 credits]

ATP-515 Research Methods

Examines the purposes, methods, and cultural, legal, and ethical considerations of social science research in support of students demonstrating the requisite skills to design and conduct of study. Specific art-based research methodologies related to the field of art therapy will be taught, as well as qualitative, quantitative, and mixed method approaches. Additionally, the use of research to assess effectiveness of art therapy and mental health services will be explored. Students are expected to critically read and apply art therapy research literature to develop and submit a proposal to conduct art therapy research in accordance with university requirements, namely the IRB process. Prerequisites: ATP-507-50 Assessment, Testing and Evaluation and enrolled in the Graduate Art Therapy Program. [3 credits]

ATP-516 Art Therapy and Substance Use Disorder Counseling

Explores the application of art therapy when treating and supporting those struggling with substance use disorders and addiction. Students will be introduced to the etiology, theories, biophysical roots and risk factors, and treatment models specific to the field of substance use disorders counseling. Students will revisit and deepen practical knowledge of screening assessment for substance use disorders, as well as differential diagnosis supported by art process and product. Culturally sensitive art therapy techniques employed in the treatment of substance use disorders with adolescents and adults in a variety of treatment settings will be identified and explored. Instruction as to accessing and referral processes for community resources toward integrated, wellness-oriented care will also be included. Prerequisites: ATP-507, APT 508, ATP-509, ATP-510, ATP-511, ATP-513, ATP-514 and must be enrolled in the Graduate Art Therapy Program. [3 credits]

ATP-518 Internship IV

Engages student in a continuation of professional competency development begun during the first academic year of graduate study linked to seminar courses Internship I and II. Within the

second academic year placement, Internship IV continues and completes work begun in Internship III, focusing on advancing skills in continued domains and supporting the student toward competency in: diagnostic formulation and informed, collaborative treatment planning; critically constructing, conducting, and evaluating outcomes of art therapy treatment; critical observational and listening skills, including facilitation of art based dialogue, documentation, and presentation; cultural considerations; and critical evaluation of the dynamics of the treatment milieu and maintaining the role of art therapy within the setting. Skill development in these areas is steadily promoted and consolidated in this coutcomes course through continued on-site clinical supervision. Weekly, individual clinical supervision is provided directly at the internship site by a licensed art therpist (LCPAT) or related licensed mental health professional. On campus, students will benefit from further integration of knowledge and skills during the seminar course taught by art therapy faculty. Prerequisites: ATP-505, ATP-506, ATP-512 and technical standards as evaluated by the program Director; ATP-501, ATP-502, ATP-503, ATP-504, ATP-507, ATP-508, ATP-509, ATP-510, ATP-514, ATP-515 and enrolled in Graduate Art Therapy Program. Corequisites: ATP-517, ATP-601, ATP-519 prior or concurrently with this course. [1 credit]

ATP-519 Social and Cultural Diversity in Art Therapy

Engages student in experiential exploration of self with regard to one's own heritage, world view, attitudes and beliefs. This course will provide foundational knowledge for delivery of art therapy with diverse communities through study of cultural and social diversity theories and competency models, including The American Art therapy Association's Multicultural and Diversity Competencies. Diversity of help-seeking behaviors, artistic language, symbolism, and meaning in art and art process across cultures, as well as the role of arts in advocacy, collaboration, and conflict resolution work will be taught. Students will be encouraged to share their own cultural beliefs and attitudes in relation to the practice of art therapy and argue the critical role of art in advancing wellness within diverse communities. Exploration of current multicultural trends and issues, including identity development, privilege, oppression, and empowerment will also be included. Prerequisites: ATP-502, ATP-503 and enrolled in Graduate Art Therapy Program (MA). [3 credits]

ATP-520 Art Therapy and Transformative Practice for Social Justice

Engages students in thinking about the practice of art therapy within community-based settings serving marginalized, underserved, and/or oppressed polulations. Field visits to such settings will be included. Students will explore the psychosocial needs and sociocultural considerations involved in working with marginalized groups, further develop advocacy proposals created in the Social and Cultural Diversity course, and implement small scale art therapy-informed workshops or public art-actions designed to positively impact representation and access for identified groups. This course will

further prepare students for responsive, transformative social action art therapy practice. Prerequisites: ATP-514 and ATP-519.

[3 credits]

ATP-521 Career Counseling

Explores ethical and culturally relevant methods aimed at supporting clients to positively impact their career development through identification, engagement and development of aptitudes and skills. Students will be introduced to theories, models, and tools of career planning and decision making, as well as methods of assessment. Strategies for facilitating diverse clients' discernment of career paths that are well matched to lifestyle, roles, and health will be shared. Strategies for advocacy related to deverse clients' career and educational development development and opportunities in a global economy will also be addressed. This course shall satisfy a state licensing board requirement for art therapy graduate training. Prerequisites: ATP-502; ATP-503; ATP-504; ATP-507.

[3 credits]

ATP-601 Thesis Project Graduate Seminar

Integrates theoretical and clinical knowledge specific to the field of Art Therapy through creation of a culminating, in-depth project reflective of the literature and direction of current research in the discipline. Students will complete a thesis project using established research methods, such as quantitative, qualitative, mixed methods, or arts based, that demonstrates thorough integration of art-based clinical skills, art therapy theory, art therapy science, and art therapy practice. Students will also create a professional portfolio in support of their transition from student to professional practice. Prerequisites: ATP-501, ATP-502, APT-503, ATP-504, ATP-505, ATP-506, ATP-507, ATP-508, ATP-509, ATP-510, ATP-512, ATP-514, ATP-515. Corequisites: ATP-517, ATP-518, ATP-519 prior or concurrently with course. Enrolled in

Graduate Art Therapy Program (MA). [3 credits]

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MA in Contemporary Communication

Communication Arts Department

Degrees offered

Master's

Campuses

Main Campus
Southern Maryland Higher Education Center (SMHEC)

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-610 Social Media for Professionals (3)
COM-620 Public Relations Management (3)

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MA in English Literature

English Department
William A. Davis Jr., Ph.D., Chair
Kate Bossert, Ph.D.
Jeana DelRosso, Ph.D
Gene Farrington, Ph.D.
Margaret Ellen Mahoney, SSND, Ph.D.

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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) or BUS-651 Strategic Organizational Leadership (3)

Electives (9 Credits)

Students may complete 9 credits of coursework in any area of special interest in nonprofit management, business, economics, communications, knowledge management, computer studies, leadership, or project management, A list of possible elective courses are listed below.

NPM-501 Strategic Planning in the Nonprofit Sector (3)
NPM-551 Government – Nonprofit Relationships (3)
NPM-691 Master's Project Seminar II (3)
NPM-511 Topics in Nonprofit Management (3)
BUS-511 Topics in Leadership (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-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.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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

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

410-435-0100
Map It

Careers at NDM
Contact Us

Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MS 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, the world's largest public engineering, design, and construction management agency.

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 require 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 avoiding 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-605 Decision Making Under Uncertainty (3)
RIS-630 Ethics and Risk Governance (3)

BUS-502 Managing Together (3)
BUS-503 Adaptive Leadership (3)

It is recommended that all students begin with the first four courses listed above in sequence. 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 subject to the course schedule. This rigorous Program requires 15-20 hours per week per course.

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.

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

410-435-0100
Map It

Careers at NDM
Contact Us

Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Post-Baccalaureate Certificate in English Literatrue

Department

William A. Davis Jr., Ph.D., Chair
Kate Bossert, Ph.D.
Jeana DelRosso, Ph.D
Gene Farrington, Ph.D.
Margaret Ellen Mahoney, SSND, Ph.D.

Degrees offered

Certificate

Campuses

Main Campus

The Post-Baccalaureate Certificate in English Literature 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.

While comprehensive in scope, our curriculum has a distinct 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.

Curriculum (15-credits)

Required Courses

Select one of the following courses:

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

Electives

Students also complete four additional courses from among the following. The courses in Literary Movements provide breadth in literary history. Topics courses provide depth in a particular significant area.

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)

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

410-435-0100
Map It

Careers at NDM
Contact Us

Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Post-baccalaureate Certificate in Latin

Department

Degrees offered	Campuses
Certificate	Main Campus

Summary

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

Curriculum (18 Credits)

Required courses

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

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

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

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Post-baccalaureate Certificate in Leadership and Management

Business and Economics Department

Degrees offered	Campuses
Certificate	Main Campus

Summary

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

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

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

Curriculum (18 Credits)

Required Courses

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

Choose three courses from the following:

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

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

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

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Post-baccalaureate Certificate in Leadership of Nonprofit Organizations

Business and Economics Department

Degrees offered	Campuses
Certificate	Main Campus

Summary

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

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

Curriculum (18 Credits)

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

Required Course

NPM-531 Managing Financial Resources in Nonprofits (3)

Electives

Five courses selected from:

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

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

410-435-0100
Map It

Careers at NDM
Contact Us

Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Post-Baccalaureate Certificate in Risk Management

Department

Degrees offered

Campuses

This online program prepares participants to provide thoughtful, evidence-based approaches to reduce vulnerability; minimize risk to achieve organizational goals; and to acquire the knowledge and skills most in demand for careers in this growing field.

This non-degree, graduate-level certificate program is designed for students with a completed bachelor's degree and substantive professional experience that lends itself to developing risk expertise who desire further professional qualifications but are not seeking a full master's program, or who already have a graduate degree. Students 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.

For the certificate program, no graduate credits may be transferred from other accredited institutions.

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

School of Education

Course Descriptions

Initial Certification Programs

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

Advanced Certification Programs

- MA in Administration and Supervision for Changing Populations
- MA in Gifted and Talented Education
- MA in Leadership in Special Education
- MA in Leadership in Teaching
- MA in Leadership in Teaching: Administration and Supervision
- MA Leadership in Teaching: Digital Technology Leadership
- MA Leadership in Culturally Proficient Teaching
- MA in Leadership in Teaching: Library Media Specialist
- MA in Leadership in Teaching: Mathematics Instructional Leader
- MA in Leadership in Teaching: Literacy Specialist/Coach
- MA in Leadership in Teaching: Spanish
- MA in Leadership in Teaching: STEM
- MA in Leadership in Teaching: TESOL
- Certificate of Advanced Study in Education

Ph.D. Programs

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

Post-Master's Certifications

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

Certificate Programs

- Curriculum and Instruction
- Cultural Proficient Leadership
- Special Education: Exceptionalities
- Special Education: Dyslexia

Additional Resources

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

Baltimore, Maryland 21210

410-435-0100

Map It

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Accelerated Certification in Teaching

Education Department

Degrees offered

Dual-Degree

Campuses

Main Campus
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, Early Childhood Education, Secondary education in the following content fields: Business, Computer Science, English, History, Mathematics, Science, Social Studies, or Theatre, Special Education, and PreK-12 Education in Art, Music, ESOL and World Languages. 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 and PreK-12 Education candidates may also earn dual certification in Special

Education. Students may also earn dual certification in Secondary content areas, such as a dual certification in Secondary Math and Computer Science.

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.

Students who have been hired for full time teaching positions may be permitted to use their teaching position during the student teaching internship. This circumstance must be approved by both the university and the student's principal and students will still need to meet all internship requirements including observations, edTPA submission, assignments and portfolios.

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.

Each student will develop a plan of study with the ACT advisor upon admission. In addition to the coursework in education, 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. Students will also be required to complete and submit an edTPA portfolio during the internship semester.

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 fields and PreK-12 certification fields art, music and world languages

EDU-519 Human Development and Learning
EDU-538 English Language Learners for the Classroom Teacher
EDU-544 Educational Assessment
EDU-556 Technology for Instruction and Management
EDU-580 Reading and Writing in the Content Areas Part I
EDU-551 Reading and Writing in the Content Areas Part II
SPE-526 Special Education for the Classroom Teacher
Select one Methods of Teaching in Secondary School course from the following:

EDU-530 Art
EDU-531 English
EDU-532 World Languages
EDU-533 Mathematics
EDU-537 Science
EDU-539 Social Studies
Methods course for Business, Music, Theatre and Computer Science candidates chosen in collaboration with academic advisor
EDU-600 edTPA for Educators (1 credit per certification area)
EDU-601 Internship: Teaching in Secondary School or EDU 605 Internship: Student Teaching in Art

Required for Certification in Elementary Education

EDU-509 Processes and Acquisition of Reading
EDU-510 Elementary Reading Materials
EDU-511 Assessment of Reading
EDU-513 Science and Social Studies in the Elementary School
EDU-519 Human Development and Learning
EDU-538 English Language Learners for the Classroom Teacher
EDU-542 Instruction in Reading
EDU-556 Technology for Instruction and Management
EDU-592 Mathematics in the Elementary School
EDU-600 edTPA for Educators (1 credit per certification area)
EDU-602 Internship: Teaching in the Elementary School
SPE-526 Special Education for the Classroom Teacher

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-600 edTPA for Educators (1 credit per certification area)
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
SPE-526 Special Education for the Classroom Teacher
EDU-538 English Language Learners 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-551 Reading and Writing in the Content Areas Part II
EDU-556 Technology for Instruction and Management
EDU-580 Reading and Writing in the Content Areas Part I
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-600 edTPA for Educators (1 credit per certification area)
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, if seeking dual certification)

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-538 English Language Learners 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
EDU-592 Mathematics in the Elementary School (required if seeking dual certification with elementary education)
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-600 edTPA for Educators (1 credit per certification area)
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 if seeking dual certification.)

Required for certification in ESOL PreK-12

EDU-508 Issues in TESOL
EDU-545 Principles of Linguistics
EDU-546 Methods and Materials for Second Language Acquisition
EDU-547 Assessing Second Language Acquisition
EDU-548 Language Learning
EDU-586 Teaching Reading and Writing to Students with Limited English Proficiency
EDU-556 Technology for Instruction and Management
EDU-519 Human Development and Learning
SPE-526 Special Education for the Classroom Teacher
EDU-600 edTPA for Educators (1 credit per certification area)
EDU-611 Internship: ESOL

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. See description of internships EDU-601 through EDU-611 and SPE-601 under School of Education Course Descriptions.

For teachers already teaching full time in the appropriate content area, upon approval from NDMU and school staff, may complete internship requirements including observations in the classroom where

they are already a full-time teacher.

All interns must also register for EDU-600 edTPA for Educators during their internship semester. They should register for the section that has the number of credits that correlates with the number of initial certifications they will earn. For example, students earning an initial certification in Elementary Education must take the one credit EDU 600 course. Students earning a dual certification in Early Childhood and Elementary Education must take the two credit EDU-600 course.

Effective Fall 2019, all initial certification teacher candidates (including teachers of record) at Notre Dame of Maryland University are required to complete the edTPA in their content area; i.e., their planned area of certification. Thus a teacher candidates who is interning as an elementary teacher and planning to be certified as an elementary teacher would take the edTPA in Elementary Education. Teacher candidates who are pursuing more than one area of certification are generally expected to complete this assessment in their 'primary' content area.

The Maryland State Department of Education will require (effective July 1, 2025) all candidates who are seeking to become certified to pass the edTPA (or the PPAT) as part of new licensure requirements. Notre Dame of Maryland University opted to require the edTPA, an assessment that is more tailored to each content area than the more generic PPAT, as of Fall 2019.

Effective Fall 2020 NDMU will require all initial certification teacher candidates to achieve a minimum score based on the number of rubrics associated with each edTPA, i.e., 37 (for 15 rubric portfolios), 42 (for 18 rubric portfolios, or 34 (for 13 rubric portfolios), respectively. A minimum passing score is required for graduation from NDMU's School of Education. Additionally, all candidates will be required to fully and successfully participate in the online/face to face support process that is provided to teacher candidates during their internship experience. Moreover, they must have a completely scored portfolio in order to receive a passing grade for their Internship (also a graduation requirement). This edTPA requirement is an intensive one-credit (1 cr) requirement.

ACT Program Requirements

For admission to teacher certification programs, we look for candidates with a strong academic background and 3.0 or higher undergraduate GPA. Our admissions process doees take into account the whole candidate so a percentage of students with lower GPAs can be admitted to the program who show promise based on test scores, recommendations, and/or work experience.

- While enrolled in the program, an overall average of 3.0 or higher must be maintained;
- A "B" or higher in all methods courses, passing scores on Praxis Core tests (or MSDE-approved test or qualifying GPA of 3.0) are required for admission to student teaching.
- 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 and education courses prescribed in a student's Program of Study must be completed prior to the internship. Any liberal arts courses needed to fulfill certification requirements must be completed with a C grade or better 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) prior to the internship semester and Praxis II* exams required for the intended area(s) of certification prior to certification stamping. These are national teacher examinations required by the Maryland State Board of Education for Certification. Students will also be required to complete and submit an edTPA portfolio documenting work completed during the internship semester.

**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 World Languages 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. More information about these assessments can be found at www.languagetesting.com*

Courses

EDU-600 edTPA for Educators

This course is designed for education students going through their internship. It prepares them for the submission of the required national teaching portfolio. Students are mentored through the process by School of Education faculty mentors. [variable credit 1-2]

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Certificate of Advanced Study in Education

Education Department

Degrees offered

Certificate

Campuses

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

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-624 Dialects in American Schools (3)

EDU-665 Digital Game Based Learning and Design (3) **OR** EDU-676 Educational Applications of Multimedia (3)
EDU-674 Global and International Perspectives in Education (3)
EDU-697 Language and Intercultural Communication for Changing Populations (3)
EDU-698 Linguistic and Cultural Diversity (3)
EDU-722 Education and Policy Analysis for Changing Schools (3)
EDU-747 Learning, Language and the Brain (3)
EDU-760 Legislative and Legal Decisions Affecting Changing School Populations (3)
EDU-772 Changing School Population in Historical Perspective (3)
EDU-775 Democracy and Education: Philosophical Perspectives (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
- Cultural Proficient Leadership
- Gifted and Talented Education
- Library Media
- Literacy Specialist/Coach (Reading Specialist)
- Mathematics Instructional Leadership, Grades K-6 or Grades 4-9
- Special Education
- STEM, Grades preK-6
- TESOL
- Spanish

Courses

EDU-624 Dialects in American Schools

This advanced course examines the effects of linguistic variation in K-12 classrooms. Various factors will be analyzed that can result in linguistic variation, such as social class and ethnicity. Students examine nonstandard language varieties of English, including African American Vernacular English, and World English varieties. An important focus of the course will be effect of nonstandard English on

the development of literacy skills. The course will also address unique pedagogical strategies for teaching speakers of nonstandard varieties of English. Students will complete individual research projects, in which they analyze the language development of K-12 students. [3 credits]

EDU-665 Digital Game-Based Learning and Design

This course provides an overview of the learning theories, best practices, and classroom application models involved with incorporating educational games and simulations into learning environments. The use of current and emerging technologies found in the gaming arena will be explored and documented for classroom application. This course brings together cultural, business, government and technical perspectives on developing and integrating electronic gaming techniques and technologies to enhance and enrich learning. Course participants will develop an understanding of the current trends (technical and sociological) in computer and console gaming, and what can be learned and applied from the world of gaming to positively affect teaching and learning. They will also experience an authentic creative process when they explore the game design process. [3 credits]

EDU-674 Global and International Perspectives in Education

Prepares students for learning and teaching for the 21st century with new methodologies, new skills and new approaches in an increasingly interdependent world. These interdependencies include: international communications systems providing worldwide access to information, global economic situations that impact career and work, ideological contests that are global in nature and significance, and the challenge of global disparity in standards of living and access to resources. Inquiry into the nature of these interdependencies enables educators to make decisions impacting curriculum and instructional methodology appropriate for preparing all students for intelligent participation in the contemporary world. [3 credits]

EDU-676 Educational Applications of Multimedia

Provides an introduction to designing and planning multimedia projects in the K-12 setting through collaborative inquiry. Topics to be introduced include storyboarding, conferencing, video editing and incorporating multimedia elements into selected software programs. Students will read some of the latest research covering the impact of multimedia development on student achievement. [3 credits]

EDU-697 Language and Intercultural Communication for Changing Populations

Examines the nature of language as the instrument of communication that expresses cultural and societal modes of thinking, customs and values. Participants analyze their own and others' socio-cultural perceptions, values and behaviors in order to gain insight into student behaviors and develop strategies that facilitate effective instruction and learning for all students. The study of linguistic patterns enables teachers and other educational leaders to gain global insights into the role of language in fostering individual and cultural identity. This course focuses on sociolinguistics and the

social contexts in which language is used. [3 credits]

EDU-698 Linguistic and Cultural Diversity

Assists educators in better understanding the nature of language and language acquisition in the context of their relevance for education. First and second language acquisition will be studied in detail, primarily from a cognitive perspective with emphasis on the analysis of the diverse variables that play a role in language acquisition and how these affect literacy development. The focus of this course will be on the study of language development of K-12 students who are linguistic minority students, including those for whom Standard English is a second dialect and those for whom it is a second language. [3 credits]

EDU-722 Education and Policy Analysis for Changing Schools

Creates awareness of recurring issues and tensions inherent in providing educational opportunities in a democratic society. Examples are: impact of linguistic and cultural diversity on equity, ethical issues confronting teachers and policy-makers, tensions between individual and collective interests, limits of democratic authority and equality of educational opportunity in a democratic society. This course introduces the process by which such policies are accomplished: identifying context and relevant antecedents, framing of problems and solutions within policies, policy implementation and anticipating and responding to policy consequences. The course includes theoretical and applied readings on state and national policy issues as they affect the educational environment and the learning needs of mainstream and non-mainstream students. [3 credits]

EDU-747 Learning, Language and the Brain

Demonstrates how new brain imaging capabilities illustrate the ways the brain acquires knowledge and stores memories. This seminar course examines current brain-in action research and the insights this information provides for effective instructional practices with special manipulation. Students design, conduct and discuss research projects addressing aspects of brain functioning and the consequences for learning. [3 credits]

EDU-760 Legislative and Legal Decisions Affecting Changing School Populations

Applies analytical and legal reasoning skills to issues emerging from implementation of recent legislation setting standards for: achievement expectations for specific student populations, mandatory testing requirements, teacher quality and licensing, instruction for students for whom English is a second language and related issues. Using the case study approach, students apply the precedents established in previously studied landmark cases to cases and problems currently pending, or soon to come, before district courts and the Supreme Court. Emphasis is placed

on alternative dispute resolution in a wide variety of situations that present the possibility of litigation with focus on issues affecting changing student populations. [3 credits]

EDU-772 Changing School Population in Historical Perspective

Considers the immigrant experience as integral to major developments in the history of American education. The United States has been called "a nation of immigrants," and John Dewey has defined the school as a society in miniature. This course traces the influence waves of immigration have had on American attitudes and institutions of education from colonial times to the present as successive generations have responded to the pedagogical, economic and political implications inherent in the changing demographics of American schools. The course provides insights into the aims, challenges and priorities for curriculum and instruction as American schools have confronted such issues as learning differences, gender, race, ethnicity and social structures in changing populations of learners. The course traces the history of complex interactions as multicultural and multilingual students, teachers, staff, parents, community leaders and others have sought to create schools as learning communities. [3 credits]

EDU-775 Democracy and Education: Philosophical Perspectives

Analyzes the major philosophical perspectives that have formed and continue to inf luence American attitudes toward the enterprise of schooling and toward the roles and responsibilities of schools in the United States. Selections address education both as a public responsibility and as an individual pursuit. Students also examine the unique moral, ethical and educational issues raised by the linguistically and culturally pluralistic nature of society in the United States. Through reading, study, analytic discussion and reflection students identify more clearly their own philosophies of education with regard to serving non-mainstream learners and the ethical principles that guide their professional decisions. [3 credits]

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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*

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MA in Leadership in Special Education - Administration

Education Department

Degrees offered

Master's

Campuses

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

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 (36 Credits)

Required Courses (27 credits)

EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
EDU-556 Technology for Instruction and Management (3)
EDU-557 Leadership I Seminar (3)
EDU-560 Legal Issues for Teachers and Administrators (3)
EDU-563 Curriculum Development (3)
EDU-567 Learning Theory and Practice (3)

EDU-569 Supervision: Empowering Teachers (3)
EDU 688 Practicum: School Administration and Supervision Part I (3)
EDU 690 Practicum: School Administration and Supervision Part II (3)

Elective Options (9 credits)

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)

Courses

EDU-543 Reading, Analyzing and Interpreting Educational Research

Provides an interactive learning environment that will enable students to acquire knowledge, skills and abilities required for the analysis, interpretation and evaluation of educational research. In addition, the course will enable students to cultivate the skills necessary for engaging in their own creative and meaningful research. [3 credits]

EDU-556 Technology for Instruction and Management

Introduces learners to technology as a tool for classroom instruction and management. Students will be given opportunities in planning, designing and producing projects that meet the instructional needs of students. The projects encompass skills in word processing, video, Web pages, multimedia and other technologies. Students examine online information services and the integration of technology into the curriculum and practice. [3 credits]

EDU-557 Leadership Seminar I

Analyzes various models of leadership and explores societal and personal assumptions about leadership. Students investigate key elements of effective leadership and raise questions from several cultural viewpoints. Participants will be encouraged to integrate and apply diverse leadership perspectives in order to enhance their leadership abilities and strengthen their capacity to lead as educational professionals. [3 credits]

EDU-560 Legal Issues for Teachers and Administrators

Surveys the fundamental legal principles and issues which affect public and private education. They

will become acquainted with the American legal process and basic legal terminology. Using the case study approach to contemporary education law, students will become familiar with the diversity of legal issues that affect educators' professional lives. [3 credits]

EDU-563 Curriculum Development

Considers the forces driving quality curriculum development. This course examines how different groups, issues, ideologies and research have influenced what and how children have been taught historically. Attention will be focused on recent reform literature directed at schools and its likely impact on curriculum. Current political, economic, demographic and academic trends will be studied. The process for curriculum design will be examined and applied as students develop a sample guide using the class as a workshop group. The course concludes with an analysis of future curriculum needs and the role of educators in bringing about needed changes. [3 credits]

EDU-567 Learning Theory and Practice

Evaluates theories of learning from cognitive, physiological and affective perspectives as a basis for effective instructional practice. Research into the theoretical basis for learning and higher level thinking skills is applied to educational planning, implementation, and evaluation. [3 credits]

EDU-569 Supervision: Empowering Teachers

Examines the developmental supervisory approach for teachers and support staff. Key elements of effective supervision are investigated and applied to school situations through reading, exercises, and videos. Knowledge of adult learning, interpersonal skills, and alternative supervisory practices according to varying developmental levels are stressed. Empowerment can be a motivational tool and lead to increased performance. Thus, strategies for empowering teachers and support staff are included in this course as a key requirement for supervisors. [3 credits]

EDU-688 Practicum: School Administration and Supervision Part I

Begins the first phase of a year-long internship in school administration and supervision. This course blends leadership theory and practice and focuses on the ongoing professional growth and development of students by assisting them to improve leadership skills, techniques and behaviors that are related to effective school leadership. Students participate in an in-school practicum experience with their assigned administrators. Specific experiences will address various dimensions of effective school leadership (visionary leadership, instructional leadership, organizational leadership, community leadership, ethical leadership and political leadership). A seminar class complements the in-school practicum experience. Seminar readings and discussions focus on the conceptualization, planning, and management of innovation and change. Students are required to develop an analytic project in which they identify a particular problem and plan an effective strategy. Students are supervised, assessed and evaluated by a college supervisor and a school administrator. Prerequisite: 21

completed credits. [3 credits]

EDU-690 Practicum in School Administration and Supervision Part II

Initiates the second phase of the year-long internship in school administration and supervision. This course is designed as a culminating experience for students preparing for Administration and Supervision Certification. The course blends leadership theory with practice and focuses on the ongoing professional growth and development of students by assisting them to improve leadership skills, techniques and behaviors which are related to effective school leadership. Students participate in an in-school practicum experience with their assigned administrators. Specific experiences are planned to enable the student to gain direct experience of the administrator's roles in the daily operation of a school. Specific experiences will address various dimensions of effective school leadership (visionary leadership, instructional leadership, organizational leadership, community leadership, ethical leadership and political leadership). This internship is taken following the successful completion of EDU-688 Practicum: School Administration and Supervision Part I. Students are supervised, assessed and evaluated by a college supervisor and a school administrator. Prerequisites: EDU-688 with a minimum grade of B. Permission of the chair of the education department. [3 credits]

SPE-518 Behavior Is Language

Gives the learner a new perspective on student behavior and effective tools to facilitate positive student change. It provides a developmental framework to help the learner understand what students are trying to communicate through the "language" of their behavior. Topics covered include behavioral techniques and intervention strategies that remediate disruptive behaviors, reduce power struggles while increasing classroom control, reduce educator workload, and help prevent burnout. After successfully completing this course, the educator and his/her students will be better equipped to find and implement creative, effective solutions to behavioral problems. [3 credits] http://www.virtualeduc.com/cnd/

SPE-530 Attention Deficit Disorder

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course will help the learner achieve a better understanding of ADD and intervention strategies to facilitate positive student change. This course covers the history of the disorder, accepted methods to assess and identify students with the disorder, and various methods, medications, and strategies that are currently used to treat it. For situations in which services beyond what can be provided in the classroom are required, the referral process for getting help for the student will be addressed. Reference materials include a list of resources for both teachers and parents who would like more help or information about ADD or ADHD. [3 credits] NOTE: This course includes a final case study paper in addition to the

assignments in the syllabus. [3 months]

SPE-531 Autism and Asperger's Disorder

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course describes Autism and Asperger's Disorder, including characteristics of these disorders, associated learning styles, communication weaknesses, and various intervention strategies. The course helps the learner make sense out of why individuals with Autism spectrum disorders behave the way they do, and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who want more help or information on Autism and Asperger's Disorder. [3 credits] NOTE: This course includes a final case study paper in addition to the assignments in the syllabus.

SPE-533 Understanding Aggression

A self-paced or online course, designed to give you an understanding of the framework or an need for creating supportive learning environments for diverse learning populations. This course includes topics on violence, aggression in the classroom, youth gangs, aggression in sports and on television, how drugs and alcohol play a role in aggression and violence, and "hot spots" that tend to breed aggression and violence. It is designed to help school personnel become more aware of the causes of aggression and ways to evaluate it and intervene before it turns to violence in the schools. The course also discusses aggression in our communities through driving, dating, sports, television, and music, and how these issues are dealt with in modern society. [3 credits]

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MA in Leadership in Special Education - Exceptionalities

Education Department

Degrees offered

Master's

Campuses

Main Campus
Anne Arundel Community College
Eastern Shore Higher Education Center (ESHEC)
Southern Maryland Higher Education Center (SMHEC)
Online

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 (36 credits)

Required Courses (21 credits)

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-556 Technology for Instruction and Management (3)
EDU-563 Curriculum Development (3)

Elective Options (15 credits)

SPE-518 Behavior is Language (3)
SPE-531 Autism and Asperger's Disorders (3)
SPE-590 Foundation of Literacy I:Stu with Dyslexia (3)
SPE-591 Foundation of Math I:Math as Language (3)
SPE-592 Foundation of Literacy II:Moving Beyond the Basics (3)
SPE-593 Integration of Learning Strategies and Executive Function Skills (3)

Courses

EDU-543 Reading, Analyzing and Interpreting Educational Research

Provides an interactive learning environment that will enable students to acquire knowledge, skills and abilities required for the analysis, interpretation and evaluation of educational research. In addition, the course will enable students to cultivate the skills necessary for engaging in their own creative and meaningful research. [3 credits]

EDU-556 Technology for Instruction and Management

Introduces learners to technology as a tool for classroom instruction and management. Students will be given opportunities in planning, designing and producing projects that meet the instructional needs of students. The projects encompass skills in word processing, video, Web pages, multimedia and other technologies. Students examine online information services and the integration of technology into the curriculum and practice. [3 credits]

EDU-557 Leadership Seminar I

Analyzes various models of leadership and explores societal and personal assumptions about leadership. Students investigate key elements of effective leadership and raise questions from several cultural viewpoints. Participants will be encouraged to integrate and apply diverse leadership perspectives in order to enhance their leadership abilities and strengthen their capacity to lead as educational professionals. [3 credits]

EDU-560 Legal Issues for Teachers and Administrators

Surveys the fundamental legal principles and issues which affect public and private education. They

will become acquainted with the American legal process and basic legal terminology. Using the case study approach to contemporary education law, students will become familiar with the diversity of legal issues that affect educators' professional lives. [3 credits]

EDU-563 Curriculum Development

Considers the forces driving quality curriculum development. This course examines how different groups, issues, ideologies and research have influenced what and how children have been taught historically. Attention will be focused on recent reform literature directed at schools and its likely impact on curriculum. Current political, economic, demographic and academic trends will be studied. The process for curriculum design will be examined and applied as students develop a sample guide using the class as a workshop group. The course concludes with an analysis of future curriculum needs and the role of educators in bringing about needed changes. [3 credits]

EDU-567 Learning Theory and Practice

Evaluates theories of learning from cognitive, physiological and affective perspectives as a basis for effective instructional practice. Research into the theoretical basis for learning and higher level thinking skills is applied to educational planning, implementation, and evaluation. [3 credits]

EDU-569 Supervision: Empowering Teachers

Examines the developmental supervisory approach for teachers and support staff. Key elements of effective supervision are investigated and applied to school situations through reading, exercises, and videos. Knowledge of adult learning, interpersonal skills, and alternative supervisory practices according to varying developmental levels are stressed. Empowerment can be a motivational tool and lead to increased performance. Thus, strategies for empowering teachers and support staff are included in this course as a key requirement for supervisors. [3 credits]

SPE-518 Behavior Is Language

Gives the learner a new perspective on student behavior and effective tools to facilitate positive student change. It provides a developmental framework to help the learner understand what students are trying to communicate through the "language" of their behavior. Topics covered include behavioral techniques and intervention strategies that remediate disruptive behaviors, reduce power struggles while increasing classroom control, reduce educator workload, and help prevent burnout. After successfully completing this course, the educator and his/her students will be better equipped to find and implement creative, effective solutions to behavioral problems. [3 credits]
http://www.virtualeduc.com/cnd/

SPE-531 Autism and Asperger's Disorder

A self-paced or online course, designed to give you an understanding of the framework of and need

for creating supportive learning environments for diverse learning populations. This course describes Autism and Asperger's Disorder, including characteristics of these disorders, associated learning styles, communication weaknesses, and various intervention strategies. The course helps the learner make sense out of why individuals with Autism spectrum disorders behave the way they do, and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who want more help or information on Autism and Asperger's Disorder. [3 credits] NOTE: This course includes a final case study paper in addition to the assignments in the syllabus.

SPE-591 Foundations of Math I: Understanding Math as a Language

This course is designed to help teachers deliver content to best teach students with language or math-based learning differences. The course focuses on creating a foundation of conceptual understanding, building number sense, developing visual-spatial skills, and promoting procedural fluency. The growth of these skills becomes the bedrock for guiding students to acquire mathematical language. Like our alphabet, math is a symbolic language that needs to be carefully taught using direct instructional techniques. [3 credits]

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MA in Leadership in Teaching

Education Department

Degrees offered

Campuses

Main Campus

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 areas of specialization for the Master of Arts in Leadership in Teaching:

Master of Arts in Leadership in Teaching

- Administration and Supervision
- Cultural Proficiency Leadership
- Digital Technology Leadership
- TESOL
- Library Media Specialist

- Literacy Specialist/Coach (Reading Specialist)
- Mathematics Instructional Leader
- Spanish
- 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 that 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.

Master of Arts in Leadership and Teaching

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.

Curriculum (36 Credits)

Required Courses (30 credits)

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: (3 credits)

EDU-577 Internet in Teaching and Learning (3)
EDU-665 Digital Game Based Learning and Design (3)

Select one of the following: (3 credits)

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

Master of Arts in Leadership in Teaching: Cultural Proficiency

This Master's program and MHEC-approved certificate is designed to analyze issues and trends promoting equity and excellence for all students in America's Schools. Candidates will critically examine their personal, social belief systems related to education, and learn to facilitate open dialogue about equity and excellence in their schools and school systems as equity leaders. Courses will focus on theoretical frameworks that address meeting the academic, social, and emotional needs of culturally and linguistically diverse students. Culturally relevant pedagogy, critical race theory,

intersectionality theory, and language and linguistic acquisition theories will provide the frameworks for the analysis and application of effective pedagogical strategies. *Certificate Programs also available.*

Curriculum (36 Credits)

Required Courses (36 credits)

EDUC-510 Introduction to Cultural Proficiency and Educational Equity (3)
EDUC-511 Culturally Relevant Pedagogy (3)
EDUC-514 Critical Race Theory in Education (3)
EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
EDU-557 Leadership Seminar I (3)
EDU-563 Curriculum Development (3)
EDU-567 Learning Theory and Practice (3)
EDU-569 Supervision: Empowering Teachers (3)
EDU-624 Dialects in American Schools (3)
EDU-665 Digital Game-Based Learning and Design (3)
EDU-674 Global and International Perspectives in Education (3)
EDU-698 Linguistic and Cultural Diversity (3)

Master of Arts in Leadership in Teaching: Digital Technology

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 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 of Study includes a variety of choices. *Certificate Programs also available.*

Curriculum (36 Credits)

Leadership Core (12 credits)

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

Technology Core (18 credits)

EDU-543 Reading, Analyzing, and Interpreting Educational Research (3)
EDU-XXX Educational Leadership and Technology: Preparing School Administrators for the Digital Age (3)

EDU-609 Instructional Tools for Digital Learning (3)
EDU-619 Practicum in Educational Technology Integration (3)
EDU-665 Digital Game-Based Learning and Design (3)
EDU-XXX Technology Systems in Schools (3)

Electives (6 credits)

EDU-577 The Internet in Teaching and Learning (3)
EDU-608 Teaching the Digital Generation in the Globalized Age (3)
EDU-614 The Online Learning Environment: Design and Implementation (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.

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, PreK-6 or 4-9

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 national and Common Core State Standards. *Certificate programs also available.*

Students who have earned a Master's degree and desire to obtain and endorsement 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 for Elementary School Educators(3)
MAT-542 Number and Relationships for Elementary School Educators (3)
MAT-543 Geometry and Measurement for Elementary School Educators (3)
MAT-544 Data Analysis and Probability for Elementary School Educators (3)
MAT-545 Patterns and Algebraic Thinking for Elementary School Educators (3)
MAT-546 Algebra for Elementary School Educators (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)

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: Literacy Specialist/Coach (Reading Specialist)

The Literacy Specialist/Coach (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 (33 credits)

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

EDU-556 Technology for Instruction and Management (3)
EDU-557 Leadership Seminar I (3)
EDU-567 Learning Theory and Practice (3)
EDU-584 Teaching Writing in Elementary and Middle Schools (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 (3 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.

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-544 Educational Assessment (3)

LSP-503 Spanish and Technology (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 (3)
LSP-501 Advanced Methods of Teaching Spanish (3)

Elective Courses (6 credits)

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

Curriculum (36 Credits)

Required Courses (33 credits)

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)
EDST-506 Introduction and Exploration of Design, Technology, and Engineering: Content and Instruction Strategies (3)
EDST-508 Technology for STEM Educators (3)
EDU-557 Leadership Seminar I (3)
EDU-567 Learning Theory and Practice (3)
EDU-583 Special Topics in Mathematics Education (3)
ENV-560 Sustainability for Teachers K-8 (3)
PHY-561 Space and Earth Science for Teachers K-8 (3)

PHY-562 Physical Science for Teachers K-8 (3)

Elective Courses (3 credits)

ENV-561 Methods of Teaching Interdisciplinary Environmental science (3)
ENV-562 Exploring the Local Environment Field Study (3)
EDS-505 Methods for Teaching STEM in the Early Childhood Classroom (PreK-2) (3)

Additional Resources

- Administration and Supervision
- Digital Technology Leadership
- Library Media Specialist
- Mathematics Instructional Leader
- Literacy Specialist/Coach (Reading Specialist)
- Spanish (Major, Minor)
- STEM

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

410-435-0100
Map It

Careers at NDM
Contact Us

Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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

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

410-435-0100
Map It

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

Careers at NDM
Contact Us

Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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)
EDST-508 Technology for STEM Educators (3)
EDU-557 Leadership Seminar I (3)
EDU-567 Learning Theory and Practice (3)
EDU-583 Special Topics in Mathematics Education (3)
ENV-560 Sustainability for Teachers K-8 (3)
PHY-561 Space and Earth Science for Teachers K-8 (3)
PHY-562 Physical Science for Teachers Prek-8 (3) for Teachers K-8 (3)

Electives
ENV 561 Methods of Teaching Interdisciplinary Environmental science
ENV 562 Exploring the Local Environment Field Study
EDST 505 Methods for Teaching STEM in the Early Childhood Classroom (PreK-2)

410-435-0100

Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MA in Teaching

Education Department

Degrees offered

Master's

Campuses

Main Campus
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, Music, or World languages (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 World Languages 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. 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 (PreK-3)**, 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.

Back to top

Programs of Study

Master of Arts in Teaching (MAT) students pursue the program on a full-time or a part-time basis. 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.

For admission to teacher certification programs, we look for candidates with a strong academic background and 3.0 or higher undergraduate GPA. Our admissions process does take into account the whole candidate so a percentage of students with lower GPAs can be admitted to the program who show promise based on test scores, recommendations and/or work experience. The candidate and his/her advisor prepare and approve a Program of Study designed to meet certification requirements.

The following degree requirements pertain to all MAT candidates:

- completion of all courses with an overall GPA of 3.0 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 or qualifying GPA of 3.0submitted prior to undertaking the internship;
- passing score on the Praxis II exam(s) specified for the expected area of certification, submitted prior to certification stamping;
- attainment of a grade of B or better in the internship course required for certification;
- completion of an e-portfolio to demonstrate competency in teaching. Students will also be required to complete and submit an edTPA portfolio during the internship semester; and,
- each student must complete at least 36 graduate credits. Up to six credits of relevant graduate course work at the B level may be transferred from other accredited institutions, with the approval of the Dean of the School of Education.

This Program is available at the Southern Maryland Higher Education Center (SMHEC) as well as on the Baltimore Campus.

Curriculum

Core Courses taken by all content fields

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

Secondary Education

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

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

EDU-520 Curriculum and Instruction in Secondary Schools*
EDU-530 Art, PreK-12 (3)*
EDU-531 English (3)*
EDU-532 World Languages (3)*
EDU-533 Mathematics (3)*
EDU-537 Science (3)*
EDU-539 Social Studies (3)*

Student Teaching—select one from the following:

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

Elementary Education

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

Early Childhood with Elementary Education

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

Taken concurrently with EDU-602

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

Special Education with Elementary or Secondary Education

Reading courses must be completed for appropriate grade level of certification

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

---

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

410-435-0100
Map It

Careers at NDM
Contact Us

Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MA in Teaching English to Speakers of Other Languages

Education Department

Degrees offered	Campuses
Master's	Main Campus

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 (MA 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 (MA 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 (PreK-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.

PreK-12 Concentration

The PreK-12 Concentration prepares students to teach ESOL in U.S. public schools (grades PreK-12). Candidates pursuing the PreK-12 concentration will complete a 39-credit Program of Study including a year-long student teaching internship in a Maryland public school.

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.

MA in TESOL (Initial PreK-12 Certification) (39 Credits)

Curriculum (39 credits)

EDU-508 Issues in TESOL (3)
EDU-519 Human Development and Learning (3)
EDU-543 Reading, Analyzing and Interpreting Educational Research (3) OR EDU-604 Analytic, Reflective and Research Seminar
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 Techniques of Teaching Reading & Writing to English Language Learners (3)
EDU-596 English Grammar for ESL Teachers (3)
EDU-600 edTPA for Educators (1)
EDU-611 Internship (5)
SPE-526 Special Education for the Classroom Teacher (3)

MA in TESOL (Post-Secondary Education)

Curriculum (33 Credits)

EDU-508 Issues in (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 (3)*

*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.

MATESOL program requirements:

For admission to teacher preparation programs, we look for candidates with a strong academic background and 3.0 or higher undergraduate GPA. Our admissions process does take into account the whole candidate so a percentage of students with lower GPAs can be admitted to the program who show promise based on test scores, recommendations, and/or work experience.

- The following degree requirements pertain to all MATESOL candidates:
- completion of all courses with an overall GPA of 3.0 or higher;
- attainment of a grade of B or better in the methods course EDU 546;
- attainment of a grade of B or better in the internship or practicum course;
- candidates for PreK-12 teacher certification must pass Praxis Core tests (or MSDE-approved test or qualifying GPA of 3.0) prior to the internship and Praxis II exams required for ESOL certification prior to certification stamping. These are national teacher examinations required by the Maryland State Department of Education for Certification. Students will also be required to complete ePortfolio assignments and submit an edTPA portfolio documenting work completed during the

internship semester.

Effective Fall 2019, all initial certification teacher candidates (including teachers of record) at Notre Dame of Maryland University are required to complete the edTPA in their content area; i.e., their planned area of certification. Thus, a teacher candidate who is interning as an elementary teacher and planning to be certified as an elementary teacher would take the edTPA in Elementary Education. Teacher candidates who are pursuing more than one area of certification are generally expected to complete this assessment in their 'primary' content area.

The Maryland State Department of Education will require (effective July 1, 2025) all candidates who are seeking to become certified to pass the edTPA (or the PPAT) as part of new licensure requirements. Notre Dame of Maryland University opted to require the edTPA, an assessment that is more tailored to each content area than the more generic PPAT, as of Fall 2019.

Effective Fall 2020 NDMU will require all initial certification teacher candidates to achieve a minimum score based on the number of rubrics associated with each edTPA, i.e., 37 (for 15 rubric portfolios), 42 (for 18 rubric portfolios, or 34 (for 13 rubric portfolios), respectively. A minimum passing score is required for graduation from NDMU's School of Education. Additionally, all candidates will be required to fully and successfully participate in the online/face to face support process that is provided to teacher candidates during their internship experience. Moreover, they must have a completely scored portfolio in order to receive a passing grade for their Internship (also a graduation requirement). This edTPA requirement is an intensive one-credit requirement.

Courses

EDU-508 Issues in TESOL

Introduces students to the field of TESOL by providing an overview of instructional programs and approaches for teaching English as a second language to students from K-12 to postsecondary levels. The course includes bilingualism, legal and political trends as they pertain to ESL students in various educational settings, and the impact of state and national initiatives, such as the Common Core State Standards and ESSA, on ESL students and TESOL. [3 credits]

EDU-519 Human Development and Learning

Explores selected aspects of human development related to learning and instruction. Major psychological concepts and learning theories will be examined and applied to the context of education. Emphasis will be placed on understanding cognitive and affective domains of development as well as

behavior management, motivation, individual differences in learning and instructional practices. Includes reflection, classroom activities, educational philosophy and class-room instruction. [3 credits]

EDU-543 Reading, Analyzing and Interpreting Educational Research

Provides an interactive learning environment that will enable students to acquire knowledge, skills and abilities required for the analysis, interpretation and evaluation of educational research. In addition, the course will enable students to cultivate the skills necessary for engaging in their own creative and meaningful research. [3 credits]

EDU-545 Principles of Linguistics

Provides an introduction to the scientific study of language. The course presents an historical overview of the major schools of thought in linguistics, followed by a discussion of current theory as it relates to the major subfields of linguistics, syntax, semantics, phonology and phonetics. This course serves as a prerequisite for all other linguistics courses in the TESOL program. [3 credits]

EDU-546 Methods and Materials for TESOL

Aims to familiarize students with methods and materials available to the ESL teacher. Students analyze a wide variety of methods, with emphasis on currently accepted methodology. Different kinds of materials are examined in detail, including authentic materials. Students will also explore technological resources available to the ESL teacher. [3 credits]

EDU-547 Assessing Second Language Acquisition

Introduces the student to various assessment techniques that are used in ESL teaching. Students examine various traditional testing techniques, along with more recently developed alternative methods for assessing second language learning, focusing on the four language skills, reading, writing, listening and speaking, as well as communicative competence in general. In addition, students evaluate relevant high-stakes testing for ESL students. [3 credits]

EDU-548 Language Learning

Examines current theory in language acquisition from psycholinguistic and sociolinguistic perspectives. Theoretical principles as they relate to second language acquisition are analyzed, including their application to second or foreign language teaching. Subtopics include sociocultural factors, including issues of identity and power, individual language learning styles and strategies, and the impact of age and native language on (second/foreign) language learning. [3 credits]

EDU-556 Technology for Instruction and Management

Introduces learners to technology as a tool for classroom instruction and management. Students will be given opportunities in planning, designing and producing projects that meet the instructional needs of students. The projects encompass skills in word processing, video, Web pages, multimedia and other technologies. Students examine online information services and the integration of technology into the curriculum and practice. [3 credits]

EDU-586 Techniques of Teaching Reading and Writing to English Language Learners

Familiarizes students with the approaches, methods and techniques appropriate for the teaching literacy skills to English Language Learners (ELLs). Special topics such as language-specific rhetorical styles and integration of reading and writing in the content areas will also be discussed. Students evaluate and design appropriate classroom materials. [3 credits]

EDU-595 Teaching Practicum

Provides an internship experience in TESOL education in a post-secondary setting in the United States or in an EFL program abroad. [3 credits]

EDU-596 English Grammar for ESL Teachers

Analyzes the grammar of American English in detail with an emphasis on areas of English grammar that tend to present problems for EFL students. Students learn how to teach grammar, including how to contextualize grammar instruction in thematic lessons. Included will be a discussion of how grammar instruction fits into current trends in language teaching. [3 credits]

EDU-600 edTPA for Educators

This course is designed for education students going through their internship. It prepares them for the submission of the required national teaching portfolio. Students are mentored through the process by School of Education faculty mentors. [variable credit 1-2]

EDU-611 Internship TESOL

Provides a full-time internship in TESOL education in public schools. Gradual introduction into teaching. Builds upon and extends activities of the clinical field experiences in observing and analyzing student behaviors; learning about the school; establishing professional relationships with students, parents, staff; observing and analyzing teaching. Interns begin by planning and teaching

specific skills (for example, the inquiry method) with one or more classes, analyze progress with the guidance of the supervising teacher, and gradually assume responsibility for the entire teaching schedule. Interns are expected to demonstrate skill in: long range and daily planning, uses of technology, use of teaching strategies identified in the Maryland Instructional Frameworks (critical thinking, problem solving, inductive thinking, questioning, reading and writing for meaning, constructing meaning), and in instructing and assessing English language development for students of other languages with limited English proficiency. Supervision by master teacher and college supervisor. [2-5 credits] NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the Education Department.

EDU-697 Language and Intercultural Communication for Changing Populations

Examines the nature of language as the instrument of communication that expresses cultural and societal modes of thinking, customs and values. Participants analyze their own and others' socio-cultural perceptions, values and behaviors in order to gain insight into student behaviors and develop strategies that facilitate effective instruction and learning for all students. The study of linguistic patterns enables teachers and other educational leaders to gain global insights into the role of language in fostering individual and cultural identity. This course focuses on sociolinguistics and the social contexts in which language is used. [3 credits]

EDU-698 Linguistic and Cultural Diversity

Assists educators in better understanding the nature of language and language acquisition in the context of their relevance for education. First and second language acquisition will be studied in detail, primarily from a cognitive perspective with emphasis on the analysis of the diverse variables that play a role in language acquisition and how these affect literacy development. The focus of this course will be on the study of language development of K-12 students who are linguistic minority students, including those for whom Standard English is a second dialect and those for whom it is a second language. [3 credits]

SPE-526 Special Education for the Classroom Teacher

Addresses the rights of special needs students, legal foundations, the attitudes and needs of parents and the responsibilities of educators. Explores characteristics of exceptionalities. Designed for the classroom teacher, this course stresses strategies for inclusion and adaptations for the regular classroom. Includes discussions with professionals. [3 credits]

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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

Department

Degrees offered	Campuses
Ph.D	

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-608 Teaching the Digital Generation in the Globalized Age
EDU-697 Launguage and Intercultural Communication for Changing Populations (3)
EDU-715 Educator as a Change Leader (3)
EDU-772 Changing Populations in Historical Perspective (3)
EDU-775 Democracy and Education: Three Philosophical Perspectives (3)

Higher Education Courses

EDU-722 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)

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

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 Vice President of Academic Affairs/Provost.

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

Dissertation

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

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 successfullycompleted all required courses, passed the written and oral comprehensive examinations, and be Good Academic 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 Vice President of Academic Affairs/Provost to select a Dissertation Committee (a Chair and two readers) who are subsequently appointed by the Vice President.

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

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

expected to submit a proposal to the School of Education Ph.D. Committee within two years of passing comprehensive examinations. If a student fails to submit a proposal within this timeline, he/she must appeal to the Vice President for Academic Affairs/Provost for an extension of time.

Advancement to Candidacy

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

Submission of the Dissertation

The candidate submits drafts of the dissertation to the dissertation advisor and readers for suggestions and review throughout the process of research and writing. When the candidate, advisors, and readers agree the dissertation is ready for final review by the School of Education Ph.D. Committee, the candidate submits required copies to the Vice President of Academic Affairs/Provost. 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 Vice President of Academic Affairs/Provost schedules the dissertation defense. Manuscripts that do not follow the format expectations set forth in the Dissertation Handbook will not be accepted.

Dissertation Defense

The candidate defends the dissertation before a Committee formed by the Vice President of Academic Affairs/Provost 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 Vice President of Academic Affairs/Provost for an extension of time.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Ph.D. in Higher Education Leadership for Changing Populations with concentration in Occupational Therapy (online)

Department

Degrees offered	Campuses
Ph.D	Online

Summary

The online Ph.D. in Higher Education Leadership for Changing Populations with a concentration in Occupational Therapy is designed for professionals with an OTD or a Master's degree in OT who plan to be an administrator or teacher in OT programs or who wish to prepare for additional advancement in the field. This is a 54-credit program. Candidates may transfer up to 9 credits in Occupational Therapy to the degree.

Curriculum

9 credits in Occupational Therapy transferred

EDU805 Curriculum for Changing Populations (3 credits)

EDU772 Changing Populations in Historical Perspective (3 credits)

EDU802 Organization and Governance in Higher Education (3 credits)

EDU803 Assessment, Evaluation and Accreditation (3 credits)

EDU715 Leaders as Change Agents (3 credits)

EDU775 Democracy and Education: Philosophical Perspectives (3 credits)

EDU703 Methods of Qualitative Research (3 credits)

EDU804 Finance, Philanthropy, Budget & Strategic Planning Process in Higher Education (3 credits)

EDU697 Lang/Intercultural Communication/Changing Populations (3 crs)

EDU701 Methods of Quantitative Research

EDU705 Dissertation Seminar

EDU706 Dissertation Methodology

Dissertation (9 credits)

Comprehensive Examinations

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

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

- Language and learning
- Philosophical perspectives
- Changing populations

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

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 Vice President of Academic Affairs/Provost.

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

Dissertation

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

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 successfullycompleted all required courses, passed the written and oral comprehensive examinations, and be Good Academic 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 Vice President of Academic Affairs/Provost to select a Dissertation Committee (a Chair and two readers) who are subsequently appointed by the Vice President.

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

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

expected to submit a proposal to the School of Education Ph.D. Committee within two years of passing comprehensive examinations. If a student fails to submit a proposal within this timeline, he/she must appeal to the Vice President for Academic Affairs/Provost for an extension of time.

Advancement to Candidacy

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

Submission of the Dissertation

The candidate submits drafts of the dissertation to the dissertation advisor and readers for suggestions and review throughout the process of research and writing. When the candidate, advisors, and readers agree the dissertation is ready for final review by the School of Education Ph.D. Committee, the candidate submits required copies to the Vice President of Academic Affairs/Provost. 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 Vice President of Academic Affairs/Provost schedules the dissertation defense. Manuscripts that do not follow the format expectations set forth in the Dissertation Handbook will not be accepted.

Dissertation Defense

The candidate defends the dissertation before a Committee formed by the Vice President of Academic Affairs/Provost 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 Vice President of Academic Affairs/Provost for an extension of time.

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

410-435-0100
Map It

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Ph.D. in Instructional Leadership for Changing Populations

Department

Degrees offered

Ph.D

Campuses

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

Summary

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

Program Objectives

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

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

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

Curriculum

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

Courses

Introductory Research Course (3 Credits)

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

Language and Learning (12 credits)

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

Philosophical Perspectives (12 credits)

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

Changing Populations (9 credits)

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

Research Core (9 credits)

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

Special Interest Area (6 credits)

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

Comprehensive Examinations

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

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

- Language and learning
- Philosophical perspectives
- Changing populations

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

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 Vice president of Academic affairs/Provost.

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

Dissertation

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

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 successfully completed all required courses, passed the written and oral comprehensive examinations, and be in Good Academic 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 Vice President of Academic Affairs/Provost to select a Dissertation Committee (a Chair and two readers) who are subsequently appointed by the Dean.

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

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

Advancement to Candidacy

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

Submission of the Dissertation

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

Dissertation Defense

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

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

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Post-Master's Certifications

Post-Master's Graduate Certification Programs at Notre Dame of Maryland University are available in professional and academic subjects. Certification 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 Certification 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 Certification 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 certification 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 certification 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 certification 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 certification as a 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 certification 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 certification in STEM should take the following courses:

EDST-501 Introduction and Exploration of Design, Technology, and Engineering: Content and Instruction Strategies (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)
EDST-508 Technology for STEM Educators (3)
EDU-583 Special Topics in Mathematics Eudcation (3)
ENV-560 Sustainability for Teachers K-8 (3)
PHY-561 Space and Earth Science for Teachers K-8 (3)
PHY-562 Physical Science for Teachers K-8 (3)
Elective Courses (choose 1)
EDST-505 Methods for Teaching STEM in the Early Childhood Classroom (PreK - 2) (3)
ENV-561 Methods of Teaching Interdisciplinary Environmental Science (3)
ENV-562 Exploring the Local Environment Field Study (3)

TESOL

Students who have earned a Master's degree and are interested in obtaining certification 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

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

410-435-0100
Map It

Careers at NDM
Contact Us

Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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*

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

410-435-0100

Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

Careers at NDM

Contact Us

Follow Us on Twitter

Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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

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

410-435-0100

Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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)

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

410-435-0100

Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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.

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

MS 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. Classes are taken sequentially, one class at a time, generally on the same day of the week and same four-hour period throughout the program.

RN-BSN students at NDMU will be considered for provisional early admission to the MSN Program during their final semester. NDMU RN 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, unrestricted 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)

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Post-Master's Certificate in Nursing Administration

Department

Degrees offered	Campuses
Certificate	Main Campus

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

Student Outcomes

Students in this Certificate Program will be able to:

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

Curriculum

Required Courses

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

Choose one of the following:

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

Total Credits: 12

Prerequisite

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

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]

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

410-435-0100
Map It

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook

©2018 Notre Dame of Maryland University

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

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]

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

410-435-0100
Map It

©2018 Notre Dame of Maryland University

Careers at NDM
Contact Us
Follow Us on Twitter
Like Us on Facebook