NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Undergraduate Catalog

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Notre Dame of Maryland University
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410-435-0100
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NOTRE DAME
OF MARYLAND
UNIVERSITY

UNIVERSITY STUDENT HANDBOOK

Division of Student Life
4701 N. Charles Street, Baltimore, MD 21210
www.ndm.edu

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UNIVERSITY MISSION STATEMENT

Notre Dame of Maryland University educates leaders to transform the world.

Embracing the vision of the founders, the School Sisters of Notre Dame, the University provides the advancement of women and provides a liberal arts education in the Catholic tradition.

Notre Dame challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility.

HONOR CODE

The Honor Code of Notre Dame of Maryland University has been a tradition since 1936 when un-proctored tests were initiated. It is founded on a pledge each student takes to act with integrity in academic and personal life. Based on the personal integrity of the individual and an active concern for others, the Honor Code is motivated by personal values, religious conviction, good taste, and the common good. Its purpose is to establish a university community founded on personal honor and mutual trust. This combination of personal commitment and community responsibility helps to strengthen each student as an individual and helps to develop mature powers of judgment and reason, and intellectual and social honesty. The Honor Code signifies the ideal of academic and personal integrity that each student is expected to model. Living the Honor Code strengthens the entire community and cultivates an atmosphere of unity founded on trust.

Belonging to the Notre Dame community is both a privilege and a responsibility. It is a privilege to those who qualify and carry the responsibility to abide by the Honor Code. Adhering to the Honor Code is a responsibility shared by the entire campus community. Its effectiveness depends upon individual acceptance of responsibility and the reciprocal cooperation of students, faculty, staff, and administration. Ultimately, each member of the community is expected to assume responsibility for her/his own conduct and to assume reasonable responsibility for the conduct of others. This results in mutual respect and a commitment of each member of the community toward civility. Within the spirit of the Honor Code, this may mean kind and courteous admonition when one observes another's inappropriate conduct. At other times, it means cooperation when authorities are investigating allegations of violations of academic or behavioral standards or encouraging the violators to report themselves. It is the responsibility of Notre Dame students to understand and adhere to the Honor Code.

HONOR COMMITMENT

I agree to adhere to academic and social integrity in furthering my education, as well as the welfare of Notre Dame of Maryland University, my classmates, and myself. In fulfilling my obligations under the Honor Code, I agree to abide by all academic and social policies and standards at Notre Dame of Maryland University.

HONOR PLEDGE

With a keen sense of responsibility, I accept this symbol of my entrance into the world of scholarship. And I give this pledge of my purpose to wear it worthily.

I shall try to follow all truth,
I shall try to see all beauty,

I shall try to be all goodness,
and thus to come to that Eternal Wisdom
Which is the Word of God.

ALMA MATER

We raise our voices proudly,
dear Notre Dame to your name.
How rich is the heritage your students claim!
The years have made you glorious to those who seek after truth,
answering the challenge
you set for our youth.
Founded in a great tradition,
strong in wisdom's might,
You bear the colors of Our Lady-
her blue and white;
And we who share these college years,
spirited or calm
pledge our love forever to you, Notre Dame.

UNIVERSITY MOTTO

Veritatem prosequimur-
We pursue truth.

DESCRIPTION OF THE UNIVERSITY SEAL

The shield with the quartered cross, alternated with white and blue, is based on the Maryland coat of arms. The conventional rose in the upper corner is the religious emblem of our Blessed Lady.

The inscription reads: Seal of Our Lady of Maryland University.

Notre Dame of Maryland University Notice of Non-Discrimination

Notre Dame of Maryland University values safety, cultural and racial 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 or expression, 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.

Inquiries or concerns regarding the application of this statement and related policies may be referred, without fear of retaliation, to:

Greg FitzGerald, Title IX Coordinator
Notre Dame of Maryland University
4701 N. Charles Street
Gibbons Hall, Room 106
Baltimore, MD 21210
(410) 532-5109
gfitzgerald@ndm.edu

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Dept. of Education Bldg.
400 Maryland Ave, SW
Washington, DC 20202
Telephone: (202) 453-6100

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

Student Code of Conduct

COMMUNITY EXPECTATIONS AND STUDENT RESPONSIBILITY

All of our communities operate with a shared commitment to core values. Guided by the School Sisters of Notre Dame and committed to our long standing mission, Notre Dame of Maryland University ("NDMU" or "the University") strives to build inclusive communities, engage in service to others, and to promote social responsibility. Being part of the NDMU community is a privilege and therefore brings with it the obligation to conduct oneself in ways that promote these goals and build up the community and the obligation to refrain from activity inconsistent with our shared goals and commitments.

Each student at the University is expected to make choices that preserve a safe and secure environment in which all individuals are able to pursue their academic endeavors, practice responsible citizenship, respect the rights of others, and be accountable for their actions and the actions of their guests. Failure to uphold University rules, policies, and expectations as well as state, local, and/or federal laws and regulations may result in student conduct action within the University under the authority of this Student Code of Conduct (the Code) and/or referral to appropriate law enforcement.

PURPOSE

The purpose of regulating student conduct in the University setting is to protect the character of the University community by prohibiting conduct inconsistent with the values of the University. The purpose of publishing this Student Conduct Code is to give students notice of what constitutes prohibited behavior, as well as their rights and responsibilities during the student conduct review process. The campus student conduct proceedings are designed to provide a forum through which to determine whether a student is responsible for violating University rules, policies and regulations. This Code seeks to preserve the individual rights of students while ensuring that the interests of the entire University community are also maintained.

TERMINOLOGY

When used in this document:

- "Administrative Review" means a conference conducted by the Associate Dean for Inclusion and Community Standards or their designee and the Responding Party following an alleged violation of the University Standards of Conduct. The purpose of this conference is to examine evidence, verify facts, and determine truth and resolution of a disciplinary case.
- "The Code" means the Student Code of Conduct those policies incorporated herein.
- "Group" means a number of persons who are associated with each other, but who have not complied with University requirements for registration as a student organization.
- "Honor Board" means a body of community members (elected faculty and students and appointed staff) who hear cases of alleged violations.

- "NDMU" or "the University" means Notre Dame of Maryland University and all of its undergraduate, graduate, and professional schools, divisions, and programs.
- "Organization" means any number of persons who have complied with University requirements for registration with the Student Government Association or other University sponsoring department(s) as a student organization.
- "Policy" means the written rules and regulations of the University as found in, but not limited to, the Student Code of Conduct, Residence Life Handbook (whether the student lives in residence or not), Residence Hall Contract, regulations governing student organizations, Parking Policies, Dining Services Policies, the Undergraduate Catalog, Graduate Catalog, Schools of Arts, Sciences, and Business, Pharmacy, Nursing, and Education Student Handbooks and the Policy on Sexual Misconduct and other related misconduct, and other lease agreements with the University.
- "Prohibited Conduct" means a violation of a University Policy.
- "Reporting Party" means the party who has been subjected to conduct that constitutes an alleged violation of the Student Code of Conduct regardless of whether the Reporting Party makes a report seeks redress. In instances when the University receives notice of a potential Student Code of Conduct violation but no one has filed a complaint, the University may investigate without a Reporting Party.
- "Responding Party" means the party, organization, team or individuals acting collusively, alleged to have committed an act that constitutes a violation of the Student Code of Conduct.
- "Student" means any currently enrolled person, full-time or part-time, pursuing undergraduate, graduate, or professional studies, whether or not in pursuit of a degree or of any form of certificate of completion, including students from a cooperating university or college taking a course(s) at Notre Dame of Maryland University or other institutions for credit by the University. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with the University are considered "Students".
- **"**University Premises" means buildings, portions of buildings or grounds owned, rented, controlled or leased by the University, including, but not limited to, any building or property owned or controlled by a student organization that is officially recognized by the University; or any building or property owned or controlled by an institution other than the University that is used in direct support of, or in relation to, the University's educational purposes, is frequently used by students, and may or may not be within the same reasonably contiguous geographic area of the University.
- "University Sponsored Activities" means events and activities initiated by a student, student organization, or University department, faculty member, or employee that: (1) are expressly authorized, aided, conducted or supervised by the University; (2) are funded in whole or in part by the University; or (3) are initiated by an officially registered student organization and conducted or promoted in the name of that student organization and/or the University.
- "University Community" means students, faculty, staff, interns, employees, volunteers, contractors, guests, and others who are within the University's control.

JURISDICTION

The Code applies to the conduct of all students on University Premises. The Code also applies to off-campus conduct of students that, in the University's judgment, involves or affects the University or other members of the University community, such as conduct in connection with:

- Curricular or co-curricular educational activities, such as class projects, field trips, study abroad, student teaching, clinical programs or internships;
- Activities sponsored, conducted, or authorized by the University or its student organizations;
- Activities, even if not on University Premises, that cause or threaten harm to the health, safety, well-being, or property of the University or members of the University community, including the student; or
- Activities that unreasonably disturb the peace and privacy of the student's neighbors when living off-campus.

The Code applies to conduct by a student while a student, even if it occurs outside of an academic term or when the student is not otherwise enrolled at the University and even if the University does not learn of such conduct until after the student graduates, withdraws, takes leave, or is otherwise absent from the University.

Students also continue to be subject to federal, state, and local laws while at the University. While those laws are separate and independent from the Code and impose different standards, violations of them may also constitute violations of the Code. In such instances, the University may take action under the Code independently of any other legal proceeding involving the same conduct and may impose consequences for violation of the Code even if such other proceeding is not yet resolved or is resolved in the student's favor.

REGULATION AND MONITORING OF STUDENT CONDUCT

As an ordinary matter, the Provost has delegated authority over student conduct to the Associate Vice President for Student Life and Dean of Students ("AVPSL") who may exercise it consistent with these procedures. Student disciplinary authority may be delegated to University administrators, faculty, and staff. Students are asked to assume positions of responsibility in the University judicial system through participation in the Honor Board so that they may contribute their skills and insights to the resolution of disciplinary cases.

A. The AVPSL or designee has the authority to take immediate, necessary, and appropriate interim action to protect the health, safety and well-being of an individual and/or the University community.
    a. The AVPSL may take an interim action to evict a student from University housing, restrict a student's access to or movement about the campus, and/or suspend a student from the University whenever the continued presence of the student at the University is deemed to pose a serious threat to the student or to others or to the stability and continuance of normal University functions.
    b. The interim action shall become effective immediately upon delivery of written notification to the student.

c. Interim suspension shall be considered an excused absence.
d. A hearing or conference will be granted as soon as possible.

B. The Office of Inclusion and Community Standards, which is overseen by its Associate Dean, with direction and guidance from the AVPSL, is responsible for administering the student conduct system and ensures that all student conduct proceedings are carried out in accordance with University policies and procedures.
C. Students may be accountable both to civil authorities and to the University for acts that constitute violations of law and of this Code. Disciplinary action at the University will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced or that no criminal charges have been brought.
D. Student conduct action may be pursued to address the behavior of a student organization (as an entity) when members of the student organization have engaged in potential violations of this Code for which they received the consent or encouragement of the organization or the organization's leaders/officers.

THE HONOR CODE: STANDARDS OF CONDUCT

Academic Conduct Standards

In order to participate as a student at Notre Dame of Maryland University, a student is required to, and agrees to, maintain academic integrity. The University's Honor Code requires academic honesty, and it is expected that all work submitted by a student is the student's own. A student is prohibited from committing any of the following acts which constitute violation(s) of the Honor Code:

- A01 **Cheating on tests, examinations, or other class or laboratory work:** This includes use of unauthorized materials or electronic devices, or accessing information not explicitly permitted as part of an academic exercise.
- A02 **Non-compliance:** Refusing a faculty member's request to sign a pledge on a test paper or assignment stating that "I hereby affirm that I have neither given nor received unauthorized help on this exam, paper or assignment."
- A03 **Plagiarism:** unacknowledged appropriation of another's work, thoughts or ideas, and the unacknowledged incorporation of that work in one's own written work. This includes submitting work that was created, researched or produced by someone else.
- A04 **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.
- A05 **Unauthorized Reuse of Work:** turning in of substantially the same work to more than one class without consent of the instructor involved.
- A06 **Misrepresentation in bibliography and footnotes**.
- A07 **Dishonest use of computer facilities**: unauthorized or unacknowledged use of a computer file, program, account or login name or password.
- A08 **Facilitating Academic Dishonesty**: To aid or assist any other student(s) in any form of academic dishonesty shall be considered a violation. Acts may include providing unauthorized materials for assistance on tests or assignments, the sale or purchase of original work, or producing work on another's behalf.

Alleged Violations of Academic Standards

Academic Standards Procedures

According to the University Honor Code, it is the responsibility of each member of the Notre Dame of Maryland University community to respond to suspected acts of academic dishonesty by:

A. Consulting with the individual(s) thought to be involved and encouraging them to report it themselves and/or;
B. Reporting it to the instructor involved, and/or
C. Reporting it to a member or representative of the Honor Board

*Reporting oneself after committing academic dishonesty is strongly encouraged and may be considered in determining sanctions.

A faculty member who, based on his or her own observations or information provided by others, suspects that a violation has occurred will speak to the suspected student about the situation and, if the violation involves work submitted by the student, shall keep an original copy of the work, if available. In all such cases, the following shall be observed:

a. If a faculty member has reasonable proof of a violation, he/she shall meet with the student and learn the facts. In consultation with the Department Chair, the faculty member will judge the offense and impose the appropriate sanction(s), at minimum a failure on the assignment or activity and up to and including an "F" in the course as stated in the course syllabus.
b. The faculty member shall then complete a written narrative of the violation including the name of the student, the date of the violation, the course, a detailed summary of the violation, the resolution including any imposed sanctions, and any supporting documentation (not to exceed 3 pages of narrative excluding exhibits and other documentation). The instructor will provide the student the written narrative, with a copy to the Dean of the school in which the violation took place and the Associate Dean of Inclusion and Community Standards (this record will be purged from the student's confidential file seven years after the case).
c. The student will be held to the sanction imposed by the faculty member unless the student files a timely appeal as described below under Appeal.
d. A student accused of academic dishonesty in a course may not withdraw from that course before a final resolution has been reached regarding an allegation. The option of withdrawing from the course with a "W" grade is open only to the student who has been found not in violation.

Academic Standards Appeals

If the student wishes to appeal the finding of the faculty member, or the final course grade the student may file a written appeal with accompanying documentation to the Dean of the school in which the violation took place no more than five business days after receiving notice of the finding and sanction imposed. To receive consideration, a student's appeal must be full and complete upon its submission, including the basis for appeal and any supporting documentation. Within five business days of a timely receipt of the documentation, the Dean of the school in which the violation took place in conjunction with the Associate Vice President

of Academic Affairs will determine if the request meets the standards for an appeal. The original decision will only be reviewed to determine if any of the following conditions were present:

a) Significant Procedural Error that affected the findings and/or sanctioning decision;
b) New Information/Evidence that was not available at the time of the findings and/or sanctioning decision, or that could not have reasonably been discovered with due diligence, that may/would change the finding and/or sanctioning decisions;
c) Substantive Due Process Violation; and/or
d) Excessiveness or insufficiency of the sanctioning decision

If none of the above conditions are met, then the original decision will stand. If one or more of the above conditions are met, the Dean of the school in which the violation took place shall, at the student's discretion, (i) review the appeal and make the final determination or (ii) refer the case to the Honor Board. The Dean and Honor Board do not re-hear cases, but rather weigh the merits of the appeal and make a decision in accordance with the evidence presented in the faculty member's written narrative and in the appeal materials. All appeal decisions by the Dean or Honor Board are final. The final determination will be communicated to the student and faculty member with copies to the Department Chair, Associate Dean for Inclusion and Community Standards and the Dean, if applicable.

Alleged Violations of Behavioral Standards

The primary goal of the student disciplinary process is to:

- collect and examine information,
- establish facts and determine responsibility,
- restore and contribute to the health of the community,
- and foster academic and communal integrity.

Behavioral Conduct Standards

The University's Honor Code is also concerned with social accountability and assumes that all students are responsible for themselves, other students, and their guests. The following are examples of prohibited behaviors and activities which may result in student conduct action under this Code. Commission of or attempts to commit these acts, condoning, supporting or encouraging others in the commission of these acts, or failure to prevent one's guests from committing these acts may be treated as violations of this Code.

- B01.01 **Alcohol**: Possession, use, or distribution of alcohol, except where permitted by law and University policy. (See Substance Abuse Policy).
    - B01.02 Possession of common source containers, such as kegs; devices, such as beer bongs or funnels; or participation in games or activities of which the purpose is the consumption of alcohol.
    - B01.03 Possession or consumption of alcoholic beverages by persons under 21 years of age.
    - B01.04 Open containers or consumption of alcoholic beverages by persons 21 years of age or older in any public area (unless it is an official University approved event), including common space within a residence hall.

- B01.05 Intoxication by any person, regardless of age. Intoxication is defined as when an individual has consumed enough alcoholic beverages to observably affect their manner, speech, muscular movement, general appearance, or behavior.
- B01.06 Sale, distribution or provision or attempts to sell, distribute or provide alcoholic beverages to and/or by anyone under 21 years of age.
- B01.07 Transportation of alcohol by individuals 21 years of age or older must occur in its original, unopened container.
- B01.08 Collections of containers that contain or previously contained alcohol are not permitted.

- B02 **Complicity:** A student will not, through act or omission, assist another student, individual, or group in committing or attempting to commit a violation of the University's Code of Conduct. A student who has knowledge of another individual committing or attempting to commit a violation of the Code of Conduct is required to remove themselves from the situation, and failure to do so when reasonable under the circumstances may be the basis for a violation of this policy.
- B03 **Unauthorized Entry/Damage to or misuse of property:** unauthorized entry into University facilities or property, and unauthorized use or misuse of University property or the property of others.
- B04.01 **Violent, Abusive, or Threatening Conduct:** Behavior which jeopardizes the safety or health of self or others.
  - B04.02 Acts or threats of physical assault or abuse.
  - B04.03 Stalking defined as a course of conduct (repetitive and menacing) that is directed (pursuit, following, harassing, or interfering) at a specific person that is unwelcome and would cause a reasonable person to feel fear.
  - B04.04 Brandishing a weapon or an object, which appears to be a weapon, in a threatening manner.
  - B04.05 Intimidating, threatening, or directing abusive language toward another person.
  - B04.06 Failure to cease repetitive unwanted behavior directed toward a particular individual or individuals.
  - B04. 07 Rioting
- B05 **Harassment and Discrimination:** (See Non-Discrimination Policy, Sexual Misconduct Policy, and Student Harassment and Discrimination Policy). Unlawful discrimination which includes verbal, physical, or graphic conduct that denigrates or shows hostility or aversion toward an individual or group on the basis of their Protected Status, when: such conduct is sufficiently severe or pervasive that it alters the conditions of education, employment, or participation in a University sponsored, recognized, or approved program, visit, or activity; and creates an environment that a reasonable person in similar circumstances would find intimidating, hostile, humiliating, demeaning or offensive.
- B06 **Disorderly Conduct** includes the following:
  - B06.01 Loud, aggressive, or other behavior which disrupts or obstructs, or is intended to disrupt or obstruct, the orderly functioning of the University or disturbs the peace of person(s) on University Premises. For example, making excessive noise or gestures either inside or outside a building.

- B06.02 Verbally abusing University officials (including students appointed to act as representatives of the University) acting in performance of their duties
- B06.03 Behaving in a lewd or indecent manner.

- B07.01 **Dishonesty:** Non-academic dishonesty including but not limited to:
  - B07.02 Furnishing false or misleading information to the University or University personnel, including Public Safety, or at University disciplinary proceedings.
  - B07.03 Forgery, unauthorized alteration, or unauthorized use of any University documents, records, or identification cards, including computer records, misuse of computer facilities, and electronic mailing systems.
  - B07.04 Fraud, through act or omission, committed against another member of the University community or others.
  - B07.05 Knowingly initiating, or causing to be initiated, any false report, warning, or threat.
- B08.01 **Drugs:** Possession, use, and/or distribution of illegal drugs or controlled substances as defined by law, including those without a valid prescription. ("Drugs")
  - B08.02 Possession of paraphernalia including any item typically used to inhale/ingest/mask Drugs, regardless of whether the item has been used for illegal purposes
  - B08.03 Possession of drugs for recreational or non-medicinal use
  - B08.04 Use of illegal or controlled substances without a valid prescription
  - B08.05 Distribution (any form of exchange, gift, transfer, or sale) of Drugs
- B09 **Smoking**: See Smoking Policy.
- B10 **Gambling:** Illegal gambling, defined as playing games of chance for money.
- B11 **Hazing:** Any act of hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purposes of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.
- B12.01 **Interfering with Fire and Safety Regulations:** Knowingly or negligently causing or attempting to cause a fire on University Premises.
  - B12.02 Unauthorized use of, tampering with, or misuse of fire and safety equipment including, but not limited to, fire extinguishers, smoke alarms, sprinkler systems or exit signs.
  - B12.03 Unauthorized fire setting of any material on any University Premises, or on areas adjacent to University Premises.
  - B12.04 Disregarding a fire alarm signal or refusing to evacuate a building or a section of a building when a fire alarm is sounding.
  - B12.05 Possession, use, or threatened use of fireworks, bombs, or explosive devices of any character.
  - B12.06 Use of open flame devices or combustible materials, including chemicals, which endanger the safety or wellbeing of the University community.
- B13 **Non-compliance:** Failure to comply with reasonable directions of University officials, including students appointed to act as representatives of the University who are acting in performance of their duties. Directives to cooperate in the administration of this handbook including those to appear and give testimony at a University disciplinary proceeding as well as directives to produce identification are included in the scope of this provision.

- B14 **Regulation Violation**: Any violation of other published University Policy.
- B15 **Sanction Violation:** Violating or failing to comply with the terms of any interim measure or student conduct sanction imposed in accordance with Honor Board or other University procedures, including the failure to complete sanctions by the stated deadline.
- B16 **Sexual Misconduct:** (See Sexual Misconduct Policy, University Policies, Section X). Sexual Misconduct is a form of sexual and gender based discrimination. It is a broad term that includes Sexual Violence, Intimate Partner Violence, Stalking, and Sexual Harassment. The Sexual Misconduct Policy prohibits acts of sexual misconduct, prohibits retaliation against anyone who files a complaint or participates in the investigation of a complaint, and prohibits intentional false reporting of sexual misconduct.
- B17 **Solicitation:** Unauthorized solicitation, sale or promotion of any goods or services in University owned or operated property, including residence halls, or at University sponsored events.
- B18.01 **Theft**
    - B18.02 Attempted or actual theft of and/or damage to University properties, property of a member of the University community or other personal or public property
    - B18.03 Unauthorized possession of University property or the property of others: and/or
    - B18.04 Theft or other abuse of computer equipment, network, or facilities, including illegal or unauthorized downloading of files. (See Acceptable Usage Policy for Technology)
- B19 **Unauthorized Use of the University's Name:** Any unauthorized use of the University's name, logo, or other representation.
- B20 **Violation of Laws:** Violating local, state, and federal laws, regulations or ordinances.
- B21 **Weapon Violation:** Use, possession, or storage of any firearms, ammunition, knives with blades longer than 3" in length, other weapons, or objects that could be construed as weapons, on University Premises. Illegal or unauthorized possession of explosives, dangerous chemicals or any other items of any kind that pose a potential hazard to the safety or health of others on University Premises.

The Office of the Associate Dean for Inclusion and Community Standards

The Associate Dean for Inclusion and Community Standards coordinates the oversight of and implementation of procedures associated with response to student conduct issues, which include the following:

a) review and conduct preliminary investigation to determine potential violations of the Student Code of Conduct and University Polices;
b) conduct Administrative Review meetings;
c) training and advisory of the Honor Board;
d) maintenance of all student disciplinary records;
e) development of procedures for conflict resolution, including mediation;
f) monitoring the application and completion of educational outcomes and sanctions;
g) collection and dissemination of research and analysis concerning student conduct;

h) submission of timely statistical reports to the Office of Public Safety and AVPSL for dissemination, including the number of incidents referred to the office, the number of incidents resulting in disciplinary action, and the range of outcomes imposed;
i) review and revise Student Handbook as necessary.

Conduct Authorities

Behavioral violations of the Student Code of Conduct or other University Policies shall be resolved by one of the following:

a) **Administrative Review**: a conference conducted by the Associate Dean for Inclusion and Community Standards or their designee and the Responding Party following an alleged violation of the University Standards of Conduct. The purpose of this conference is to collect and examine evidence, verify facts, and provide a resolution of a disciplinary case.
b) **Honor Board**: a hearing comprised of the 1 faculty member, 1 staff member, and 1 student representative to make the determination of responsibility of the alleged violations and assign disciplinary outcomes. The Honor Board receives annual and ongoing training in matters relevant to this Student Handbook. The Associate Dean for Inclusion and Community Standards or designee serves as a non-voting advisor to the Honor Board.
c) **Ad Hoc Committee**: the University has selected and trained a pool of University faculty and staff for service on ad hoc committees of the Honor Board to adjudicate cases of sexual misconduct and other related misconduct. (See Procedures on Sexual Misconduct and Other Related Misconduct) A quorum will be comprised of three personnel selected by the appropriate Deputy Title IX Coordinator.

Rights of the Reporting and the Responding Party

In order to provide accessible, prompt and fair methods for reporting, investigating, and responding to complaints of Prohibited Conduct, the University has developed these Procedures. Throughout this process, both the Reporting Party and the Responding Party have the following rights:

- To a prompt, fair, and thorough investigation;
- To be treated with respect by University officials;
- To have the choice to be accompanied by a Support Person, Attorney, or Non Attorney Advisor of choice throughout the process;
- To be informed of available University and non-University resources and supports;
- To participate or decline to participate in the process, with the knowledge and understanding that the University may proceed with the process, despite a decision to refrain from participating;
- To have an equal opportunity to present relevant witnesses and evidence throughout the investigative and adjudicative process;
- To have similar and timely access to information to be used during any process and to notification in writing, at the same time as the other party, of any decision, resolution, and/or outcome. as applicable and in accordance with the Family Educational Rights and

Privacy Act (FERPA) of 1974 and The Student Right-to-Know and Campus Security Act; and
- Other rights as described throughout this Handbook.

Student Conduct Review Procedures

Reporting

- Any person may initiate a complaint against a student, organization or group, with the Office of Inclusion and Community Standards. The exception to this standard is any complaint involving alleged sexual misconduct, which will be report to the Title IX Coordinator and follow the procedures outlined in the University's Sexual Misconduct Policy.
- This complaint may be made in writing or verbally. If a Reporting Party makes the report verbally, the Office of Inclusion and Community Standards will summarize in writing the information received verbally, then share that summary with the Reporting Party to ensure accuracy. This summary will become a part of the Responding Party's disciplinary file and will be shared with the Responding Party.
- Persons making such allegations are required to provide information pertinent to the case and may be expected to appear during Student Conduct Review proceedings as the Reporting Party. The Associate Dean may appoint a Reporting Party.

Preliminary Review and Investigation

- The Associate Dean of Inclusion and Community Standards or designee may conduct an additional investigation to determine if the allegations have merit. The matter will be closed if no merit is found. This decision shall be final and there shall be no subsequent proceedings unless new information, unavailable at the time of the original outcome, is produced.
- Based upon the information/facts gathered during the Preliminary Review, if it is determined that the alleged conduct, even if proven by a preponderance of the evidence, would NOT constitute Prohibited Conduct, the Associate Dean or their designee will notify the Reporting Party, in writing, of the No Action Warranted determination.

Notice of Charges

- If the allegations of misconduct are (a) based on reasonably reliable information and (b) may involve a violation of the Student Code of Conduct, the Associate Dean or their designee will write a letter describing the charges to the Responding Party and scheduling an Administrative Review.
- The notice to the Responding Party shall include:
    - The alleged violation that the Responding Party is accused of, indicating the date of the occurrence and the names of the Reporting Party and all potential witnesses, except when the Office of Inclusion and Community Standards determines that disclosure may present a risk to any such witness;
    - The Responding Party's rights, including a description of the procedures to be used at both an Administrative Review or Honor Board Hearing.

- All charge notices will be issued to the Responding Party in written form at least 2 business days before any hearing. All charge notices will be (a) hand-delivered, (b) e-mailed to the student's University e-mail account, or (c) mailed by certified, return receipt requested first class mail to the off-campus address on file in the University Registrar's Office. Notices sent to off-campus addresses may be copied and sent First Class U.S. Mail. Electronic notices will be sent to the University assigned email account. Notices sent by these methods will be presumed to be delivered unless returned as undeliverable. Students are responsible for ensuring that their mailing address of record is current and complete. Students are also responsible for maintaining their University assigned email account.

Administrative Review

- The Administrative Review is an informal, non-adversarial meeting between the Responding Party and the Associate Dean or their designee.
    - When the Responding Party does not dispute the facts upon which the charges are based, and accepts responsibility to the alleged violations, the Associate Dean or their designee shall impose an appropriate sanction. The student shall be informed in writing of the decision. In such a case, when the Responding Party accepts responsibility for violating a Policy, only the sanction may be appealed.
    - When the Responding Party disputes the facts upon which the charges are based, the Responding Party may elect for the Associate Dean or their designee or the Honor Board to resolve the allegation(s).
    - Failure to appear at an Administrative Review may preclude the early resolution of the case and may require that a full hearing be held by the Honor Board to resolve the matter.

Honor Board

- The student is notified in writing of the specific alleged violation, and the time, place, and date of an Honor Board hearing, and the names of those individuals who will be serving on the Honor Board panel.
- The time for the hearing shall be **no less than five nor more than fifteen** calendar days after the student has been notified. Time limits for scheduling hearings may be altered by the Associate Dean of Inclusion and Community Standards or their designee when circumstances deem necessary.
- The purpose of the Honor Board hearing is to use a peer review process to determine whether the student(s) are responsible for violating the behavioral or academic standards, and, if responsible, recommend a sanction(s).
- The Honor Board consists of community members (elected faculty and students and appointed staff) who hear cases of alleged violations.
    - A selected panel of the Honor Board necessary to conduct a hearing consists of 1 student representative, 1 faculty member, and 1 staff member. Neither the Associate Dean of Inclusion and Community Standards nor the AVPSL will be a member of any panel.
- The following procedural guidelines shall be applicable in all student conduct proceedings before the Honor Board:
    - Hearings will be conducted in private and are closed to the public, and the presiding officer for the hearings will be the elected student member.

- Disciplinary and Honor Board Hearings are determined around the academic schedule of the student(s) involved in the hearing.
- Admission to the hearing by any persons other than the Reporting Party, the Responding Party, their advisors, witnesses during their time of interview, and the Associate Dean of Inclusion and Community Standards shall be at the discretion of the Associate Dean of Inclusion and Community Standards or their designee.
- If the alleged violation involves more than one student, hearings may be held individually or jointly at the discretion of the Associate Dean of Inclusion and Community Standards or their designee.
- The Responding Party may request in writing an extension of time to prepare for the proceeding. Extensions will not exceed 2 business days except in unusual circumstances where the Responding Party can demonstrate the necessity for a longer delay. All requests should be made at least 2 business days prior to the scheduled proceeding, except in cases of documented serious illness or emergency.
- The Responding Party shall be afforded reasonable access to review the case file prior to and during the proceeding, and may request a copy of a redacted incident report from the Office of Associate Dean of Inclusion and Community Standards. "Case file" means the file containing those materials pursuant to the Family Educational Rights and Privacy Act (FERPA) of 1974 including the incident report and any other evidentiary materials relevant to the case. If additional information becomes available and is relevant, it will be made available to the Responding Party in advance of the hearing. The personal notes of University staff members and privileged information of other students are not included in the case file and thus are not accessible.
- The Responding Party, as well as the Reporting Party, may select and be assisted by an advisor. (See Participation of Advisors in the Resolution Process)
- At the hearing, the Responding Party will have the opportunity to respond to the information relating to the alleged violation of the Code of Student Conduct. The Responding Party and the Reporting Party will have the opportunity to present witnesses.
    - The Responding Party, the Reporting Party, and all witnesses and will be subject to questioning by the Honor Board Panel.
    - The Responding Party and Reporting Party will notify the Associate Dean for Inclusion and Community Standards at least 2 business days prior to the hearing with names of witnesses with relevant information to the hearing. Character witnesses will not normally be heard.
    - The Associate Dean for Inclusion and Community Standards will notify the Responding Party and Reporting Party at least 2 business days prior to the hearing of the names of any witnesses that will be present.
    - It is the responsibility of the Responding Party and Reporting Party to notify their witnesses of the hearing's time and location.
    - Pertinent records, written statements, and any other evidence may be accepted for consideration by the Honor Board, and procedural

questions are subject to the final decision of the Associate Dean for Inclusion and Community Standards or their designee.

- Once all evidence and testimony has been presented, the Reporting Party will make a closing statement, and the Responding Party will make a closing statement, after which the Hearing will be adjourned.
- After the hearing, the Honor Board shall determine, by a majority vote, whether the student has violated the behavioral or academic standards.
    - The Honor Board's determination is made using the preponderance of evidence standard, or in other words, whether it is more likely than not that a violation of the Code has occurred.
    - A written decision will be given to the Responding Party which states the findings made by the Honor Board and the sanction(s) to be imposed if it has been found that a violation has occurred.
    - The written decision will be shared with the Reporting Party if the allegation involves a crime of violence, in accordance with FERPA and The Student Right-to-Know and Campus Security Act.
- There will be a complete audio recording of the hearing, which is the property of the University. Deliberations will not be recorded.
- A Responding Party who fails to appear at a scheduled hearing, upon proper notice, shall be adjudicated in absentia and forfeits all rights to an appeal. A student will not automatically be found to have violated the behavioral or academic standards because the student did not attend the hearing. Decisions will be based on witness testimony and other evidence, including reports, presented during the proceeding.

SANCTIONS

In some cases, a sanction may be held in abeyance for a specific period. This means that, should the student be found in violation of this Code during the stated period, the student may be subject to a deferred sanction.

Students who are found to have violated academic standards will be held to the sanction imposed by the faculty member or chair of the department. Additionally, the Honor Board may impose additional sanctions.

Factors considered when determining a sanction/responsive action may include:

- The nature, severity of, damage, injury or harm and circumstances surrounding the violation
- Demeanor of the student
- Status of the organization
- An individual's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need for sanctions/responsive actions to bring an end to the conduct
- The need for sanctions/responsive actions to prevent the future recurrence of conduct
- The need to remedy the effects of the conduct on the Reporting Party and the University community

- Consistency in sanctions of similar cases
- Any other mitigating, aggravating, or compelling circumstances to reach a just and appropriate resolution in each case.

More than one sanction may be imposed for a single violation. Sanctions that may be imposed in accordance with this Student Code of Conduct include:

A. **Censure**: An official written reprimand for violation of a specified standard.
B. **Disciplinary Probation**: A period of time in which a student is expected to demonstrate positive behavioral change and may be excluded from participation in privileged or extracurricular University activities. Additional restrictions or conditions for behavioral changes may be imposed. Violations of the terms of disciplinary probation, or any other violation of this Code during the period of probation, may result in eviction from residence, suspension or expulsion from the University.
C. **Fines**: Reasonable, compensatory (not punitive) fines may be imposed.
D. **Restitution**: Compensation for loss, damage, or injury to person or property. This may take the form of appropriate service and/or monetary or material replacement.
E. **Educational Sanctions**: Sanctions that bear a reasonable relation to the violation and are deemed appropriate and contribute to the success of the student may be imposed instead of or in addition to those listed in this section. Educational sanctions include, but are not limited to: service hours, educational reflection assignments, mentoring, meetings with staff, and participation in educational programs and training.
F. **Revocation of Privileges:** Restrictions placed on activities and/or use of University services and facilities for a specified period of time.
G. **Loss of Registration*:*** Removal of registered student organization status, resulting in revocation of all University privileges for a specified period of time, normally for at least the remainder of the current academic term and no longer than one full calendar year.
H. **Residence Hall Suspension**: Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
I. **Residence Hall Eviction:** Permanent separation of the student from the residence halls.
J. **Notice Against Trespass:** Notice that a student will be arrested if found on University Premises or specified University Premises. Suspensions, dismissals, and expulsions carry an automatic "Notice Against Trespass" on all University Premises or as specified.
K. **Disciplinary Suspension:** Separation of the student from the University for a definite period of time, after which the student is eligible to return. Exclusion from classes and other privileges or activities, including access to University Premises or University sponsored activities off campus, as set forth in the notice of suspension, normally for at least one semester. A student who is suspended is not entitled to any tuition or fee refund and is barred from being on University Premises for the duration of the suspension.
L. **Disciplinary Expulsion:** Permanent separation of the student from the University. Termination of student status, and exclusion from University Premises, privileges and activities. A student who is expelled is not entitled to any tuition or fee refund and is issued a Notice Against Trespass from University Premises permanently.

APPEALS

In certain circumstances the outcome of an Honor Board Hearing or Administrative Review (only in the case of sanctions) may be appealed. The following guidelines shall be applicable:

A. A letter of appeal by the Reporting Party (in cases of crime of violence, in accordance with FERPA and The Student Right-to-Know and Campus Security Act) and/or Responding Party of a behavioral standards violation must be submitted by the Responding Party to the AVPSL within five (5) business days of receipt of the outcome of the Honor Board proceeding or Administrative Review. Failure to appeal within the allotted time will render the original decision final and conclusive.

B. A Responding Party adjudicated in absentia forfeits all rights to an appeal process unless it is proven that it was for lack of proper notice, except in an extraordinary circumstance.

C. The letter of appeal must specify grounds that would justify re-consideration. General dissatisfaction with the outcome and/or an appeal for mercy are not an appropriate basis for appeal. The written appeal must specifically address at least one of the following criteria:

    a. Significant Procedural Error that affected the findings and/or sanctioning decision;
    b. New Information/Evidence that was not available at the time of the findings and/or sanctioning decision, or that could not have reasonably been discovered with due diligence, that may/would change the finding and/or sanctioning decisions;
    c. Substantive Due Process Violation; and/or
    d. Excessiveness or insufficiency of the sanctioning decision

D. A timely appeal of a behavioral standards violation will be reviewed by the AVPSL or designee to determine the viability of the appeal based on the criteria listed above.
    a. Within five (5) business days of receipt of the appeal the AVPSL or designee will review and make the final determination to grant or deny the relief sought by the appealing party. The decision will be based on information supplied in the written appeal, the case file, and, when necessary, the recording of the original proceedings.
    b. The decision on the appeal is final and conclusive and will be conveyed in writing to the Responding Party.
    c. The written decision will be shared with the Reporting Party if the allegation involves a crime of violence, in accordance with FERPA and The Student Right-to-Know and Campus Security Act.

E. The imposition of sanctions may be deferred while the appeal process is pending unless, in the discretion of the Associate Dean for Inclusion and Community Standards, the continued presence of the student on the campus poses a serious threat to the student's own self or to others, or to the stability and continuance of normal University functions.

STUDENT CONDUCT FILES AND RECORDS

The files of students found in violation of any prohibited conduct will normally be retained as a student conduct record in the Office of Inclusion and Community Standards, under the authority of the AVPSL. University officials may use the record as a reference; the record will be retained for at least seven (7) calendar years from the student's last date of attendance at the University as a student.

Other than disciplinary suspension, expulsion or dismissal, sanctions are not part of the student's permanent educational record, but become part of the student's confidential conduct record. Information from the conduct record will be released upon the student's authorization, or in accordance with FERPA. Suspension, dismissal or expulsion may be indicated on the academic transcript when the student authorizes the transcript release.

Student conduct records may be expunged by the AVPSL upon written request by the student at the time of or after their graduation from the University. In deciding whether to grant the request, the AVPSL will consider such factors as the current demeanor of the student, the student's conduct subsequent to the violation, and the nature of the violation, including the severity of damage, injury or harm resulting from it.

All student organization records will normally be maintained by the Office of Student Engagement and Community Programs, which is supervised by the AVPSL. University officials may use the student organization's record as a historical reference. See the Privacy of Student Records Policy for more information about student files.

PARTICIPATION OF ADVISORS IN THE RESOLUTION PROCESS

All parties are entitled to an advisor of their choosing to guide and accompany them throughout the campus resolution process. The advisor may be a friend, mentor, family member, attorney, or any other supporter a party chooses to advise and support them who is both eligible and available. People who will be called as witnesses may not serve as advisors.

The parties are entitled to be accompanied by their advisor in all meetings at which the party is entitled to be present, including interviews and hearings. Advisors should help their advisees prepare for each meeting, and are expected to advise ethically, with integrity and in good faith. The University cannot guarantee equal advisory rights, meaning that if one party selects an advisor who is an attorney, but the other party does not, or cannot afford an attorney, the University is not obligated to provide one.

All advisors are subject to the same campus rules, whether they are attorneys or not. Advisors may not present or examine witnesses on behalf of their advisee in a meeting, interview or hearing and should request or wait for a break in the proceeding if they wish to interact with campus officials. Advisors may confer quietly with their advisees as necessary, as long as they do not disrupt the process. For longer or more involved discussions, the parties and their advisors should ask for breaks or step out of meetings to allow for private conversation. Advisors will typically be given a timely opportunity to meet in advance of any interview or hearing with the administrative officials conducting that interview or meeting. This pre-meeting will allow

advisors to clarify any questions they may have, and allows the university an opportunity to clarify the role the advisor is expected to take.

Advisors are expected to refrain from interference with the University investigation and resolution. Any advisor who steps out of his/her role in any meeting under the campus resolution process will be warned once and only once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave the meeting. When an advisor is removed from a meeting, that meeting will typically continue without the advisor being present. Subsequently, the AVPSL will determine whether the advisor may be reinstated, may be replaced by a different advisor, or whether the party will forfeit the right to an advisor for the remainder of the process.

The University provides a consent form that authorizes parties to share documentation related to the allegation(s) with their advisors. The parties must complete this form before the University is able to share records with an advisor. The parties are not otherwise restricted from discussing and sharing information relating to allegations with others who may support them or assist them in preparing and presenting. Advisors are expected to maintain the privacy of the records shared with them by the University. These records may not be shared with third-parties, disclosed publicly, or used for purposes not explicitly authorized by the University. The University may seek to restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by the University's privacy expectations.

The University expects an advisor to adjust his or her schedule to allow attendance at University meetings when scheduled. The University does not typically change scheduled meetings to accommodate an advisor's inability to attend. However, the University will make provisions to allow an advisor who cannot attend in person to attend a meeting by telephone, video and/or virtual meeting technologies as may be convenient and available.

A party may elect to change advisors during the process, and is not required to use the same advisor throughout. The parties must advise the hearing authority of the identity of their advisor at least 2 business days before the date of their first meeting.

The parties must provide timely notice to the hearing authority if they change advisors at any time. No audio or video recording of any kind other than as required by institutional procedure is permitted during meetings with campus officials.

CONFLICT OF INTEREST

The University is committed to ensuring that its resolution processes (e.g. Administrative Review and Honor Board) are free from an actual or perceived conflict of interest. A conflict of interest may arise when any of those persons involved in the resolution process, has been a participant or related to a participant in the matter being investigated or reviewed, is related to or has had past association with the Reporting Party or Responding Party, is biased, and/or lacks impartiality. A Reporting Party or Responding Party who feels that there is actual or perceived conflict of interest that would materially impact the outcome must submit a written request, detailing with specificity the alleged conflict of interest, to the AVPSL (or to the Provost in the event that the potential conflict or bias involves the AVPSL) within two business days after being notified of the individual(s) participation in the resolution process. The AVPSL or Provost

will determine whether a conflict exists and what action should be taken to ensure a fair and impartial process including making any substitutions that may be necessary to avoid a conflict of interest.

UNIVERSITY POLICIES

Acceptable Use of Electronics and Communication Policy

Notre Dame of Maryland University (NDMU) is committed to providing access for its community to local, national, and international sources of information and to provide an atmosphere that encourages access to knowledge and sharing of information. The University assumes that information resources will be used by members of its community with respect to and in accordance with guidelines and regulations established by the University. In accordance with the policies stated in this document, the University works to create an intellectual and reasonably secure environment in which students, faculty, and staff are free to create and to collaborate with colleagues both at NDMU and at other institutions. In addition, this policy is intended to support the goal of NDMU to foster academic freedom while respecting the principles of freedom of speech and the privacy rights of students, faculty, staff and guests. Reasonable steps will be taken to ensure that the products of their intellectual, creative, and professional efforts will not be violated by misrepresentation, tampering, destruction, and/or theft; however, cannot be guaranteed.

This policy defines the boundaries of acceptable use of the University's technology resources, including computers and peripherals, data, networks, software, Internet, electronic mail services, telephone services, computer labs and tech classrooms. These Information Technology (IT) resources are to be used for University related purposes. This policy applies to all users of University IT resources, whether affiliated with the University or not, to all users of those resources, whether on campus or from remote locations. All users are responsible for adhering to the University's Acceptable Use Policy.

Users who violate this policy may be subject to penalties and disciplinary action, including expulsion, dismissal, or revocation of user access.

The acceptable use of IT outlined herein fall within the Campus Acceptable Use Policy for Technology that serves as an overarching umbrella regarding acceptable use of technology as it relates to students, faculty, staff and guests. This policy is available by linking to portal.ndm.edu and selecting the AUP link on the list of options under IT Virtual Help Desk on the right section of the page. The full policy is available here.

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 101resources that encourage making healthy choices and building positive habits.
- **Health Services:** NDMU offers a University sponsored student injury and illness plan.

You Belong Here

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

- Make an appointment with the Director of Accessibility and Health Promotion to discuss your request to register with its Disability Support Services ("DSS"). It is the responsibility of the student to initiate the appointment. It is recommended that the student schedule an appointment with the Office of Disability Support Services several weeks before classes begin. Call directly at 410-532-5401. Request an appointment here: http://www.ndm.edu/content/accessibility-and-health-promotion-appointment-request
- Submit documentation of your disability from a certified professional or medical provider.

  Disability Documentation

  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.

  For specifics and further details on documentation guidelines please visit: http://www.ndm.edu/student-life/accessibility/documentation-guidelines
- 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 is not considered reasonable. An accommodation is not considered reasonable if, among other things:
  - It is a direct threat to the health or safety of others
  - 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

- It is not appropriate for the particular disability

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

- 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

- 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.
- 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.

For specifics and further details on auxiliary supports/services and accommodations please visit: http://www.ndm.edu/student-life/accessibility-and-health-promotion

Following the submission of accommodation letters to faculty:

1. 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 as to whether the student would like to remain anonymous or identify herself or himself to the note taker.
2. If a student receives alternative test taking procedures, the student should remind the instructor a week in advance so that arrangements can be made prior to the exam. The same rules will apply as in the classroom. Arrive on time for your exam. A student who shows up late for their scheduled exam will be held to the same standards as the rest of

the class. Notify your instructor in advance if there is a conflict with the time of your scheduled exam.

3. 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.
4. 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.
5. A student having difficulties with accommodations may contact the Director of Accessibility and Health Promotion to learn about steps that can be taken to resolve the issues here.

Amnesty Policy

Student health and safety are of primary concern at the University. As such, in cases of significant intoxication as a result of alcohol or other substances, the University encourages individuals to seek medical assistance for themselves or others.

If medical assistance is sought, the Associate Dean for Inclusion and Community Standards may not pursue conduct charges against the following individuals for violations of the University's Alcohol or Drug policy:

- The intoxicated student, and
- Student(s) actively assisting the intoxicated student.

Actively assisting requires that an individual contacts Public Safety or another individual qualified to assess the student's condition, such as a Resident Assistant (RA) or other Residence Life professional, or emergency medical services (911) to assess the intoxicated student's condition.

The following are not covered by the Medical Amnesty Policy:

- Students waiting until the police or other authority arrive before seeking assistance
- Action by police or other law enforcement personnel
- Violations of the Code of Conduct other than the alcohol & drug policy
- Possession with the intent to distribute drugs

Actions by the Office of Inclusion and Community Standards:

- The intoxicated student (and possibly those attending to/assisting the student) will be required to meet with the Associate Dean for Inclusion and Community Standards or designee who may issue educational requirements that may include, but are not limited to, alcohol/drug education, counseling, and/or substance abuse assessment.
- Serious or repeated incidents will prompt a higher degree of concern/response.
- Failure to complete the education assignments or treatment recommendations will result in disciplinary action.
- The student will be responsible for any costs associated with drug or alcohol education interventions

Dining Services

- Doyle Dining Hall is an all you care to eat facility. No a la carte items are available in Doyle Dining Hall.
- Dining Hall hours are posted at the door as you enter Doyle Dining Hall.
- Dining facilities may close for class break periods. These closures will be posted in advance. If open, meal plans are not in effect.
- The Dining Services week starts with Friday breakfast and ends with Thursday dinner.
- You must have a valid University ID card with declining balance points; a meal plan or purchase meals using cash/credit card (VISA, MasterCard) to access Doyle Dining Hall. University ID's are non-transferable.
- No dishes, flatware or glassware may be removed from Doyle Dining Hall. Approved reusable "To Go" containers are available for purchase with the cashier.
- All resident students are required to have a resident meal plan. At the beginning of each semester all residents will receive the 19-meal per week plan.
- Changes may be requested within the first two weeks of a new semester. There are no refunds for unused meal plan dollars at the end of the semester.
- All first year residents are required to be on the 19-meal per week plan.
- Unused dining dollars DO NOT carry over from semester to semester. Any unused dining dollars will be forfeited.
- Meal plans are in effect only during the academic year. Mini block plans are available outside of the academic year.
- Block and Commuter meal plans are available for purchase.
- Block Plans carry over from fall to spring semesters within the same academic year. Unused block meals will be forfeited on the last day of spring semester.
- SAGE Dining Services is the exclusive food service provider for the University.
- Outside catering is not permitted, however outside food option may be permitted with submission and approval of a food waiver.
- Meal plan students attending catered functions on campus may have their food credit from Doyle Dining Hall applied toward the cost of the catered function at the request of the host.
- Students requesting dietary accommodations must provide written documentation from a licensed physician and any supporting materials to the Director of Health Promotion and Accessibility. The Director of Health Promotion and Accessibility in conjunction with the Food Service Director will work directly with the student to provide the dietary accommodations.
- Sick trays are available if you are ill and unable to get to the Dining Hall. You must give a signed, dated note with your ID cards to a University community member (faculty, staff or student).

If you are part of a meal plan and work off campus, a box meal can be provided for you with at least three (3) days' notice.

Flyer Posting and Distribution

Flyers may not contain obscene or defamatory content and must not violate University policy or federal, state or local laws. Flyers that violate this policy may be referred for disciplinary action. The Flyer Posting Policy, incorporated herein, may be found in full here.

Freedom of Speech & Expression Policy and Related Policies

Freedom of Speech & Expression Policy

I. Policy Statement

Notre Dame of Maryland University ("NDMU" or "the University") is committed to promoting speech and self-expression that fosters an open and productive exchange of ideas and opinions. The University encourages a balanced approach in all communications and the inclusion of contrary points of view. As is true with the society at large, the right of free speech and expression is subject to reasonable restrictions of time, place, and manner, and does not include unlawful activity. In all events, the use of the University forum shall not imply acceptance or endorsement by the University of the views expressed.

II. Policy Justification

The purpose of this policy is to support NDMU's tenets of promoting free speech and expression that foster an open exchange of ideas and opinions to expand knowledge in the service of humanity. This policy aims to protect opportunities for the free expression and exchange of ideas, while lessening conflict between the exercise of that right and the rights of others in the effective use of University facilities, the reduction of possible interference with the University's responsibilities as religiously affiliated educational institution, and the preservation of the University's status as a non-profit tax exempt organization.

III. General Policy

Notre Dame of Maryland University is dedicated to the pursuit of truth wherever it can be found. Faculty and students enjoy the academic freedom essential for genuine scholarly study and research. Academic freedom applies to activities of faculty members in their writings, lecturing and teaching. Academic freedom applies to students in their access to all legitimate sources of information and in their participation in academic dialogue. Protection from governmental constraint on freedom of speech is ensured by the United States Constitution for all persons. However, this freedom to express oneself verbally, in writing, or by peaceful demonstration may be constrained in a private university in some **limited** circumstances by other values which are held to be equal or greater. NDMU fully respects and supports the freedom of all members of the University to exercise free speech and self-expression, but, as a private institution, the University is not required to provide a forum for advocates whose values contravene those of the University or the Roman Catholic Church.

Protest & Demonstration Policy

Protest is an acceptable means of expression within the Notre Dame of Maryland University ("NDMU" or "the University") community. However, protest becomes

unacceptable when it obstructs the basic exchange of ideas. Such obstruction is a form of censorship, no matter who initiates it or for what reasons.

While NDMU is a private institution, orderly and peaceful demonstrations on the campus are permitted. Protests or demonstrations that infringe upon the rights of others to peaceful assembly, orderly protest, free exchange of ideas, or that interfere with the rights of others to make use of facilities or attend the functions of the University will not be tolerated. The University has the obligation to ensure the safety of individuals, the protection of property and the continuity of the educational process.

When picketing or other forms of peaceful protest take place outside University buildings, the University insists on the right of free passage for all through the areas where members of the University community have a right to be. When such demonstrations take place inside University buildings, the University insists on orderliness, free passage to all rooms, lack of excessive noise, and no interference with classes, libraries, offices, assemblies or normal administrative functions.

Picket lines which permit free passage of those who wish to pass, and signs, banners and peaceful assemblies are all acceptable. However, the carrying of signs that by virtue of their construction constitute a hazard to other people may not be permitted. Specifically, this means that signs should be constructed entirely of soft material such as cardboard or cloth, and that signs should not be attached to rigid sticks or poles when such signs are used inside University buildings. Actions such as the following, are unacceptable: blocking; obstructing or impeding passage of a person or vehicle; actions that result in bodily harm or property damage; erecting or placing of obstructions that result in depriving others of their rights.

Halting a lecture, debate, or any public forum is an unacceptable form of protest. "Halting" means directly or indirectly preventing a speaker from speaking - even for a brief period of time - or seizing control of a public forum for one's own purposes.

The University must be a place where ideas are exchanged freely. By asserting their rights to protest, an individual or group of individuals cannot decide for the entire community which ideas will or will not receive free expression.

Guidelines for Political Activities

One of the core elements of a Catholic education is dialogue. Nowhere is this emphasis more important than in the public arenas of government and politics. Dialogue marked by civility and passion, by reason and opinion, is essential to a transformative education and the democratic process.

Notre Dame of Maryland University ("NDMU" or "the University") encourages all students, faculty and staff to be politically active, supporting the candidates and causes of their choice. Political activity is an important expression of citizenship, just as the

exploration of opposing points of view on matters of public policy – through an authentic dialogue – is an important and vital learning opportunity.

As a tax-exempt, charitable institution, however, NDMU is also subject to the rules and regulations of the Internal Revenue Service, as well as other federal and state laws that prohibit educational institutions from participating or intervening in any political campaign or partisan political activity.

To balance our legal constraints with our commitment to unbiased dialogue, NDMU adopts these "Guidelines for Political Activities." Attached to these Guidelines are extracts from a memorandum released by the American Council on Education (ACE) in Spring of 2016, "Political campaign-related activities of and at colleges and universities" which provides examples of permitted activities as well as prohibited activities based on the legal constraints. Any political campaign-related activities which take place at Notre Dame of Maryland University, including any use of NDMU resources, must also be consistent with NDMU's mission, principles and policies.

Political Activities must be referred, in advance, to the Chief of Staff for coordination and enforcement. Coordination includes ensuring that equivalent opportunities to appear on campus are extended to all legally qualifying candidates running for the same public office.

This policy applies to all NDMU students, faculty, and staff, and to anyone who is acting on behalf of the University. All activities and events which meet the above criteria are also subject to all policies and regulations applicable to hosting speakers, scheduling events, posting materials, and all other related event logistics.

Photography Policy

Registration as a student and attendance at or participation in classes or other campus and University activities constitutes an agreement by the student to the University's use and distribution (both now or in the future) of the student's image or voice in photographs, videotapes, electronic reproductions, or audiotapes of such classes or other campus or University activities.

Public Safety Policies

A. **Campus Emergency Notification Procedures:** In the event that it becomes necessary to notify the entire campus of a **significant emergency or dangerous situation** involving an immediate threat to the health or safety of students, faculty and staff, the University has developed a campus alert procedure. This procedure will be utilized, unless issuing a notification will compromise efforts to contain the emergency as determined by law enforcement, emergency management and University officials. To further expand on the procedure, alerts may include but are not limited to notifications for campus closings or delays due to inclement weather, campus wide power or utility failure, fire, or similar emergencies. The University offers a state-of-the-art mass notification system. The system sends messages instantly and simultaneously to registered text-message-capable

cell phones, smart phones/devices, tablets, MIFI equipment, and cell-phone-network connected devices. **Students are strongly encouraged to register.** The University can quickly send information critical to the campus directly to you, such as campus emergencies, closings due to weather, etc. Signing up is easy. To sign up, have your cell phone with you and log on to: http://www.ndm.edu/public-safety/e2campus. **NOTE:** Registration is FREE. Standard text messaging fees apply to all messages sent to your cell phone.

B. **Emergencies:** In the event of a fire or other crisis, call the Communications Center at 410-435-0100 or ext. 6666 from an on-campus phone for assistance and Public Safety will take appropriate action.
C. **Emergency Blue Lights:** Emergency blue light stations may be used for any emergency situation. Press the red button and a public safety officer is immediately notified of your location and you are in immediate voice contact with the public safety dispatcher. Push the call button and use the keypad to call for an escort.
D. **Public Safety Escorts:** During evening hours, students should call 410-435-0100 if off campus, or ext.5360 if on campus to request an escort to and from anywhere on campus and the library. The call button and keypad on the Emergency Light poles may also be used to call for an escort.
E. **Inclement Weather:** If classes are delayed or canceled due to inclement weather, announcements will be made on local television and radio stations, as well as through University's website, e2Campus text message campus alert system, and via the weather phone line at 410-532-5151.
F. **Lost and Found:** Any article lost or found should be turned in to the Office of Public Safety. Pertinent information will be recorded, i.e., article lost or found, general location, brief description, and name and phone number of person to contact. All items will be kept for 90 days. Contact the Office of Public Safety to inquire about lost items.
G. **Motor Vehicle Regulations for Out-of-State Students:** Students with out-of-state residency who attend school in Maryland and who operate a vehicle which is registered outside of Maryland must obtain a non-resident vehicle permit from the Motor Vehicle Administration if the vehicle will be operated in Maryland for more than 30 days. Failure to do so may result in a fine of up to $1,000. Forms are available in the public safety office.
H. **Thefts:** All thefts occurring on campus should be reported immediately to the Office of Public Safety. Do not create an opportunity for crime to occur! Use the suggestions below to protect yourself and the community:
    a. Do not keep large amounts of cash in your room or on your person.
    b. Lock your room when leaving it unattended for any amount of time.
    c. Report any suspicious behavior to a Resident Assistant or Office of Public Safety
    d. Do not flaunt valuable jewelry or expensive items.
    e. Keep valuables locked in the trunk of your vehicle.
    f. Use an anti-theft device on your vehicle.
I. In accordance with federal law, identified as the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998," all currently enrolled students, campus employees and all prospective students and prospective employees are entitled to request and receive a copy of the University Annual Campus Security Report (CLERY

REPORT). Copies of this report may be obtained on-line at the Public Safety website located at http://www.ndm.edu/offices-and-services/public-safety/

Parking and Driving Regulations

A. Driving Regulations: The Office of Public Safety regulates traffic and driving patterns on campus. Driving and parking on campus is a privilege and students are expected to be aware of and honor these regulations for the safety of University faculty, staff and students as well as those in the University's surrounding neighborhoods. For example, only right turns are permitted onto North Charles Street from the southern entrance/exit when leaving campus. Failure to follow campus driving policies and restrictions may result in a citation or, for repeat offenders, an Honor Board hearing and sanctions which could include suspension of parking privileges on campus. For a detailed map of driving patterns as well as parking, please visit the University's website at www.ndm.edu/admissions/visit-campus/maps-directions-and-parking/.

B. Parking Regulations: The Office of Public Safety regulates parking on campus. Parking regulations are available online at www.ndm.edu/offices-and-services/public-safety/parking . Students are responsible for knowing and upholding parking regulations.

a. Parking at the University is by permit only.

b. All students must register their vehicles with Public Safety and affix a Notre Dame registration decal to their vehicle by the first day of classes for the semester. Registration is free**.**

c. Vehicles which are not properly registered and displaying a valid permit may be ticketed or removed from campus at the owner's expense. Public Safety officers may authorize a tow company to remove from the University's property a vehicle that is unregistered, is unoccupied and presents a hazardous condition, is abandoned, or is parked in a reserved handicap area without a handicap permit.

d. Repeat offenders who receive four (4) traffic violations within the academic year (June 1 through May 31) will be subject to an Honor Board hearing or Administrative Review and sanctions that could include towing and loss of future parking privileges.

e. Vehicle owners will be responsible to pay all towing and storage fees.

f. Signs are posted to assist drivers with traffic flow and to indicate the appropriate parking areas, such as visitors' parking, employee parking and no parking. Curbs and roadways are painted in certain areas to give directions for flow of traffic. There is no parking permitted in areas with white painted curbs**.**

C. Parking Citations Appeals Procedure

a. The Appeals Board for parking citations reviews all requests for appeal of a parking citation issued to faculty, staff, student, or guest. Appeal forms are available in the Office of Public Safety and on the University's website. All appeals must be submitted to the Parking Appeals Board on the Traffic Violation Appeal Form and forwarded to the Office of Public Safety in

Gibbons Hall, Room 002. Appeals received after fifteen (15) calendar days from the ticket date will not be honored.

b. The membership and composition of the Appeals Board consists of the Director of Risk Management and Public Safety (Chair) or designee, a faculty representative, a staff representative; a Human Resources representative; and a student representative. The Board will vote to determine final disposition of the citation appealed. This is the final appeal.

c. The Parking Appeals Board meets once a month. All results will be sent to the person appealing. If the appeal is granted, the ticket will be voided and the process is concluded. If the appeal is denied, the individual will be required to pay any outstanding fines. Any fines not paid will be added to the student's account in the Business Office. These outstanding fines will result in a "hold" being placed on grades, transcripts, and/or graduation.

D. University Vehicle Use

a. The University has adopted policies and procedures for the use and operation of passenger vehicles owned by the University. University employees or students, who are authorized drivers, may use the University vehicles when on official University business or to attend University sanctioned events.

To become an authorized driver of a University vehicle, an individual must be a faculty member, staff, or a currently registered student at the University and, have a valid driver's license that is at least two years old. Maryland residents must have a Maryland State driver's license to drive the University van or bus. Drivers who have licenses from other states must provide a copy of their driving record from the state where the license was obtained. The Office of Public Safety will obtain driving records for Maryland residents. To be authorized to drive a University vehicle, the individual may not have a record for DWI or DUI conviction or citations for other violations which would demonstrate unsafe or reckless driving habits. This determination will be at the discretion of the Director of Public Safety. To drive the University bus or van, one must also pass a driving test administered by the Office of Public Safety, and be at least 21 years of age. Any violations of the University vehicle policy may result in disciplinary action.

Student Harassment and Discrimination Policy and Procedure

A. **Policy Statement:** Notre Dame of Maryland University seeks to foster and maintain an atmosphere of mutual respect and concern for all members of the University community, including students, faculty, staff, interns, employees, volunteers, contractors, guests, and others who are within the University's control (the "University Community"). In accordance with the University's Nondiscrimination Policy, the University is committed to providing an academic and work environment free from all forms harassment and discrimination. In keeping with this commitment, the University maintains a strict policy prohibiting all forms of unlawful discrimination and discouraging conduct that, while not unlawful, could reasonably be considered unlawful discrimination. All members of the University community share responsibility for fostering this environment by adhering to the standards of conduct outlined in this policy.

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 or expression, 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 ("Protected Status").

At the same time, the University recognizes the centrality of academic instructional materials for scholarly purposes regarding the above protected status for scholarly purposes appropriate in the academic context, such as class discussions, reading assignments, academic conferences or meetings.

This policy applies to all members of the University Community and prohibits unlawful misconduct and/or harassment in any form. It also prohibits retaliation of any kind against individuals who file complaints or who assist in a University investigation.

B. Definitions

a. Unlawful Discrimination and Harassment of a Non-Sexual Nature

i. The University's policy prohibits unlawful discrimination and harassment of a non-sexual nature, which includes verbal, physical, or graphic conduct that denigrates or shows hostility or aversion toward an individual or group because of their Protected Status, when:

1. such conduct is sufficiently severe or pervasive/persistent that it alters the conditions of education, employment, or participation in a University sponsored, recognized, or approved program, visit, or activity;
2. and creates an environment that a reasonable person in similar circumstances would find intimidating, hostile, humiliating, demeaning or offensive.

ii. Prohibited behavior may include conduct or material (physical, oral, written, or graphic, including e-mail, text, or social media messages posted or circulated in the community) involving epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts, that serves no scholarly purpose appropriate to the academic context and gratuitously denigrates or shows hostility or aversion toward an individual or group because of the member's Protected Status.

C. Initial Complaint

a. Any student in the University Community, who believes to have been subjected to unlawful discrimination and/or harassment in violation of this policy or suspects the occurrence of discrimination and/or harassment, should report the matter immediately so that the University may promptly address the situation. Students shall address their concerns to any of the following administrators: Associate

Vice President for Student Life, Title IX Coordinator, or the Associate Dean for Inclusion and Community Standards.

b. When a matter is referred to the Title IX Coordinator and/or appropriate administrator, information will be gathered to understand the nature of the complaint. Matters must be filed within one year of the date of the incident. The University may in its discretion investigate matters brought to its attention that took place outside of this limitation period. Because the investigation of these matters may be negatively impacted by the passage of time and the availability of witnesses and other evidence, individuals are encouraged to report incidents as soon as possible.

c. The initial complaint should include:
    i. name, address, and telephone number of the complainant;
    ii. the nature of the complaint;
    iii. date(s) and location(s) of the alleged occurrence(s);
    iv. names and contact information for any witnesses
    v. evidence on which the complaint is based; and
    vi. the resolution or redress sought by the complainant.

D. Confidentiality

a. The University recognizes the sensitive nature of information that it receives in the course of discussing complaints of unlawful discrimination and/or harassment. All information disclosed to a member of the University faculty, administration, or staff during reporting, counseling, investigation, hearings or other proceedings will be kept in a secure location with restricted access. Confidentiality will be maintained to the extent possible. The University will take steps to protect the identity of a person making a report, but the University is obligated to conduct this investigation regardless of the complainant's requests. In the course of the administrative investigation, information will be shared as necessary with people who need to know, such as investigators, witnesses, and the accused. Any response by the University may be hindered by the complainant's requests for anonymity and/or inaction.

E. Resolution

a. Upon receipt of a complaint, the University will initiate a prompt, thorough, and impartial investigation and take corrective or disciplinary action as appropriate against incidents of harassment or discrimination that come to the University's attention.
    i. In order to maintain a level of consistency in all investigations and outcomes at the University, the Investigator, once contacted, will frequently consult with the Title IX Coordinator and other individuals identified above.
    ii. Upon completion of the investigation, the Investigator will refer the case and all investigative notes to the University Honor Board for resolution.
    iii. The University Honor Board procedure as described in the Student Conduct Review Procedure-Honor Board section shall apply.

F. Appeals

a. Appeals may be permitted as described in the Appeals section.

G. Anti- Retaliation Statement

a. Retaliation against anyone who files a complaint, serves as a witness, or otherwise participates in the enforcement of this policy is strictly prohibited. Initiating a complaint of harassment or discrimination will not affect a student's grades, class selection, or any other matter pertaining to student status. Distinguishing between harassing or discriminatory conduct and conduct that is purely personal or social without a harassing or discriminatory work or educational effect requires a determination based on all of the facts pertaining to the situation.

b. False accusations of harassment or discrimination can seriously injure innocent people. It is a violation of this policy, therefore, for anyone knowingly to make false accusations of harassment or discrimination. A determination that a complaint is not meritorious however is not necessarily equivalent to a false allegation. A finding for the accused does not constitute a finding that the complaint was in bad faith.

H. Hostile Environment in Absence of a Complaint

a. If the University has credible notice – either direct or indirect – of possible discrimination or harassment of a member of its community or notice of a hostile, harassing or discriminatory environment, then it will take immediate and appropriate steps to investigate or otherwise determine what occurred and take steps reasonably calculated to end any harassment and/or discrimination, eliminate a hostile environment if one has been created, and prevent harassment and/or discrimination from occurring again.

Sexual Misconduct Policy

The University seeks to foster and maintain an atmosphere of mutual respect and concern for all members of the University community, including students, faculty, staff, interns, volunteers, contractors, guests, and other circumstances within the University's control (the "University Community"). The University is committed to providing an academic and work environment free from all forms of sexual- and gender-based harassment, discrimination, and misconduct, examples of which can include acts of sexual violence, including sexual assault, domestic or partnership violence, exploitation, intimidation, and stalking. In keeping with this commitment, the University maintains a strict policy prohibiting all forms of sexual and gender-based misconduct and unlawful discrimination and discouraging conduct that, while not unlawful, could reasonably be considered sexual misconduct and/or unlawful discrimination. All members of the University Community share responsibility for fostering this environment by adhering to the standards of conduct outlined in the University's Policy on Sexual Misconduct and Other Related Misconduct.

The University is obligated under the law to investigate complaints, to take action to eliminate sexual misconduct, prevent its recurrence, and address its effects. All members of the University community who learn of instances of sexual misconduct are encouraged to report this behavior immediately to the appropriate University officials in order to ensure prompt, proper investigation into these matters.

The University's Policy and Procedures on Sexual Misconduct and Other Related Misconduct are available at the University's Title IX Website linked here. Inquiries concerning the applications of Title IX may be referred to:

Greg FitzGerald, Title IX Coordinator
Notre Dame of Maryland University
4701 N. Charles Street
Gibbons Hall, Room 106
Baltimore, MD 21210
(410) 532-5109
gfitzgerald@ndm.edu

Smoking Policy

The University is committed to providing a healthy, comfortable environment for students, faculty, staff, and guests. Smoking, including cigarettes, cigars, pipes, and electronic smoking devices is prohibited in all buildings on the University campus. Individuals who wish to smoke or use other tobacco products must do so outside of any building, at least **thirty feet away from any building**, or in any designated areas, in a manner that does not in any way block building entrances, and minimizes others' exposure to the second-hand effects of tobacco use. Cigarette ashes and butts should be placed only in designated receptacles. Tobacco chew should not be expectorated onto the ground. Smoking is not permitted in any University vehicles.

Social Media

Social media are used through web- and mobile-based technologies to turn communication into interactive dialogue and engagement. Websites and user-generated content include, but are not limited to, Facebook, Flickr, Instagram, LinkedIn, SnapChat, Twitter, YouTube, and blogs. Social media communication is public and visible, and posting inappropriate texts or confidential, pictures, videos, or images could provoke institutional or legal ramifications for the student or student group. Examples of items that would be deemed inappropriate include, but are not limited to:

A. Personally identifiable material including, but not limited to, full names, government identifiers, email addresses, physical addresses, or health information of individuals following FERPA guidelines.
    i. Threatening, harassing, or discriminatory posts.
    ii. Posts that incite or promote violence or illegal activities.
    iii. Material that could be interpreted as containing obscene, offensive, or sexual themes.
    iv. Information that reasonably could compromise public safety and well-being of the University and/or the University Community.
    v. Comments that are off subject or out of context from the original post and to the University.
    vi. Solicitation or advertisement of businesses, direct sales companies, and events, both on and off campus, that have not been approved by University staff for publication.
    vii. Any information, documentation, material or images that would be found in violation of any University policies or procedures
B. Posting content to third- party applications, such as social media sites, almost always releases ownership rights to and control of that content. Protect privacy

online by adjusting privacy settings and publishing updates only to audiences with whom you wish to share your status.

C. The University will not ask for, nor should an individual send, credit card or payment information, classified information, privileged information, private information or information subject to non-disclosure agreements via any social network internet communication service.
D. Users of virtual communities should be aware of the potential consequences when posting to these sites. While faculty and staff will not actively monitor the use of Facebook or any other online community, potential policy violations brought to the attention of the University may be subject to investigation and pursued through the student conduct system.

Student Records Policy

The University adheres to a practice of compliance with the Family Educational Rights and Privacy Act (FERPA). As such, it is the practice of the University (1) to permit students to inspect their education records (2) to limit disclosure to others of personally identifiable information from education records without student's prior written consent, and (3) to provide students the opportunity to seek correction of their education records where appropriate. The full FERPA policy is available in the University catalog.

Substance Abuse Policy

A. It is the goal of the University to protect the health and environment of students, faculty and staff by observing a drug-free environment in keeping with the Drug-Free Workplace Act of 1988, the Drug-Free Schools and Campus Act of 1989, and the Policies of the Maryland Higher Education Commission Concerning Drug and Alcohol Abuse. This policy applies not only to students, faculty and staff of the University, but also to all employees of contractors and subcontractors, as well as food service employees.
B. **Standards of Conduct**
    a. All students are prohibited from the abuse of alcohol***** and the unlawful manufacture, distribution, possession or use of illicit drugs or alcoholic beverages on University property or as part of any University activity, both on and off campus.
        i. All Notre Dame of Maryland University students and employees are required to comply with the University's Substance Abuse Policy. Sanctions levied against a student, faculty or staff who violates the Standards of Conduct are included under the section entitled Sanctions. For students, violations will be subject to adjudication by the student conduct system and/or appropriate law enforcement officials. For employees, violations are subject to disciplinary action, up to and including immediate dismissal, or a requirement to successfully complete drug or alcohol abuse counseling or rehabilitation as a condition of continued employment. Criminal or civil action does not preclude campus action.
        ii. This policy covers the following substances:
            1. alcoholic beverages of any kind (alcohol means ethyl alcohol or ethanol)
            2. controlled or illegal drugs or substances, which include all forms of narcotics, hallucinogens, depressants, stimulants, and designer

drugs whose use, possession, transfer, sale, manufacture, distribution, and dispensation are restricted or prohibited by law.

3. Alcohol abuse is the singular or repeated use of alcohol that violates local, state, or federal law or University policy

C. **University Regulations**

a. **Alcohol and Illegal Drugs—Students**

i. Students and their guests are expected to follow the laws of Maryland, specifically Criminal Law Article 10 of the Annotated Code of Maryland, which states that no individual under the age of 21 may buy, consume or possess alcoholic beverages of any kind, and individuals over 21 may not sell or provide alcohol to minors on University property or as part of any University activity, either on or off campus.

1. Students over the age of 21 may consume alcohol in their residence hall rooms, but not in public areas of the University, including, but not limited to, hallways, lounges, bathrooms and common areas. In the residence halls, those who are 21 years of age or older may not consume alcohol in the presence of anyone under the age of 21.
2. Those under 21 are not permitted to possess, distribute, or consume alcohol anywhere on campus, including their residence hall rooms.
3. For those of legal drinking age, containers of alcoholic beverages larger than three liters, including kegs, are not permitted in the residence halls.
4. Students may not possess, distribute, sell, manufacture, dispense, or use illegal drugs on or off campus. Those who decide to drink or abuse drugs are accountable for their behavior while under the influence, just as if they had not been abusing drugs or alcohol.
5. The University will not hire anyone who is known to currently use illegal drugs or abuse substances. Compliance with this policy is a condition of employment. Employees must report to work mentally and physically fit to perform their duties.
6. The following activities are prohibited while student employees are on the University's premises or otherwise engaged in University business: (1) the consumption of alcoholic beverages except at University sponsored events, where authorized, (2) being under the influence of alcohol or illegal drugs during business hours, (3) performance of duties while under the influence of alcohol or illegal drugs whether on or off University Premises, and (4) the manufacture, possession, use, sale, distribution, dispensation, receipt, or transportation of any controlled substance or illegal drug.
7. Alleged violations may be reported to the Associate Dean for Inclusion and Community Standards.

b. **Alcohol Beverages (For Events Where Alcohol Will Be Served)**

i. Alcoholic beverages may be sold, served, or consumed if (1) in compliance with the law, and (2) it is done at gatherings in locations approved by the Associate Vice President for Student Life or (3) they are authorized at third-party events on campus. This applies to events sponsored by University.

The Associate Vice President for Student Life may approve alcoholic beverages for use at campus gatherings if all the following conditions are met:

1. The event is held in a special use location, facility, or building, on or off campus;
2. The event is requested by a faculty member, staff, administrator, or student organization, or University department;
3. Those in attendance will be at least 21 years of age;
4. Those over the age of 21 will be identified by the use of a wristband, hand stamp, etc.
5. Food and nonalcoholic beverages will be served;
6. The sale/serving of alcoholic beverages will be discontinued at least one hour before the event ends;
7. Proper campus supervision is provided in areas where alcohol is served/sold.

ii. Alcohol permit forms are available in the office of the Associate Vice President for Student Life and must be submitted at least 10 working days prior to the event.

D. **Sanctions for Students Violating This Policy**

a. Sanctions of the University Substance Abuse Policy will be determined by the severity of the violations and their impact on the community for first, second, and third violations. Students who violate the Notre Dame of Maryland University Substance Abuse Policy may be subject, but are not limited, to the following sanctions:

i. *First Offense Alcohol Misuse:* Possible sanctions include, but are not limited to, an alcohol-related health assessment, participation in an alcohol education program, and other appropriate conduct sanctions, including, but not limited to, probation, visitation restriction, etc.

ii. *Second Offense Alcohol Misuse:* Required alcohol-related assessment, mandatory attendance at an alcohol education program, ***notification of parents or legal guardians of students under 21***, and other conduct sanctions as deemed appropriate, including, but not limited to, restitution, fines, probation, residence hall suspension, etc.

iii. *Third Offense Alcohol Misuse:* Required attendance at the six-session alcohol education program or other community-based alcohol education program, ***notification of parents or legal guardians of students under 21,*** and other conduct sanctions as may be deemed appropriate, including, but not limited to restrictions, probation, suspension or expulsion.

b. **Controlled or Illegal Drugs**

i. A student who has violated the Substance Abuse Policy through the illegal possession, use, sale, manufacture, dispensation, or distribution of any drug, narcotic or controlled substance, whether on or off campus, is subject to immediate suspension or expulsion.

E. Assistance Program Referrals

a. The University recommends that individuals who have a drug or alcohol abuse problem seek professional help. The Counseling Center provides education,

assessment, individual counseling and behavioral methods to address problem areas, and can assist individuals in identifying referrals, treatment programs and other community services.

b. The following agencies may be contacted to identify assistance programs offered in the community:

Addict Referral & Counseling Center, Inc.
21 W. 25th Street
Baltimore, Maryland 21218
410-366-1717

Narcotics Anonymous
217 North Warwick Avenue
Baltimore, Maryland 21223
410-468-0060
Email: baltoareana@ymail.com

F. Education

a. The University provides educational programs, including an on-line alcohol training, designed to promote lawful and responsible use of alcohol and prevent the use of illicit drugs. These programs include information on alcohol and illegal drugs, the consequences of the use and abuse of these substances, the role of individual responsibility and personal liability, and this policy.

i. These programs are available to any member of the University community and are primarily offered through the Division of Student Life.

ii. Drug-Free Awareness Program will inform employees annually of (a) the dangers of drug or alcohol abuse in the workplace, (b) the University's policy of maintaining a drug-free workplace, (c) available drug counseling and rehabilitation, (d) penalties that may be imposed upon employees for violations.

b. Applicable State Laws Relating to Unlawful Use, Possession, And Distribution of Illicit Drugs and Alcohol

i. The below is a non-exclusive reference to articles on laws relating to illicit drugs and alcohol can be found in the Criminal Law Article of the Annotated Code of Maryland at the following link.

Article 5 – Controlled Dangerous Substances, Prescriptions & Other Substances; Subtitle 6 – Crimes Involving Controlled Dangerous Substances & Paraphernalia (Subtitle 6); and Article 10 – Crimes Against Public Health, Conduct & Sensibilities (Title 10); Subtitle 1 – Crimes Against Public Health & Safety

ii. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article 5-602

1. *Offense:* Unlawful manufacture, distribution, dispersion, or possession to indicate intent to manufacture, distribute, dispense a controlled dangerous substance (or counterfeit substance)

2. *Penalty*: Guilty of felony and subject to imprisonment up to 20 years and/or a fine up to $25,000

iii. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article 5-617

1. *Offense*: Distribution of non-controlled substance as a controlled dangerous substance

2. *Penalty:* Guilty of felony and subject to imprisonment up to 5 years and/or a fine up to $15,000

iv. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article 5-628
   1. *Offense:* Use of minor to manufacture, deliver, or distribute controlled dangerous substance
   2. *Penalty:* Guilty of felony and subject to imprisonment up to 20 years and/or a fine up to $20,000

v. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article 5-601
   1. *Offense:* Possession of controlled dangerous substance
   2. *Penalty:* Guilty of misdemeanor and subject to imprisonment up to 4 years and/or a fine up to $25,000; for marijuana, one year and/or a fine up to $1,000 if over 10 grams.

vi. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article 5-619
   1. *Offense:* Use, delivery, or possession with intent to use, deliver, or sell drug paraphernalia to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, pack, repack, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the human body, a controlled dangerous substance
   2. *Penalty*: Guilty of misdemeanor and subject to a fine up to $500 for first offense, imprisonment up to 2 years and/or a fine up to $2,000 for second offense; for situations involving a minor up to 5 years and/or a fine up to $15,000 (not applicable to use or possession of marijuana)

vii. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article 5-619
   1. *Offense:* Advertising to promote the sale or delivery of drug paraphernalia
   2. *Penalty*: Guilty of misdemeanor and subject to a fine up to $500 for first offense; imprisonment up to 2 years and/or a fine up to $2,000 for second offense

viii. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article 5-618
   1. *Offense:* Possession and/or purchase of non-controlled substance believed to be controlled dangerous substance
   2. *Penalty:* Guilty of misdemeanor and subject to imprisonment up to one year and/or a fine up to $500

ix. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article, 10-113
   1. *Offense:* Misrepresentation or false statement of age in order to obtain alcohol or to induce the illegal sale or supplying of alcohol
   2. *Penalty:* Guilty of civil offense and subject to a fine up to $500 or up to $1,000 if repeat offense, plus court costs

x. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article, 10-114
   1. *Offense:* Possession of alcohol by person under 21
   2. *Penalty:* Guilty of civil offense and subject to a fine up to $500 or up to $1,000 if repeat offense, plus court costs

xi. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article, 10-115
   1. *Offense:* Possession of false identification by person under 21

2. *Penalty:* Guilty of civil offense and subject to a fine up to S500 or up to $ 1,000 if repeat offense, plus court costs

xii. ***Jurisdiction:*** Annotated Code of Maryland, Criminal Law Article, 10-116
   1. *Offense:* Purchasing alcohol for person under 21
   2. *Penalty:* Guilty of civil offense and subject to a fine up to $500 or up to $ 1,000 if repeat offense, plus court costs

xiii. ***Jurisdiction:*** Annotated Code of Maryland, Maryland Transportation Article 21-902 and 27- 101
   1. *Offense:* Driving while intoxicated/under the influence of alcohol and/or drugs
   2. *Penalty:* Penalties ranging from a fine up to $500 and/or imprisonment of one year; if repeat offense, up to a fine of $3,000 and/or imprisonment up to 3 years

xiv. ***Jurisdiction:*** Maryland Article 2B, 19-101, 19-102
   1. *Offense:* Disorderly intoxication
   2. *Penalty:* Guilty of misdemeanor and subject to imprisonment up to 90 days and/or a fine up to $100

c. Health Risks Associated with the Abuse of Alcohol or Use of Illegal Drugs

i. **ALCOHOL– (Beer, Wine, Distilled Spirits)**
   1. SHORT-TERM EFFECTS: relaxation, breakdown of inhibitions, euphoria, depression, decreased alertness, stupor, nausea, unconsciousness, hangover and death.
   2. LONG-TERM EFFECTS FROM CONTINUED EXCESSIVE USE: obesity, impotence, psychosis, ulcers, malnutrition, liver and brain damage, delirium tremors and death.

ii. **AMPHETAMINES– (Benzedrine, Dexedrine, Methedrine, Preludin)**
   1. SHORT-TERM EFFECTS: increased alertness, excitation, euphoria, decreased appetite, restlessness, rapid speech, irritability, insomnia, stomach disorders, and convulsions.
   2. LONG-TERM EFFECTS: insomnia, excitability, skin disorders, malnutrition, delusions, hallucinations, psychosis.

iii. **ANABOLIC STEROIDS– (Prednisone and Synthetic Testosterone-like Drugs which have tissue-building properties)**
   1. SHORT-TERM EFFECTS: mood elevation or depression, increase or decrease in sex drive, increased aggressive behavior, may stunt growth, change in electrolyte balance causing retention of sodium and retention of fluids.
   2. LONG-TERM EFFECTS: jaundice (yellowing of skin), liver damage, high blood pressure, endocrine imbalance; in males can cause enlarged breasts, decrease in testicular size and function, decrease of sperm production; in females can cause acne, menstrual irregularities, irreversible masculinizing effects such as hair on the face, deepening of the voice, change in the genitals.

iv. **ANTIDEPRESSANTS**
   1. **Tricyclics (Elavil, Ritalin, Tofranil, Prozac)**

a. SHORT-TERM EFFECTS: relief of anxiety and depression, temporary impotence, nausea, hypertension, weight loss, headaches.

b. LONG-TERM EFFECTS: irregularities in heartbeat, disturbed vision, decrease or increase in sexual desire, constipation, edema, extremely toxic in excessive doses, and overdose can cause death

2. MAOIs (Nardil, Parnate, Marplan, Phenazine)

a. SHORT-TERM EFFECTS: combination of certain foods can trigger very high blood pressure, rapid pulse, headaches, problems with vision, sometimes paralyzing or fatal strokes; foods high in the amines, trymine, or histamine should be avoided, i.e., beer, red wines, chocolate, pickled fish, cheese, yogurt, stimulants, caffeine and allergy pills.

b. LONG-TERM EFFECTS: (may take six weeks for drug to work): glaucoma, weight gain, sleep disturbances, fatigue, weakness, tremors, dry mouth, and constipation.

3. Antimanic (Lithium)

a. SHORT-TERM EFFECTS: difficulty staying on medication since euphoric feelings and sense of well-being experienced during mild manic attacks is missed, narrow range between the therapeutic and toxic levels (periodic blood tests are needed), nausea, lethargy, thirst, hand tremors, greatly increased urination, and possible weight gain.

b. LONG-TERM EFFECTS: drug excreted almost entirely by kidneys, any injury or weakness may allow the drug to accumulate to dangerous levels, avoid diuretics and low-sodium diets so as not to further deplete sodium level, carefully monitor drug level.

v. BARBITURATES– (Chloral, Hydrate, Doriden, Nembutal, Phenobarbital, Seconal)

1. SHORT-TERM EFFECTS: relaxation, euphoria, decreased alertness, drowsiness, impaired coordination, slurred speech, stupor, hangover, and death.

2. LONG-TERM EFFECTS: excessive sleepiness, confusion, irritability, severe withdrawal, sickness, and death.

vi. CAFFEINE– (Coffee, Cola, Tea, No-Doz)

1. SHORT-TERM EFFECTS: increased alertness, restlessness, insomnia, upset stomach.

2. LONG-TERM EFFECTS: restlessness, irritability, insomnia, stomach disorders.

vii. CANNABIS– (Hashish, Marijuana, THC)

1. SHORT-TERM EFFECTS: relaxation, breakdown of inhibitions, alteration of perceptions, euphoria, increased appetite, increased heartbeat, dry mouth.
2. LONG-TERM EFFECTS: fatigue, loss of memory, school grades may decline, hormonal changes, psychosis.

viii. **COCAINE- (Coke, Crack)**

1. SHORT-TERM EFFECTS: feeling of self-confidence and power, intense exhilaration, extreme euphoria, increased blood pressure and heart rate, dilated pupils.
2. LONG-TERM EFFECTS: Paranoia, violence, feeling of things crawling under the skin (frequent abrasions and dig marks on skin from scratching coke bugs), runny or stuffy nose if snorted, headaches, chronic insomnia, irritability, depression, psychosis, death.

ix. **HALLUCINOGENS– (LSD, Mescaline, Scopolamine, PCP, STP, Psilocybin, DMT)**

1. SHORT-TERM EFFECTS: perceptual changes especially visual, increased energy, hallucinations, panic, anxiety, exhaustion, tremors, psychosis.
2. LONG-TERM EFFECTS: increased delusions and panic, psychosis.

x. **INHALANTS– (Glue, Paint Thinner and Removers, Correction Fluid, Gas, Laughing Gas, Nitrous Oxide)**

1. SHORT-TERM EFFECTS: relaxation, hypersensitivity, possible violence, impaired judgment, reduced muscle reflex control, rapid heartbeat, impaired coordination, headache, nausea, visual disturbance, euphoria.
2. LONG-TERM EFFECTS: brain damage, lung and kidney damage, blood and bone marrow alteration, possible death.

xi. **NICOTINE– (Cigarettes, Cigars, Pipe Tobacco, Snuff, Chewing Tobacco, Nicotine Gum)**

1. SHORT-TERM EFFECTS: relaxation, constriction of blood vessels, dry mouth and throat, adrenaline release, increase in pulse, heart and blood pressure.
2. LONG-TERM EFFECTS: hypertension, nervousness, irritability, headaches, fatigue, insomnia, impaired breathing, heart and lung disease, cancer of the lungs, larynx, trachea, esophagus, throat, mouth, cheek, lips and nasal cavity, arteriosclerosis, and death.

xii. **OPIATES– (Opium, Codeine, Morphine, Heroin, Dilaudid, Percodan)**

1. SHORT-TERM EFFECTS: euphoria, prevention of withdrawal symptoms, pain relief, mental clouding, drowsiness, central respiratory depression which can cause death.
2. LONG-TERM EFFECTS: constipation, loss of appetite, toxic syndrome, lowered blood pressure.
3. See also Section G. Heroin and Opioid Addiction and Prevention in this Policy.

xiii. TRANQUILIZERS– (Librium, Miltown, Equinol, Thorazine, Valium)

1. SHORT-TERM EFFECTS: relief of anxiety and tension, suppression of hallucinations and aggression, sleep, drowsiness, blurred vision, dizziness, slurred speech, allergic reactions, stupor.
2. LONG-TERM EFFECTS: blood-cell destruction, jaundice, coma, and death

G. Heroin and Opioid Addiction and Prevention

In accordance with Sections §11-1201 through §11-1204 of the Education Article of the Annotated Code of Maryland and in alignment with the University's Substance Abuse and Drug-Free Workplace Policy, Notre Dame of Maryland University ("NDMU" or "the University") has adopted a Heroin and Opioid Addiction and Prevention Policy. NDMU strives to provide a healthy, drug-free, and safe learning environment for students, faculty, and staff. The University recognizes the growing epidemic of heroin and opioid related abuse and deaths in Baltimore City, the State of Maryland, and nationwide. As well as the health and safety issues such an epidemic may pose for the University community, on and off campus.

Incoming full-time students in the Women's College, College of Undergraduate Studies, and College of Graduate & Professional Studies (including the School of Pharmacy ("SOP")) will be required to participate in a face-to-face (or online in some cases) heroin and opioid addiction and prevention awareness training. The trainings will be facilitated by certified faculty and students of NDMU's SOP. NDMU will also provide part-time students with easily accessible online resources that will alert and educate them regarding heroin and opioid addiction and prevention.

In an effort to protect the health and safety of the campus community, NDMU will maintain an easily accessible supply of overdose-reversing medication to be used in the case of emergencies. Public Safety Officers and other designated personnel will be trained to: recognize the symptoms of opioid overdose; in the procedures for the administration of overdose-reversing medication; and in the proper follow up emergency procedures related to opioid overdose.

The University will report to the Maryland Higher Education Commission, on or before October 1st of each year, regarding each incident at NDMU that required the use of an opioid overdose-reversing medication. The Chief of Staff will be responsible for submitting the report, in collaboration with the Substance Abuse Policy Review Committee.

This policy will be reviewed biennially by the Substance Abuse Policy Review Committee to determine its effectiveness and make changes if necessary.

H. Policy Review

This policy will be reviewed biannually by the Substance Abuse Policy Review Committee comprised of the Associate Vice President of Student Life (chair), Director of Public Safety, Director of Human Resources, Chief of Staff, or their designees, representatives of

the Student Government Association, and members of the faculty, to determine its effectiveness, make changes if necessary and to ensure that sanctions are consistently enforced.

Training Requirements

The University is committed to providing prevention and awareness training to all students. Such trainings may include sexual misconduct, alcohol and drug abuse, heroin and opioid addiction, and other trainings as necessary or in compliance with federal, state, and local law. Failure to complete mandatory trainings may result in registration holds being placed on the student's account.

University Liability

A. Notre Dame of Maryland University assumes no responsibility for the loss, destruction or theft of students' personal possessions at any time, including those times when students are attending or absent from the university. Students are encouraged to inventory their possessions periodically, engrave their names on all personal possessions, record the serial numbers, and keep them in a safe place. Students are discouraged from bringing valuables to campus. Students are encouraged to obtain personal property insurance for personal possessions. Please understand that the Notre Dame of Maryland University insurance program covers only university property and does not extend to the personal property of students.
B. Students choosing to undertake recreational activities that are not specifically sponsored by the university while on campus – such as sledding, biking, and exercising – do so at their own risk.

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

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Brightspace
NDMU Navigate
Student Email
Library
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Careers

Compliance

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Contact Us

Map, Directions & Parking

NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Academic Information

Notre Dame of Maryland University offers two divisions of undergraduate study: The Women's College and the College of Adult Undergraduate Studies.

Women's College

The Women's College accommodates the needs and interests of women who can study full-time. Women's College students who may be first-time or returning college students, transfer students, residents or commuters, are offered encouragement and direction in an atmosphere that promotes individual growth and development. Although the majority of students study on a full-time basis, students have the opportunity to enroll in the Women's College program on a part-time basis as well. Women's College students can earn the bachelor of arts or bachelor of science degree in 28 major fields of study and a variety of double major and dual degree programs.

Women's College students benefit from an all-women's academic environment, where many students thrive, excelling academically and professionally. Independent research demonstrates students in women's colleges are more engaged in academics than their female counterparts at co-educational institutions, they are more likely to complete a degree in the sciences, and they are more likely to assume leadership positions during their careers.

For more information, call 410-532-5330 or 800-435-0200, email admiss@ndm.edu, or visit https://www.ndm.edu/womens-college.

College of Adult Undergraduate Studies (CAUS)

In 2011, Notre Dame launched the College of Adult Undergraduate Studies (CAUS). Utilizing the expertise in adult education developed through more than 35 years of Weekend College programming, and incorporating the flexibility and convenience of the Accelerated College, CAUS brings even more academic options to working professionals seeking personal and career growth through lifelong education.

CAUS programs are based on the reality that adults learn best in an environment that considers their needs and life responsibilities. Students will find a flexible schedule allowing them to work

around other priorities such as employment and home life. With rigorous, high-quality academic programs rooted in the liberal arts, an emphasis on career advancement, extraordinary opportunities for leadership, and attention to ethical and spiritual development, CAUS students experience an education that benefits them intellectually, professionally, socially and spiritually.

CAUS encourages students to learn at their own pace, studying in a variety of formats that include both accelerated courses that run from four to ten weeks and semester-long courses. CAUS offers face-to-face as well as online options, and courses that meet evenings, Saturdays and even weekdays. With four semesters each year, and concentrated sessions in the winter and summer, students may complete as few as three credits per year or as many as 30 credits.

Students may also study in a cohort, a group of 20 to 25 students who advance through the program together and ultimately graduate together. Cohorts take one course at a time, while studying year round. This cohort structure provides an embedded support system that keeps each adult student motivated toward degree completion. Classes meet the same day and time throughout the program, as professors use a proven curriculum emphasizing experiential learning that is relevant to today's workplace issues.

CAUS offers eleven Majors and a variety of Minors, as well as several Certificate programs. Baccalaureate programs in Business, Education and Nursing are offered through the cohort model. Students may also pursue a bachelor's degree outside the cohort model in Business, Computer Information Systems, Interactive Communication Strategies, Criminology, Education, Liberal Arts, Religious Studies and Radiological Sciences.

Cohorts are conveniently hosted at several locations: The main campus on North Charles Street, the Eastern Shore Higher Education Center, Arundel Mills and Arnold in Anne Arundel County, Laurel College Center in Prince George's County, College of Southern Maryland–Prince Frederick Campus and employer worksites.

For information on the College of Adult Undergraduate Studies, call 410-532-5500, email caus@ndm.edu or visit https://www.ndm.edu/caus.

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Academic Regulations (University)

from time to time to carry out the purposes and objectives of the University.

The following are Undergraduate Academic Regulations and Policies:

Academic Advising
- Women's College
- College of Adult Undergraduate Studies

Academic Clemency

Academic Clemency/Renewal at another University

Academic Standing
- General
- Academic Good Standing
- Academic Probation - General
- Academic Probation - Full-time Students
- Academic Probation - Part-time Students
- Academic Suspension (one term)
- Academic Suspension/Dismissal (Indefinite Academic Suspension)
- Academic Suspension or Indefinite Academic Suspension/Dismissal - Readmission

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Appeals - Final Grades
- Reasons for Appeal
- Process for Final Grade Appeal

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- Students
- Faculty
- Online

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- General
- Catalog Year for degree seeking students

Catalog Year for re-entry degree seeking students
Catalog Year for transfer students with a Maryland Community College Transfer Associate Degree
Catalog Year – Changing Catalog Year, changing Major within a School, or changing Schools
Catalog Year - Adding a Major, Minor and/or Concentration
Changing Catalog Year
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Bachelor of Science
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- General
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- Graduation - Commencement Ceremony Participation Policy
- Graduation Requirements - Earning two degrees simultaneously at NDMU
- Graduation Requirements - Residency
- Graduation Requirements - Second or Subsequent Baccalaureate Degrees
- Graduation Requirements - Substitutions and Waivers of Degree Requirements
- Honor Societies and Dean's List
  - Honor Societies
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Academic Advising

Women's College: During the first year, a faculty member who concentrates on understanding the needs of new students advises incoming students. When the Women's College student declares a Major, a faculty member in the Major field is assigned as the academic advisor. An academic advisor helps the student plan the Program of Study. Women's College students confer with a faculty advisor before each registration period. Women's College students are encouraged to meet with their academic advisor at least once each semester in addition to the mandatory meeting before Registration.

College of Adult Undergraduate Studies (CAUS): Upon admission to the University an enrollment manager/advisor is assigned. This advisor helps students plan their Program of Study and approves course selection. CAUS students should confer with an academic advisor each semester.

NOTE: Ultimately it is the responsibility of the student to plan, register for and successfully complete the courses required for the Program of Study.

Academic Clemency

Academic Clemency is designed for students seeking readmission after an extended absence and whose Cumulative Grade Point Average (CGPA) at NDMU at the time of departure was less than a 2.0. The program provides eligible students the opportunity to renew their studies at NDMU by beginning their cumulative academic averages anew. The program is available to all undergraduate students who attend NDMU in matriculated status, then do not take Notre Dame classes, either matriculated or non-matriculated, for a period of five consecutive calendar years.

The decision to declare academic clemency must be made at the time of re-admission and can be claimed no more than once. Prior to requesting academic clemency, students must show evidence of academic progress by providing passing grades in at least 12 college credits completed at another accredited institution (formerly know as regional accrediting bodies, now known as an institional accreditor).

For those students who elect to participate, they will lose credit for every previous NDMU course they accrued in which a grade below “C” was obtained. Credits earned in courses in which grades of “C” or above were obtained will be retained as “Previous NDMU Credit” and will be treated the same as transfer credit (grade points are not used in the calculation of Cumulative Grade Point Average). No courses and/or grades will be removed from the transcript of participating students; however, their NDMU CGPA will begin “anew” upon their return. Student transcripts will have specific notations for those courses removed as a result of declaring Academic Clemency.

For additional requirements or questions about declaring Academic Clemency, please contact the Registrar's Office at registrar@ndm.edu.

Academic Clemency at another University

A student who has enrolled at another accredited institution of higher education under an academic clemency plan (e.g., academic amnesty or bankruptcy) may be considered for Academic Clemency at NDMU provided:

1. The Academic Clemency plan at the previous institution meets all the provisions of the Academic Clemency plan at NDMU;
2. Credits earned since the student entered the program at a previous institution will be evaluated in the same manner as credits for other transfer students; and
3. The petition for Academic Clemency is submitted for approval to The Office of Admissions and subsequently to the student's Academic College.

Academic Standing

General

Scholastic regulations embody the academic standards of a University. The application of the following regulations is directed toward upholding the standards of NDMU - specifically, to impose the requirement of satisfactory academic progress.

The academic regulations set forth the conditions for Academic Good Standing, Academic Probation, and Academic Dismissal. These regulations are intended to be consistent with the following objectives:

1. To indicate to the student, at an early date and with regularity, that achievement below the standards required for graduation is regarded as unsatisfactory;
2. To allow the first-time freshman the opportunity to remain a student until he/she has attempted two semesters;
3. To give the student who performs poorly a warning which may prompt him or her to seek timely help from instructors, counselors, or other appropriate sources;
4. To provide the student whose record shows that ultimate success in the University is in doubt with a trial period to prove that he/she is able to make reasonable academic progress;
5. To prevent the student who lacks the required motivation or maturity from building a deficiency of quality points so great that it cannot later be overcome; and
6. To state the standards and the consequent results of inadequate scholastic performance clearly enough that students, parents, faculty, and administrators can know the academic action (if any) which would follow from a particular academic record.

Students' academic records are reviewed each semester. A student's Cumulative Grade Point Average determines their Academic Standing at the end of each semester.

Academic Good Standing

It is expected that all undergraduate students should maintain a Cumulative Grade Point Average of at least 2.0 on all work attempted at NDMU. The University will, regardless of term GPA, certify a student to be in Academic Good Standing as long as that student has a Cumulative Grade Point Average of 2.0 or higher.

Academic Probation - General

A student who does not meet University standards for Academic Good Standing will be placed on Academic Probation. The purpose of Academic Probation is to provide students who are experiencing academic difficulties with intentional support and supervision to achieve success and gain Academic Good Standing.

A student will be placed on Academic Probation when their Cumulative Grade Point Average falls

below a 2.0. Students placed on Academic Probation are required to meet with their Assistant Dean to develop an Academic Contract for Success, which will include referrals to academic support resources and participation in academic support programs.

Students placed on Academic Probation are required to:

- Meet with the Assistant Dean on a regular scheduled basis, including at the beginning, midpoint, and end of the semester;
- Create and submit an Academic Contract for Success outlining the student's goals for the upcoming semester; including a semester Term Grade Point Average goal of at least 2.0, as well as a goal for Cumulative Grade Point Average, determined in consultation with the Assistant Dean; and
- Attend academic support services as agreed to in the Academic Contract for Success.

A student on Academic Probation who does not comply with these requirements will be Academically Dismissed.

Academic Probation - Full-Time and Part-Time Students

Full-Time Students' academic records are reviewed at the end of Fall and Spring Semesters. Part-time students' academic records are reviewed at the end of the summer semester for the previous academic year. Academic Standing is based on the student's Cumulative Grade Point Average.

Academic Probation students who meet the terms of their contract and achieve minimum Cumulative Grade Point Average standards as agreed to in the Academic Contract for Success regain Academic Good Standing. Academic Probation students who make progress according to the terms of their Academic Contract, but who still fall below the Cumulative Grade Point Average requirements for Academic Good Standing are placed on Continuing Academic Probation for one additional semester. Normally, students are placed on Continuing Academic Probation for only one semester. Students who fail to regain Academic Good Standing after a semester on Continuing Academic Probation, or who do not meet the terms of their Academic Contract, will face dismissal. Notification of Academic Probation and Dismissal will appear on the student's transcript.

A student on Academic Probation must be in compliance with the terms of the Academic Contract for Success in order to declare a Major. Permission of the academic advising counselor is required to declare a Major.

Students receiving financial aid are required to achieve a minimum Cumulative Grade Point Average of 2.0. Please refer to the financial aid section of this Catalog for detailed information about the satisfactory progress requirements for financial aid recipients.

Students on Academic Probation must confer with an academic advisor before registering. Notification of Academic Probation and Academic Dismissal will appear on the student's transcript.

Academic Dismissal

Failure to meet the expectations of in individualized contract made with the Assistant Dean will result in academic dismissal from the institution.

Appeals – Student (General)

When extraordinary circumstances compel a student to request an exception to University Policy or Regulations, the student must petition the Committee for Student Appeals, a standing committee of the Office of Academic Affairs, for exception.

1. Requests for exceptions must be made within one semester following the end of the semester that is being appealed.
2. Students may not petition for exceptions after graduating.
3. All Committee procedures are confidential, respecting the privacy of the student.
4. Committee decisions are final.

For more information, contact the Registrar's Office.

Appeals - Final Grades

Reasons for Appeal

Only final grades may be appealed. A final grade may be appealed if there is evidence that the grade was not given in accordance with the grading policies set forth in the course syllabus or announced syllabus modifications.

The principle of seeking a reasonable, fair, and speedy resolution prevails throughout the process. All information related to the appeal and the appeals process will remain confidential.

Process for Final Grade Appeal

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 documenting the alleged discrepancy between the syllabus grading policy and the grade received, and the remedy sought. The student should also submit a copy of the appeal materials to the Department Chair, or in the case of an interdisciplinary (IDS) course, to the Director of the program in which the course is offered. The appeal must be made within two weeks of the official posting of grades on WebAdvisor. The faculty member will respond in writing to the student's appeal within two weeks.

2. If not satisfied with the faculty member's response, the student may, within two weeks of the response, appeal to the Department Chair or Program Director. The student makes the appeal in writing, setting forth the basis for disagreement with the faculty member's response. The Chair informs the Dean of the School delivering the course. The Chair also informs the faculty member of the student's appeal and obtains a copy of the course syllabus and the faculty member's written response to the student. The Chair then reviews the written record. The Chair writes a response, including a report on the steps taken in the review process. The written response of the Chair is sent to the student, the faculty member, and the Dean within two weeks of the conclusion of the review process.
3. If not satisfied with the response made by the Chair, the student or faculty member may appeal in writing within two weeks to the Dean of the School delivering the course. The Dean then asks for a written statement and a copy of all relevant materials. Within two weeks of receiving the appeal, the Dean forwards his or her decision in writing to the student, the faculty member, and the Department Chair. The decision of the Dean is final.
4. If a grade change is authorized, the Registrar will be directed in writing by the Dean to make the change in grade.

Appeals - Academic Dismissal

In the event that a student is Academically Dismissed from the University, notification of the decision will be sent by certified mail to the priority address on file in the Registrar's office. Upon receiving the notice of impending Academic Dismissal, the student may appeal within seven days of receipt of the notification. A committee composed of the Associate Vice President of Academic Affairs and four faculty members hears the appeal. The decision of the Committee is final.

Attendance Regulations

Students

All students are expected to regularly and punctually attend classes in which they are enrolled. Failure to do so may jeopardize a student's scholastic standing and/or financial aid.

Students are responsible for the effect absences have on all forms of evaluating course performance. The student is responsible for arranging the allowed make-up of any missed work.

Faculty

Faculty are required to state, in writing, their expectations regarding class attendance in the syllabus. Faculty are also required to verify attendance each semester upon request from the Registrar's Office for financial aid compliance.

Faculty are expected to work with students to allow for completion of classwork and assignments

if the student's absence results from his/her required participation in a University-sponsored activity provided that, prior to the absence, the student makes arrangement to complete all missed work.

Students are usually allowed to make up work and/or tests missed because of serious illness, accident, or death in the immediate family. Faculty are required to make reasonable and appropriate accommodations when specified by an ADA Letter, whether the disability is permanent or temporary. Accomodations do not change the nature of the class or academic expectations.

Online Courses

All distance education courses (i.e. online, hybrid, blended) align with the credit hour policies. Distance education course learning objectives, assignments, and assessments are comparable to in-seat courses and require at least as many hours of study and provide the same rigor and, thus, result in the same credit hours awarded upon completion. NDMU designates online courses through section codes that include OL or section numbers 90 and above (through 99). OL courses are facilitated on our Wiley/Moodle Platform and sections 90 online courses are facilitated on the Joule Platform. However, as of January 2021, Brightspace will be our new learning management platform (LMS). Each Platform has a unique URL and students will be provided unique user names and passwords for each platform. There may be restrictions preventing cross platform modality enrollment whil the institution utilizes Moodle and Joule. Students must confer with their advisors before they register across modalities, and are limited to no more than four (4) cross modality enrollments per degree tenure.

Catalog Year

General

The maximal period of time for which the provisions of any Catalog may be considered valid is seven years. Students who began a degree program seven or more years prior to the date of their anticipated graduation must consult their academic dean to determine which Catalog must be followed.

The University will make a reasonable effort to honor the requirements in the student's Catalog Year. However, because courses and Programs of Study are sometimes changed, the university shall make the final determination of whether or not degree requirements are satisfied.

Catalog Year for degree-seeking students

Degree-seeking students (new and transfer students) must adhere to the requirements for an undergraduate degree based on the University Catalog at the time of entry into the University.

This Catalog may be used for a maximum of seven years provided enrollment is not interrupted for two or more consecutive regular semesters not including summer sessions.Students who have been withdrawn from the University will be readmitted under a new catalog year.

Catalog Year for transfer students with a Maryland Community College Transfer Associate Degree

Degree-seeking transfer students who have completed a Maryland Community College Transfer Associate Degree may use the University Catalog in effect at the time of their first entry into an approved Maryland Community College. The transfer to NDMU must be made within three years of their first entry into the community college and provided enrollment has not been interrupted for two or more consecutive regular semesters not including summer sessions.

Catalog Year – Changing Catalog Year, changing Major within a School, or changing Schools

NDMU students changing from one Major to another (Changing Major within a School or changing Schools) must meet the requirements in the Catalog in effect at the time of the Major change.

Students may change their Catalog Year or Major at any time; however, after the term has begun (the first day of classes), the change of Catalog Year or Major will be made effective for the next available term. All changes must be declared at least one semester prior to the expected graduation term.

Catalog Year - Adding a Major, Minor and/or Concentration

Students will not be allowed to change their Program of Study/Major for the current term. The current term begins on the first day of classes. Students may change their Program of Study/Major at any time; however, after the term has begun (first day of classes), the change of Program of Study/Major will be made effective for the next available term. All Major, Minor, Concentration or Option changes must be declared at least one semester prior to the expected graduation term. Additional Majors or Minors can be dropped at any time

Changing Catalog Year

Students will not be allowed to change their Catalog Year for the current term. The current term begins on the first day of classes. Students may change their Catalog Year at any time; however, after the term has begun (the first day of classes), the change of Catalog Year will be made effective for the next available term. All Catalog Year changes must be declared at least one semester prior to the expected graduation term.

Classification - Student Class

Classification of undergraduate students is made in the Office of the Registrar based on the number of credits earned, and is revised, as may be necessary.

The rules governing the classification of undergraduate students are:

1. Freshmen: Students having fewer than 30 hours of credit (0 – 29.99).
2. Sophomores: Students having at least 30 hours of credit (30 – 59.99).
3. Juniors: Students having at least 60 semester hours of credit (60 – 89.99).
4. Seniors: Students having at least 90 semester hours of credit (90+).

Communication

Primary communication at NDMU is through assigned email. Every student is given a NDMU email account. All NDMU email can be auto-forwarded to a personal email account. Directions on how to do this are available at portal.ndm.edu. Important information is regularly sent to students via their NDMU email. All students are expected to become familiar with University policies, deadline dates, and information posted in various publications, on our website, and through informational emails sent to student accounts.

Students should refer to this Catalog, WebAdvisor, and the NDMU Homepage for important information regarding registration, graduation application dates, policies/procedures, online payment options, news, and updates from the University community.

Contact Information

Students are responsible for accurately maintaining their demographic contact information via the University's web portal – WebAdvisor. The University considers each student's school/NDMU email address as the official, formal contact point. All official university correspondence will be sent to this address. Students should further maintain their physical addresses via the registrar's office as there are occasions when students will be contacted via United States Postal Service. The University will consider all correspondence mailed to a student at their email or physical address currently on file to have been received unless it is returned to the sender.

Consortium Agreements

Academic Exchange - Baltimore Student Exchange Program (BSEP)

Through an exchange program with Loyola University, full-time NDMU students with sophomore, junior, and senior status may register for Loyola regular program courses, on a space available basis, during the fall and spring terms. Students register on the home campus using a BSEP registration form; no additional fees are charged. First-year students are not eligible to participate

in the consortium.

Full-time matriculants at Notre Dame may apply as concentrators at Loyola University if they wish to Major in a Program of Study not available at Notre Dame.

In addition, NDMU has cooperative arrangements with Johns Hopkins University, Maryland Institute College of Art, Coppin State University, Morgan State University, Towson University, and Goucher College. The program allows a full-time NDMU student with sophomore, junior, or senior status to register, on a space-available basis, for one course per semester at any of these institutions. It is the student's responsibility to verify the start date and time of the consortium course.

Students must be enrolled full-time at NDMU to be eligible to participate in this exchange.

Online Consortium of Independent Colleges and Universities

Notre Dame of Maryland University is a member of the Online Consortium of Independent Colleges and Universities (OCICU) partnership, which allows College of Audult Undergraduate Studies students to enroll in some courses offered online. Women's College students seeking to enroll in OCICU courses must seek approval from the Dean of their School. Students complete the registration process through Notre Dame and are awarded Notre Dame credits upon successful completion of the course. Students should consult their academic advisor for more information on OCICU courses.

Course Policies - General

Class Size

Classes at NDMU may be as small as seven and seldom larger than 30 students. Small class size is a great advantage for both students and faculty. Each student is heard, and ideas and opinions are explored. Professors get to know students as individuals and the learning environment is enriched.

Class Attendance

Consistent class attendance and participation are essential to academic success. Students are expected both to attend class and to contribute to discussions and group activities. A student who is absent misses an important educational experience and detracts from the experience of others. In the College of Adult Undergraduate Studies, attendance is expected at all class meetings. Specific policies about the relationship between class attendance and course grades are established by departments and faculty and are explained in departmental handbooks and course syllabi. Students enrolling in online courses are required to initiate activity in the course within the

first 24 hours of the first day of class to verify their participation. If students do not engage in the course, they risk being withdrawn. Courses taught online may require some time on campus. Students should familiarize themselves with university, departmental, or course (traditional vs. online) policies before the beginning of the semester and plan accordingly.

Students are advised children are prohibited from attending classes with them. Though the University 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 playing on campus while the parent or supervising adult is in class.

Final Examinations

Examinations are scheduled at the end of each term. Exam dates are listed on the Registrar's Office page. Students are expected to take exams at the scheduled times. A student who is absent from an examination without instructor approval may receive a grade of zero for the final examination which could result in a grade of “F” for the course. In case of illness or other unforeseen circumstances that could prevent a student from taking final examinations at the posted time, the student must contact the instructor and make individual arrangements to reschedule in advance of the exam.

Grading

Grades represent the instructor's evaluation of a student's achievement in the course. Each letter grade is ascribed a meaning and a numerical value (grade points) as follows:

Grade		Grade Points
A	Excellent	4.0
B+	Superior	3.5
B	Above average	3.0
C+	Average	2.5
C	Satisfactory	2.0
D	Just passing	1.0
E	Danger of failing *(Given only at mid-semester)*	
F	Failure	0.0

W	Official withdrawal	0.0
I	Incomplete*	0.0
P	Passed**	0.0

** An Incomplete becomes an F if not resolved within the designated time frame; see Incomplete Grades below for more information.*
*** See Pass/Fail for more information.*

The Grade Point Average (GPA) is calculated by dividing the total grade points earned by the number of credits attempted (exclusive of any Pass grades). Transfer or withdrawal credit is not calculated in the Grade Point Average.

Grade Reports

Students can access their grades through WebAdvisor as soon as they are posted by faculty and officially verified by the Registrar's Office. Students may request a hard copy grade report by emailing registrar@ndm.edu.

Incomplete Grades

A semester officially ends at the close of the examination period. An Incomplete grade (I) can be granted only for reasons beyond the student's control and under the following circumstances:

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

Incomplete grades at the end of the term in which they are accrued are calculated as if the grade earned is "F." It is imperative students move prudently to clear any incomplete grades as they will negatively impact the student's Grade Point Average, and may impact a student's financial aid.

The final determination of the Incomplete grade is the responsibility of the instructor. It is the student's responsibility to submit all the required work to the instructor so that a grade may be provided by the due date, which is typically mid-term in the following Fall or Spring. Work not submitted to the instructor on time will result in the grade being converted to an “F.” Instructors will submit the final grade to the Registrar.

Students are advised not to carry an Incomplete grade from one semester to the next semester. If

personal circumstances/emergencies necessitate a student carry more than one course with an Incomplete grade, the University reserves the right to limit the number of credits the student may take in the succeeding term. In such reviews, a student may be precluded from registering or be limited to part-time status until the Incomplete grade(s) is resolved. An Incomplete grade cannot be removed through re-registration for the course or through “credit-by-examination.”

Pass/Fail Grade

A student may choose to take one graded elective course in any semester for a Pass/Fail grade with a maximum of four Pass (P) grades which can be used for graduation. A Pass grade for the course is not computed in the student's grade point average, but the credits earned are counted as credits toward graduation; however, a Fail (F) grade for the course will be included in the student's grade point average. In order to graduate with Honors, a student may not carry more than four courses with Pass grades (petitioning for credit, standardized testing and transfer credit are not counted toward this limit). Notification of the choice to take a course for a Pass/Fail grade must be filed with the Registrar before the end of the Drop/Add period. The Pass/Fail option is irrevocable.

Audit

Students may choose to audit a lecture course if they wish to broaden their academic exposure but do not need to take the course for credit. Students must register for audited courses, which appear on the student's official transcript but carry no academic credit. Notification of the choice to audit a course must be filed within the Registrar's Office before the end of the Drop/Add period. Courses taken as audit carry the same credit cost as a course taken for a grade. The decision to audit a course is irrevocable. Students cannot receive financial aid for audited courses and audited courses do not count toward the credits required for a full-time load for financial aid purposes.

Once a student has audited a course they are not eligable to receive academic credit by advanced standing examination or advanced placement. Student are allowed to enroll and receive academic credit for previously audited work by enrolling in the course for academic credit. Students are not allowed to audit courses in which they previously earned academic credit.

Credits and Semester Hours

Notre Dame of Maryland University confirms its commitment to quality learner experiences as well as compliance with regulations put forth by the Department of Education (DOE), Middle States Commission on Higher Education (MSCHE), the Maryland Higher Education Commission (MHEC), and Maryland discipline specific standards for all academic courses offered at Notre Dame of Maryland University, including those offered through the Women’s College, College of

Adult Undergraduate Study, and the Graduate School.

Policy

NDMU awards academic credit to students who demonstrate they have met the learning objectives and outcomes specified in a course syllabus during the term of the course. Assurance that academic courses fulfill the workload expectations outlined in this policy is the responsibility of the faculty course developers and the Chair or Dean to whom the faculty reports.

Definitions

Credit-Hour

A credit-hour is an amount of work represented in the learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter-hour of credit, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, online instruction, and other academic work leading to the award of credit hours.

NDMU follows the Carnegie unit of measure for assigning credits to undergraduate and graduate academic courses: One hour of ‘faculty-directed instruction’ (instruction provided by a faculty member, may be live or online) is no less than 50 minutes long. To earn one “credit- hour” in a traditional 15-week semester, an NDMU student must receive at least 50 minutes of direct instruction and spend 100 minutes preparing for each session of direct instruction, per week for 15 weeks.

An equivalent amount of work is required in accelerated or compressed-term courses and other academic activities where classroom instruction is not the primary mode of learning, including online courses, hybrid courses, laboratory work, independent study, internships, practica, and studio work. See Table 1.

Table 1

	Minimum student engagement/ prep. Time

Credits	Hours	Hours
1	12.5	25
2	25	50
3	37.5	75
4	50	100
5	62.5	125
6	75	150

Faculty-Directed Instruction

Direct instruction is defined as faculty led or assigned activities that lead to student learning. This may include but is not limited to traditional lecture, facilitating seminars, giving feedback on individual or group projects, reflection/feedback of student work, feedback on group work, individual or group project feedback/facilitation, reviewing drafts of papers, or projects and other activities that engage the students in learning the material. This description will be noted in the course syllabus.

Student Preparation Time

Students are expected to prepare for faculty instruction at a ratio of two hours per every one hour of instruction as noted above in Table 1. This expectation will be noted in the course syllabus. This is any activity the student does to prepare for engagement and assessment of the course. Activities include reading, researching and writing for papers, developing projects, practicing techniques and skills, and other activities that engage the students in learning the material.

Online Courses

All distance education courses (i.e. online, hybrid, blended) align with the credit hour policies. Distance education course learning objectives, assignments, and assessments are comparable to in-seat courses and require at least as many hours of study and provide the same rigor and, thus, result in the same credit hours awarded upon completion. NDMU designates online courses through section codes that include OL or section numbers 90 and above (through 99). OL courses

are facilitated on our Wiley/Moodle Platform and sections 90 online courses are facilitated on the Joule Platform. However, as of January 2021, Brightspace will be our learning management platform (LMS). Each Platform has a unique URL and students will be provided unique user names and passwords for each platform. There maybe restrictions preventing cross platform modality enrollment while the instition utilizes Moodle and Joule. Students must confer with their advisors before they register across modalities, and are limited to no more than four (4) cross modality enrollments per degree tenure.

Application of Federal Credit-Hour Policy to NDMU Instruction

Accelerated Sessions: Courses offered within the standard semester in which the credit hours offered are the same as standard semester courses. The content and substantive learning outcomes are the same. These courses have the required 2250 contact minutes, and/or meet in hybrid or onine format.

Lecture/Seminar: Course focuses on principles, concepts or ideas, lecture, discussion, and demonstration. A semester credit hour is earned for fifteen, 50-minute sessions of direct faculty instruction and a minimum of two hours of student preparation time outside of class per week throughout the semester. A typical three-credit hour course meets for three, 50-minute sessions or two, 75-minute sessions a week for fifteen weeks. Most lecture and seminar courses are awarded 3 credits.

Laboratory: Practical application type courses where the major focus includes “hands on” experience to support student learning (use of equipment, activities, tools, machines generally found in a laboratory). 1- 2 Laboratory credits represents a minimum of 1 hour per week of lecture or discussion plus a minimum of 2 – 4 hours of scheduled supervised or independent laboratory work.

Internship/Field Experience: Courses developed for independent learning and the development and application of job related or practical skills in a particular discipline. These courses allow for observation, participation, and fieldwork, and are generally offered off campus. Internship time includes a combination of supervised time by approved experts outside the university, student assignments, and time supervised by a university instructor. A 3 credit internship equals a minimum of 150 hours.

Practicum/Student Teaching: Courses developed for independent learning and the development and application of job related or practical skills in a particular discipline. These courses allow for observation, participation, client evaluation, fieldwork, and are offered off campus. Internship time includes a combination of supervised time by approved experts outside the university, student assignments, and time supervised by a university instructor. Practicum/Student Teaching hours comply with professional accreditation (ACEN/NCATE

requirements).

Clinical Placement: Supervised experiences where students are afforded an opportunity to apply skills and techniques acquired from assessment and intervention-oriented course material. The number of hours varies by academic program based on clinical placement, accreditation requirements, site hour requirements, and student assignments.

Independent Study: Courses that permit a student to study a subject or topic in considerable depth beyond the scope of a regular course. Students meet periodically, as agreed upon with the faculty member for the duration of the course. University faculty provides guidance, criticism, and review of the student's work. Students demonstrate competency through the completion of a final assessment either by submitting a final paper, project, or portfolio, etc. as required by the faculty member. Credit hours are assigned based on the amount of activity associated with the course, faculty supervision, and amount of student outside work. Credits conform to the standard minimum of 50 minutes of student work per credit hour, per week, for the course of the term or the semester. For a 15-week semester, this would be equal to 112.50 hours for a 3-credit independent study.

Hybrid: A course that is composed of both online learning and classroom learning to meet the learning objectives of the course is considered hybrid. In a hybrid course, approximately half of the course is scheduled as face-to-face, and 49% or less of the course is to be scheduled as online. For a three-credit 15-week course, up to 76.50 minutes (1.275 hours) a week are scheduled face-to-face and up to 73.50 minutes (1.225 hours) per a week are scheduled online equaling a total of 150 minutes of instruction per week.

Online: Approved online courses must demonstrate instruction and student learning through interactive methods to include tutorials, group discussions, virtual study/project groups, discussion boards, chat rooms, etc. Credits hours assigned to a course delivered online must equal the number of credit hour equivalency for the same course delivered face-to-face. Quality Matters standards for the design and delivery of online courses are often used in online course development and faculty who teach online courses have been trained in online teaching pedagogy.

Credit for Repeated Courses

A student must repeat any required course in the Major or General Education Requirement she/he fails. With the written permission of the Associate Vice President for Academic Affairs, a student may also repeat a non-required course (other/elective) in which she/he has earned a grade of D or F.

A course may be repeated only once. Only the higher grade will be counted in the student's

cumulative GPA, and only the credits for the most recent attempt for the course will be counted toward the credits needed for graduation. However, both grades appear on the student's official transcript. The repeated course must be taken at NDMU.

A student who has earned a "C or better" in a course may not repeat that course unless:

1. The Catalog description indicates that the course may be repeated for credit; or
2. The student's Dean gives prior approval for documented extenuating circumstances.

Credit from Other Institutions

Through the Office of Academic Affairs, the University Registrar, and the Vice President for Enrollment Services share responsibility for the admission of transfer students and the acceptance of transfer credit as applicable toward the degree at the NDMU.

Undergraduate Admissions

An undergraduate transfer applicant should request each college or university she/he has attended to send a transcript to the Office of Admissions. Upon receipt of all transcripts, the previously earned credit is reviewed and a Cumulative Grade Point Average is determined for purposes of admission. Once admission has been determined, those credits are then evaluated for application toward those courses making up the degreed Program of Study. NDMU will only apply the credit earned from the transferring institution and not the quality points of the credit earned from the transferring institution toward the calculation of the NDMU Cumulative Grade Point Average (CGPA) used in the calculation of Satisfactory Academic Progress.

Registrar's Office

Courses evaluated by NDMU for credit earned from accredited institutions (formerly known as regional accrediting bodies, now known as an institional accreditor) will carry no grade earned at the institution where the courses were taken if the grading system used is comparable to NDMU's grading system. However, credits earned at foreign colleges and universities will carry the grade of "P." Technical and vocational credits are not accepted, credits for varsity sports, or credits from non-accredited institutions are not accepted. Transfer students should become familiar with sections of this Catalog concerning the grading system, course repeat policy, and other academic regulations.

Students must submit Official Transcripts to NDMU for evaluation for the acceptance of transfer credits from other institutions no later than mid-semester of the succeeding term in which they enrolled/earned this credit. Failure to submit Official Transcripts to NDMU for evaluation later than the succeeding term could result in students being required to complete these credits at NDMU.

The extent to which any transfer courses may be applied toward a degree at NDMU is determined by the Academic Dean of each College. A transfer student may complete requirements for graduation in the NDMU Catalog in effect at the time of initial enrollment.

Students who wish to transfer credits to NDMU which were earned in a nontraditional manner (i.e., College Level Examination Program Subject or General Examinations, Advanced Placement, or Departmental Examinations) will have these evaluated by the Office of Admissions, through the Office of Academic Affairs. Credit will be granted for Departmental Examinations and College Level Examination Program Examinations if the course(s) are listed on the student's official transcript with a passing grade or the equivalent and are within the policies for credit at NDMU. Advanced Placement credit will be given in areas in which NDMU normally grants such credit.

Transfer students who have question(s) concerning their transfer evaluation may request a review of the evaluation by their academic dean, their department head, the Director of Admissions, and/or the head(s) of the department in which the course(s) are offered at NDMU. Requests must be made in writing to the Director of Admissions and must list the specific course(s) in question. The student may be required to furnish course descriptions and may be required to appear before the appropriate college or department personnel.

In order to facilitate a more efficient transfer of courses among public colleges and universities, the Maryland Higher Education Commission has established a Master Course Articulation Matrix. This matrix indicates transfer equivalences of courses among Maryland's public college and universities, and may be accessed through the MHEC webpage. It remains, however, the prerogative of the receiving institution as to whether a course will count toward a particular Major, whether a particular grade is required, or whether the course will satisfy General Education Requirements. Students should therefore always contact NDMU prior to transferring courses.

Credit from other institutions – Limitations on Community or Junior Colleges

All academic hours earned at a community or junior college will be posted on the NDMU transcript upon the student's transfer. However, the maximum number of hours transferable from a community or junior college for degree credit is sixty-eight. Only under specific, defined agreements will credit earned at a community or junior college be articulated at the upper division level (300 or 400 course level). NDMU will only apply the credit earned from the transferring institution and not the quality points of the credit earned from the transferring institution toward the calculation of the NDMU Cumulative Grade Point Average used in the calculation of Satisfactory Academic Progress.

Credit for Prior Learning

Please see the Admissions section of the University Catalog for more information on Credit for

Prior Learning including Credit by Examination (AP, IB, CLEP, etc.), Credit by Prior Learning Assessment (Portfolio Assessment and Course Challenge Exams), and Credit for Military Education.

Cumulative Grade Point Average

A student's Cumulative Grade Point Average (CGPA) is calculated by dividing the total number of quality points earned by the total number of semester hours attempted.

Declaring Majors, Minors, Concentrations, and Options

Students must declare an academic Major by the time they earn 45 credit hours. Transfer students must declare an academic Major within one semester of enrolling in the University.

Students who choose to pursue a Minor or Concentration must declare their at least one academic semester prior to the semester in which they intend to graduate.

Majors

Admitted students declare their Major intentions during the admissions process.

Students may pursue degrees in the fields of study below listed. Students in the Women's College may also enroll in pre-professional programs in Dentistry, Engineering, Law, Medicine, Pharmacy or Veterinary Medicine as part of an appropriate Major or a dual-degree Program of Study. In addition, a Women's College student may plan a personally designed Major in consultation with appropriate Chairs and with the approval of the Associate Vice President for Academic Affairs. Requirements for the Major fields of study are listed in their respective sections of this Catalog. Not all Majors are offered in both Women's College and CAUS.

Double Major

Students in the Women's College may pursue a Double Major through the Sister Mary Meletia Double Major Program, which provides highly motivated, goal-oriented students with the opportunity to complete a Double Major in four years. The Program is named in honor of Sister Mary Meletia Foley, the first Dean of Notre Dame, whose wisdom and initiative were largely responsible for making Notre Dame the first Catholic college in the United States to award the baccalaureate degree to women. In keeping with that legacy, the Sister Mary Meletia Program provides the challenge of broad interdisciplinary studies to students who are driven toward academic rigor and challenge.

The Meletia Double Major Program allows students to enhance their learning by completing two Programs of Study and helps them to gain cross-disciplinary knowledge and practical experience

essential to success. Students in the Meletia Program will be assigned two advisors, one in each majoring department; both Majors should be declared by the completion of students' second year at Notre Dame.

The Meletia Program offers several routes to completing a Double Major. Students may combine any two fields of study and take the required courses for each Major. Students may also choose from among pre-planned Double Majors which have been designed to offer a more streamlined and focused curriculum. Carrying a Double Major limits the number of general electives students are able to select and, in some cases, may require more than 120 credits for the degree. For more information on the Program, please consult the academic advising counselor.

Declaring a Major

A full-time student frequently declares a Major in the spring semester of the first year or in the fall semester of the sophomore year. To ensure sufficient time for completing the degree requirements, it is recommended that a full-time student declare a Major *before* registration for the spring semester of the sophomore year (completion of 45 credits).

Part-time students and most transfer and adult students declare a Major during the admission process. To ensure sufficient time for completing the degree requirements, it is required that CAUS students declare a Major upon completing 18 Notre Dame credits. A cumulative GPA of 2.0 is required to declare a Major. Changes or additions to the declared program require an academic advisor's signature and must be processed using the proper form.

Students may obtain Declaration of Major forms from the Registrar's Office or the NDMU website, and return completed forms to the Registrar's Office for processing. The Declaration of Major form must also be used to make changes or additions to the declared Program of Study.

The Chart Your Course Program, offered to students in the Women's College, is designed for students who are exploring which Program of Study stimulates their greatest interest and is most compatible with their aptitudes and abilities. Each student works with the academic advising counselor to develop a personalized package of tools and resources to help her select a Major. Depending on the needs of the student, the package can include major exploration workshops, career interest inventories, internship and volunteer opportunities, academic support services, individualized and group counseling sessions, and alumna networking.

Minors

Minors are available in various fields of study. Normally, a minimum of 18 credit hours is required; of these, no more than 9 credits can be transfer credits. Not all Minors are offered in both Women's College and CAUS.

Declaring a Minor

If a student desires to declare a Minor, that declaration should be made before the completion of 90 credits. A student who intends to declare a Minor should have confirmation from the appropriate department that it is possible to complete all courses listed on the Declaration of Minor form. Full-time students should be able to complete all of the courses by the anticipated graduation semester without adding an unnecessary burden to the academic course load—for instance, having to exceed 18 credits in the fall–spring semesters. The form for declaring a Minor is available in the Registrar's Office or the NDMU website.

Notre Dame reserves the right to decline a full-time student's request to declare a particular Major, second Major and/or a Minor. This situation might occur when the student cannot complete the needed courses in accordance with University policies prior to the anticipated graduation date. Students must declare all Majors/Minors *before* their final semester to ensure completion.

Second Degree Program

The second bachelor's degree program is designed for students who have perviously earned a bachelor's degree and wish to seek a second degree in a new academic field. To receive a second bachelor's degree, students fulfill the following requirements:

• Hold a bachelor's degree from an accredited four-year college (90 credits from the first degree will be applied to the second bachelor's degree);
• Fulfill the Major requirements of the department chosen for the second bachelor's degree;
• Earn a minimum of 30 credits in graded coursework toward the second degree at Notre Dame; and
• Maintain a Cumulative Grade Point Average and a Major Grade Point Average of 2.0.
Departments may designate courses within the Major in which students must receive a minimum grade of C.

Certificate Programs

Certificate Programs of Study consist of a specific sequence of courses leading to the awarding of a Certificate of Completion. Students must be admitted to and enrolled in a Certificate Program at least one term prior to the term in which the credential is to be awarded.

Degree Requirements

General

In accordance with Middle States Commission on Higher Education standards (MSCHE), NDMU organizes undergraduate degree requirements into three categories: 1) General Education (Core)

Requirements, 2) Other (elective or prescribed elective) requirements, and 3) Major requirements.

- General Education courses are mandated by the Maryland Commission on Higher Education (MHEC) and should generally be taken at the Freshman and Sophomore level. Specific requirements related to general education courses are explained in more detail within the Catalog.
- Other coursework requirements vary according to the degree pursued. In general, courses in this category include college-specific requirements for the Program of Study, program-specific requirements for the Program of Study, and elective courses that serve as a prerequisite for other courses included in the Major requirements of the selected program of study.
- Major requirements comprise a minimum of 25% of the total credit hours required to complete the Program of Study although each Program of Study determines the number of credit hours required in this category. This category of degree requirements consist of a specified group of courses in a particular discipline(s) or field(s). A minimum of 50% of the courses included in the Major requirements must be at the 300+ level. A minimum of 50% of the credit hours used to satisfy the Major requirements must be taken at NDMU.

Major requirements may include a Concentration or Option, depending on the specific Program of Study addressed. A Concentration is an alternative track of courses within a Major or Option, accounting for at least 30% of the Major requirements. An Option is an alternative track of courses within a Major, accounting for 50% to 80% of the Major requirements. Specific requirements for the Concentrations and/or Options offered at NDMU may be found in the degree requirements explanation for a specific Major.

Students pursuing a Major cannot earn a Minor in the same field simultaneously or subsequent to the Major, if it has been previously earned. Similarly, students pursuing a Minor cannot earn a Major in the same field simultaneously or subsequent to the Minor, if it has been previously earned.

Some degree Programs of Study include additional requirements such as satisfactory performance on one or more assessments, licensing examination scores, completion of an internship or capstone experience, or other elements included in the Program. Specific requirements may be found in the appropriate section of the catalog describing a specific Major.

A student graduates under the General Education Requirements and Major Requirements that are in effect at the time of matriculation (see Catalog Year).

Degree Requirements - Student Responsibilities

Students are expected to familiarize themselves with the Undergraduate Catalog and satisfy all published degree requirements. Failure to do so does *not* provide a basis for exceptions to

academic requirements or policies. Students will receive assistance from advisors, but students must assume full responsibility for completing published degree requirements.

Students must fulfill the following requirements:

- Complete a minimum of 120 credits in the areas of General Education studies, Other (elective) requirements, and Major requirements;
- Earn a minimum of 30 credits in graded coursework at NDMU. This policy applies to all students, including transfer students. To earn Honors at graduation, students must complete a minimum of 60 credits in graded work at NDMU. This excludes all credits earned in Pass/Fail courses including internships, petitioning for credit and standardized testing;
- Earn their final 30 credits in coursework at NDMU;
- Maintain a minimum CGPA of 2.0 in all courses taken to complete the requirements of the Major. Departments may designate courses within the Major in which students must receive a minimum grade of C. All transfer students must complete a minimum of five courses in the Major discipline at NDMU, regardless of the number of credits accepted in transfer; and
- Complete NDMU-100 First Year Seminar with a passing grade. This graduation requirement applies only to students who matriculate as first-time Women's College students and transfer students who enter with fewer than 12 credits.

General Education Studies

The purpose of General Education Studies is to provide a coherent yet broad intellectual experience of study in the liberal arts tradition. These studies inspire a free spirit of inquiry through observation, analysis and reflection proper to all intellectual work. They encourage the philosophical habit of mind as well as the practice of methodologies of the natural and social sciences; they provide an acquaintance with the historic, aesthetic and philosophic record of human achievement; and they explore the permanent and ultimate questions concerning the nature of person and knowledge, the nature of society and human institutions, and the nature of the natural world and God.

Through the study of the history of ideas, the value of human knowledge, the interrelatedness of the matters and methods of the academic disciplines, and the practice of clear communication and critical thinking, the student is led into the worlds of serious thought and scholarship.

Identification of courses approved for general education studies is an ongoing responsibility of the School of Arts, Sciences, and Business Curriculum Committee. The Catalog and online course schedules indicate the courses that fulfill General Education Requirements.

There is no limit on the number of courses in a student's Major and/or Minor that may also fulfill General Education Requirements, except for Education and Arts, Sciences, and Business Majors.

General Education Learning Outcomes

Refinement of a personal value system: Students will demonstrate a capacity for mature ethical judgments consistent with the Christian tradition.

Integration of the arts and sciences: Students will show evidence of the ability to process and integrate learning from the arts and sciences in a variety of personal and academic endeavors.

Development of a global perspective: Students will give evidence of global, cross-cultural and gender-sensitive awareness and attitudes.

Growth in critical thinking abilities: Students will demonstrate higher level critical thinking skills through the process of gathering, selecting, analyzing, synthesizing, evaluating and applying information and knowledge.

Enhancement of communication skills: Students will demonstrate oral (listening and speaking), written (focusing on content, style, structure and presentation) and visual (producing and/or critiquing images) literacy.

General Education Requirements

To ensure a solid foundation of general knowledge and a broad liberal arts background, NDMU requires students to take approximately one-third of their coursework in general education studies as follows:

Bachelor of Arts

English Composition 3 credits
All students should have fulfilled the English composition requirement before they have completed 30 credits. A minimum grade of “C” is required.

Fine Arts 3 credits
Can be fulfilled in art, drama, film, or music.

Foreign Language 3 credits
One semester of a foreign language at the appropriate level.

History 3 credits

Literature 3 credits
Can be fulfilled in English, modern, or classical language literature courses.

Mathematics 3 credits

Oral Communication 3 credits
A minimum grade of “C”is required in COM-106. Communication Arts Majors are required to take COM-206 Public Speaking.

Natural Science with lab 4 credits (Women's College); 3 credits (CAUS)
Can be fulfilled in biology, chemistry, environmental science, or physics

Philosophy* 6 credits
One 200-level course and one 300-or 400-level course.

Physical Education** 1 credit
Can be fulfilled through a theory or activity course.

Social Science 3 credits
Can be fulfilled in criminology, economics, political science, psychology, or sociology.

Religious Studies* 6 credits
One 100- or 200-level course and one 300-or 400-level course.

* *Three of the 12 credits required in philosophy and religious studies must be in values.*

***Students must complete one credit in physical education to fulfill the requirement. Only three credits in physical education (PE) may be applied to the required graduation total of 120. Students who successfully complete one season of intercollegiate sport competition as a member of a Notre Dame athletic team may apply for a one-time waiver or a one-time PE credit toward the physical education requirement.*

Bachelor of Science

English Composition 3 credits
All students should have fulfilled the English composition requirement before they have completed 30 credits. A minimum grade of “C” is required.

History 3 credits

Literature 3 credits
Can be fulfilled in English, modern, or classical language literature courses.

Mathematics 3 credits

Natural and Social Sciences
See requirements under each Major.

Philosophy 6 credits

One 200-level course and one values/ethics* course.

PHL-339 *Medical Ethics is required for all radiological science majors. Students in the nursing program are required to take a philosophy ethics course.*

Religious Studies 6 credits
One 100- or 200-level course and one 300-or 400-level course.

Gender studies and cross-cultural studies requirement: As part of the undergraduate degree program, at least one course must be focused on gender studies and one on cross-cultural studies. However, students entering NDMU with an associate's degree are not required to complete the gender studies and cross-cultural studies requirement. Additionally, transfer students who bring in 60 or more credits, but who have not earned an associate's degree, will be allowed to waive the cross-cultural and/or gender requirements provided they can demonstrate they have successfully completed prior coursework with gender and/or cross-cultural components. The 'Request Waiver of Policy or Requirement' for, to waive the cross-cultural and/or gender requirements ,is available in the Registrar's Office or online.

Additional General Education substitutions for transfer students: Transfer students with 60 or more transferred credits may petition to substitute up to two of their transferred courses for certain NDMU General Education requirements. To request a substitution, students must demonstrate a substituted transfer course covers the material in a Notre Dame General Education Requirement. Students petition for a substitution by identifying a course on their previous transcript that covers the concepts or components of the course for which they are requesting a substitution, and they explain in writing why that course should be allowed to substitute for the required course. Applications for General Education substitutions are available in the Registrar's Office or online.

- Students may request substitutions for General Education Requirements in the following groups:
  - Group I: Philosophy, Religious Studies, Literature
  - Group II: Oral Communication, Fine Arts, Social Sciences, History
- Students may request no more than one course substitution in either group.
- Students must demonstrate that substituting transfer credits for NDMU General Education Requirement(s) is necessary to ensure on-schedule graduation.
- The substitution must be requested before the end of the student's first semester at NDMU.
- Students may not petition to substitute a course that has already been accepted as transfer credit to fill another General Education Requirement.

Distance/Online Learning

Distance Learning is a formal educational process in which the majority of instruction (interaction between instructors and students) occurs when students and instructors are not in the same physical location. Distance Learning courses may employ the internet, broadcast, audio, video, or recordings. Instruction may be asynchronous or synchronous. NDMU designates online courses through section codes that include OL or section numbers 90 through 99. Online courses are facilitated on two Learning Management Systems (LMS) - Moodle or Joule. OL courses are taught on Moodle and sections 90 courses are taught on Joule. However, as of Janyary 2021 Brightspace will be our new learning management platform (LMS).

Asynchronous Learning uses online learning resources to facilitate instruction outside the constraints of time and location, meaning students may take courses to accommodate their busy schedules. Asynchronous course content at NDMU is available through Moodle, an open source learning management system (LMS). Online degree programs and courses are generally asynchronous.

Synchronous Learning refers to instruction that occurs at a designated class time through synchronous tools such as Adobe Connect, WebEx, Zoom, and Skype. Synchronous instruction requires students to attend online classes on a regular schedule.

To protect the integrity of its educational courses and programs, the University takes measures to ensure a student awarded academic credit is the same student who successfully completes course requirements. Students enrolled in any distance learning course may be required to participate in authentication methods such as a) secure login and pass code, b) proctored examinations, or c) new or other technologies and practices that are effective in verifying student identification. There may be additional charges associated with proctored examinations or other verification processes. If applicable, this authentication requirement and associated fees will be clearly stated on the course syllabus or registration materials.

To learn more about online learning at NDMU or to view lists of online degree programs and courses, please visit NDMU Online.

Eligibility to Represent the University

No student will be permitted to represent the University unless she/he is classified as a full-time student. Students may participate as members, substitutes, or officers so long as they are enrolled for at least six semester hours unless otherwise indicated by a particular unit or organization. Organizations may include dramatic, literary, musical or other types including Student Government.

Final Exam - Conflict Resolution

When a student is scheduled for more than one final examination in one exam period, the student may request rescheduling of one of the examinations through his/her Dean. If one of the exams is a group final exam, then attempts to reschedule non-group exams should be made first. The Dean, Department Chair, and faculty member will make every effort to accommodate the student when such a request is made. Final examinations for classes meeting at times other than those posted by The Registrar's Office will be scheduled during the week of finals at a time agreed upon by the faculty member and students. The Registrar's Office in conjunction with the Office of Academic Affairs are the final authority should agreements not be reached at the departmental level.

General Education (Core) - Assessment

Educational assessment is the systematic collection, analysis, and use of data related to academic programs. The General Education Assessment is designed to measure the extent to which students have attained those competencies identified by the university. Data collected will be used for program improvement purposes rather than determination of individual student progression through a program of study. Participation in assessment activities related to general education goals is a requirement for all undergraduate students.

Grade Reports

The University reports grades at the end of each semester for all students. Only the grades reported at the end of the semester (final grades) are used in the computation of the student's Grade Point Averages and Academic Standing. Mid-term grades are given for Women's College students only and are simply an indication of a student's progress.

The University does not mail final grade reports. Students may access their grades through WebAdvisor.

Graduation - General

The University awards degrees in May, August and December. A Commencement ceremony is held once a year in May. Students must complete all degree requirements and apply for graduation by the published due date. All graduating students for the academic year (August, December and May) are invited to participate in the May ceremony.

Graduation Requirements

General

A student must meet all the requirements for a degree in their Catalog. A student is assigned their

Catalog (by year) corresponding to their acceptance to the University. All undergraduate degrees at NDMU require a minimum of 120 credits. A student who withdraws, or is withdrawn from the institution (either voluntary or by compulsion) is assigned a new Catalog (by year) upon readmission to the University. A student may elect to change their Program of Study/Major at any time during their academic tenure; their Catalog (by year) will not change. Students may not change their Major, Minor, Concentration, or Option in the term of their graduation.

There are several requirements which must be completed by all students prior to graduation.

The student must:

1. Complete all academic requirements for a degree based on their Catalog. This includes the General Education requirements, Other requirements, and Major or Minor requirements of the particular Program of Study in which the student is enrolled;
2. Attain a minimum Cumulative Grade Point Average of 2.0 (note: some Programs of Study require a higher minimum Cumulative Grade Point Average or a minimum Grade Point Average for the Major requirements);
3. Ascertain, through the College of the Major, that her/his academic record is accurate and complete. This should be done not later than one semester prior to graduation;
4. Submit an application to the Registrar's Office by the published deadline. The student will be required to make this formal application and state the exact name to appear on the diploma;
5. Pay the graduation application fee. A student who has previously paid a diploma fee, but who failed to graduate at the time expected, must re-apply and pay the diploma fee again;*
6. Satisfy all assessment requirements associated with the student's Program of Study;
7. Satisfy all financial indebtedness to the University cleared prior to graduation; and
8. Complete an exit interview for Financial Aid, if applicable.

*on occassion a graduation application maybe moved to the next semester for graduation and the previoulsy paid fee is advanced and credited toward graduation fee.

A student who does not follow and complete the above requirements and procedures will not be allowed to graduate.

Graduation - Application

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. Students earning a certificate must also file a Certificate Completion Application with the registrar's office to initiate the formal review of earned credits. Both forms are available on the website.

The deadlines for submitting this Application are as follows:

May Commencement …… October 15

August Commencement …… April 15

December Commencement …… June 15

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

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

A Grade Point Average of 2.0 on a 4-point scale is required for graduation from all Diplomas are withheld until the graduate's account is paid in full. Graduates may purchase tams, gowns and hoods at the campus bookstore.

A student with an outstanding financial obligation to the University will not receive their diploma or an official transcript until all obligations have been met.

Graduation - Honors

Degrees with Latin Honors are conferred to undergraduate students who achieve the following Grade Point Average based on work at Notre Dame of Maryland University:

3.90 for the distinction	*Summa Cum Laude*
3.70 for the distinction	*Magna Cum Laude*
3.50 for the distinction	*Cum Laude*

To earn Honors at graduation, students must earn a minimum of 60 credits in graded coursework at NDMU. This *excludes credits earned in Pass/Fail* courses (including standardized testing, petitioning for credit and transfer).

Because Latin Honors are not conferred until degrees are earned, those honors identified in the Commencement Program for May graduates are anticipated based on the student's last term prior to the term of their graduation.

Graduation - Commencement Ceremony Participation Policy

Undergraduate students within two courses of completing their requirements toward their degree may ask permission to participate in Commencement. Requesting students must be in Academic Good Standing. They must also demonstrate their remaining coursework can be completed at NDMU in time to fulfill requirements for August graduation. Students seeking credit through the

College Level Examination Program (CLEP), Excelsior College Examinations, NDMU challenge exams or petitioning for any other credit must provide documentation of successful completion of these credits before the end of the spring semester preceding Commencement. Students may not participate in Commencement with CLEP, Excelsior, challenge exam or petitioned credits pending.

Students requesting permission to participate in the Commencement Ceremony before completing graduation requirements must submit their request, along with the Graduation Application, **no later than February 15**. The Associate Vice President for Academic Affairs will consider the request and deny or approve it. No appeal is permitted. For students granted the right to participate, announcement of their names in the Commencement Program will be followed by an asterisk indicating an anticipated, later graduation date. Since Latin Honors are not conferred until degrees are earned, there will be no Latin Honors noted in the Program for students participating in Commencement before degree completion.

Graduation Requirements - Earning two degrees simultaneously at NDMU

Students who wish to earn two baccalaureate degrees at NDMU simultaneously may do so, provided the Majors have different degree designations (e.g., Bachelor of Arts, Bachelor of Science, etc.) and they:

1. Complete all requirements for both degrees;
2. Meet all quality point average and grade requirements applicable to both degrees;
3. Develop degree plans with both colleges if the two degrees being sought are in different Colleges;
4. Meet the requirement for each degree Major (typically, the last 30 or 25% of the earned credit hours must be taken at NDMU – students should check with their College for specific requirements); and
5. Students cannot declare a Minor in the area in which the other baccalaureate is being earned.

Graduation Requirements - Residency

For all undergraduate students, the last 30 credits must be taken at NDMU. A transfer student or a student who enters with advanced standing from another university and becomes a candidate for a bachelor's degree at NDMU must fulfill a minimum requirement of two semesters (Fall, Spring or Summer) at NDMU and must earn at least 30 credit hours required for the degree through instruction offered by the University. A minimum of 50% of the courses included in the Major requirements in a NDMU Program of Study must be taken at Notre Dame University Maryland. No credit earned at a community or junior college may be used for credit at the 300* or 400 course level. Additional restrictions may apply.

* unless course is specifically designed as part of an Official Articulation or Memorandum of Understanding between institutions

Graduation Requirements - Substitutions and Waivers of Degree Requirements

A substitution is defined as a course that is outside of the prescribed curricula that is used to substitute for a course that is within the prescribed curricula. At NDMU, no more than five (5) courses may be substituted at the Major level within a prescribed curriculum.

A waiver is defined as an exception to a required Program of Study component. In addition, some Programs of Study require external benchmarks such as meeting a minimum score on a required test and/or other courses or series of courses to satisfy a particular Learning Objective. Students are encouraged to discuss any deviation of prescribed coursework with their advisor. Waivers of degree requirements must be approved by the Academic Advisor, the Dean of the College, and the Associate Vice Presidet for Academic Affairs. A Waiver does not waive credit hour requirements toward total credits required for Graduation (e.g., 120).

Honor Societies and Dean's List

Honor Societies

Membership in the following honor societies is open to students whose academic performance in the subject area is outstanding.
Alpha Phi Sigma National Criminal Justice Honor Society.
Beta Beta Beta National Biological Honor Society (Alpha Xi Chapter).
Delta Mu Delta National Honor Society in Business Administration (Epsilon Rho Chapter).
Eta Sigma Phi National Classical Honor Society (Beta Kappa Chapter).
Kappa Delta Pi International Honor Society in Education (Phi Xi Chapter).
Kappa Mu Epsilon National Mathematics Honor Society.
Phi Alpha Theta National History Honor Society (Nu Pi Chapter).
Phi Beta Delta International Honor Society (Epsilon Iota Chapter) for promoting international understanding.
Pi Sigma Alpha National Political Science Honor Society (Alpha Delta Nu Chapter).
Phi Sigma Iota International Foreign Language Honor Society (Epsilon Zeta Chapter).
Psi Chi National Honor Society in Psychology.
Sigma Tau Delta National Honor Society in English.
Sigma Theta Tau International Honor Society in Nursing (Mu Eta Chapter).
Theta Alpha Kappa National Honor Society for Theology and Religious Studies.
Theta Sigma Pi Association for Women in Communications, Inc.

Membership in two national Catholic honor societies is open to Notre Dame students, one for juniors and one for seniors. Only those students with a cumulative GPA of 3.5 or higher are

eligible for nomination. Membership is determined by faculty vote. These societies are: *Delta Epsilon Sigma* National Scholastic Honor Society (Alpha Delta Chapter) and *Kappa Gamma Pi* National Honor Society for Graduates of Catholic Schools.

Membership in *Alpha Sigma Lambda* (Delta Chi Chapter), a national honor society for continuing higher education students, is open to the top 20 percent of adult matriculants who have completed a minimum of 30 course credits at Notre Dame. At least 12 of these credits must be in the liberal arts/sciences and outside the student's major field. Students must have a cumulative grade point average of 3.5 or higher.

Dean's List

The Dean's List is published at the end of the fall and spring terms and lists those students who have a 3.5 grade point average for the term, a minimum of 12 graded credits with no incompletes or “F”s in Pass/Fail courses and a cumulative grade point average of 3.2 or higher.

The Dean's List published at the end of the summer term lists those part-time students who have a 3.5 grade point average and a minimum of 18 graded credits for the academic year, with no incompletes and a cumulative grade point average of 3.2 or higher.

At Honors Convocation, the University recognizes full-time students named to the Dean's List for both Fall and Spring semesters in the previous year and part-time students on the Dean's List at the end of the summer term. Student transcripts show each semester in which this honor is achieved.

Independent Study, Internships, and Academic Service-Learning

Independent Study

Most academic departments allow students to complete an independent study project in their discipline under the guidance of a full-time faculty member of the department. This project is a serious commitment by a student to explore a topic or area not covered in a course taught at the University. Students with junior or senior status may enroll in an independent study course. Independent study courses require the completion of the Independent Study Authorization Form. The Form is available in the Registrar's Office. The Form must be completed with the details of the project and signatures of the student, faculty supervisor, and advisor. The Form must be submitted with the Course Registration and is subject to the approval of the academic advising counselor.

Internships

Internships broaden the undergraduate experience, add a valuable off-campus dimension to

learning, and complement and enhance classroom and laboratory instruction. These individually-designed study experiences provide an opportunity for students to test their interests, explore various career options, and acquire professional work experience. Credit-bearing internships may be taken any semester (fall, winterim, spring and summer). They are available to students in every Major and placements can be arranged in almost every occupational field. Out-of-state and international internships also can be arranged. An internship may be taken as early as the summer after a full-time student's first year or after earning 30 credits as a part-time student.

In order to enroll in a credit-bearing internship, students are required to attend an internship orientation (offered in the Career Center), obtain the academic advisor's approval, register for the internship, and submit an Internship Application the semester prior to the internship experience. Students may earn up to 12 internship credits. Additional information may be obtained through the Career Center.

Academic Service-Learning

Academic Service-Learning at NDMU integrates academic coursework with community service, thus enriching the learning process for students and contributing valuable resources to the greater Baltimore region. Service-learning provides opportunities for students to apply theories learned in class in practical settings. Service-learning courses are available in multiple disciplines and programs.

Leave of Absence

Matriculants may request a Leave of Absence for up to 180 days with permission from the academic advising counselor (Women's College) or the CAUS enrollment manager. A Leave of Absence is a temporary interruption in a student's Program of Study. It may be requested only by students who intend to return and complete their studies. Failure to return from a Leave of Absence may affect the student's financial aid loan repayment terms, including the expiration of the student's grace period.

Normally, a Leave of Absence is requested for one semester. Students may not request a Leave of Absence for an entire academic year. Leave of Absence requests must 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.

A student must be in Academic Good Standing at the time the Leave of Absence is requested. A student who is on leave maintains status as a matriculant and therefore is not eligible to earn credit at another college during the absence from NDMU.

Military Leave of Absence

When a student in the U.S. Reserves or in the National Guard is called to active duty or when an international student is called to active duty in his or her home country, the student must notify the advisor and provide proof of deployment prior to being deployed. The proof may be emailed, mailed, or hand-carried to the OAVPSL, which will ensure that the information is valid and conveyed to the registrar's office. It may take the form of general orders cut by the company commander.

When a student is activated during the semester, the university will:

- Excuse tuition for that semester. Any payment made will be credited to the student's account.
- Post a leave of absence for the semester to hold a place for the student when he or she returns.

If a student is called to active duty near the end of the semester, the student and faculty members may determine that incomplete (I) grades are more appropriate. In this case, tuition will not be waived.

When a student returns to the university after completion of the tour of duty, he or she will notify their advisor, which will in turn notify the registrar's office. The advisor will assist the student with reentry and registration.

Lower Division Courses

Lower Division Courses are those courses at NDMU taught primarily at the Freshman and Sophomore level. These courses are generally identified in the course numbering rubric as '100' or '200' level.

Matriculant Status

A Matriculant is a student who has been officially admitted by the University as a candidate for an academic credential. Matriculants are guaranteed that NDMU will provide the courses required to fulfill the requirements for the credential. In order to maintain matriculant status, a student must maintain consistent enrollment. The Catalog (Catalog Year) in effect when a student matriculates contains the policies and requirements under which the student must satisfy to graduate.

Maximum and Minimum Work

The normal full time student schedule in a regular semester should range between 12 and 18 credits. The normal freshman schedule in a regular semester should range between 12 and 15 credits. Short sessions, Session A or Session B in any given full term (Fall, Spring, or Summer), contain courses offered on compressed timeframe and students should be aware there is an

advanced pace in a compressed format. Students are encouraged to consult their academic advisor to determine a course load that best meets their academic preparation. Students with an at-risk Cumulative GPA may be advised to limit their academic load to fewer than 15 hours. Students on Academic Probation are limited to enrolling in 13 hours in Fall or Spring semester and 7 hours in Summer.

Students may enroll for more than 19 semester hours of courses only with permission of their Dean and provided they have maintained an overall 3.0 (B) Cumulative Grade Point Average and have not fallen below a grade of C in any subject during the preceding semester; but in no case will any student be permitted to register for more than 21 credit hours of degree credit. Students who register for fewer than 12 credit hours or drop below 12 credit hours of work (6 in the summer session) will not be considered full-time.

In the Summer term, six semester hours is the minimum full-time load, and the maximum load permitted is 12 semester hours. In the Session A or Session B, students may enroll in up to 6 hours.

Maximum time towards degree on Catalog

The maximal period of time for which the provisions of any Catalog may be considered valid is 7 years. Students who began a degree program seven or more years prior to the date of their anticipated graduation must consult their academic dean to determine which Catalog must be followed.

Military Service Mobilization/Activation

Notre Dame University Maryland is committed to supporting its students qualifying for institutional services because of mobilization or activation. Students called to active duty or mobilized for any reason should contact the Office of Veteran's Affairs (even if they aren't receiving VA benefits) for information and further instruction.

Minors

A Minor is that part of a Degree program which consists of a specified group of courses in a particular discipline or field, consisting of a minimum of 15% or more of total hours required in the Program of Study. A minimum of 50% of the courses included in the Minor requirements must be at the 300+ level. A minimum of 50% of the credit hours used to satisfy the Minor requirements must be taken at NDMU.

Non-Matriculant Status (College of Adult Undergraduate Studies)

An individual registering/enrolling in courses without applying for admission to the University may do so as a Non-matriculant. A Non-matriculant may take courses for credit or audit. The same tuition and fees apply to Non-matriculants as to Matriculants. A Non-matriculant may accumulate no more than 18 undergraduate credits from NDMU; at this point, they must seek admission and matriculate as degree-seeking students. Academic advisors are available for non-matriculants who need assistance with course selection planning. Students taking courses as non-matriculants are not eligible for financial aid.

Off-Campus Study

A student who has been accepted at Notre Dame and is a matriculant may not take courses at another college without prior permission. Students who wish to study at another accredited college must file an off-campus permission form and receive approval from the academic advisor and the Dean before registering for courses. Courses taken off campus may be taken for elective credit only.

A student may not take courses from other colleges during the regular academic year if Notre Dame offers or will offer the course during the student's enrollment at NDMU. Approved courses with a grade of “C” or higher will be considered for transfer credit.

Placement Testing

Entering Women’s College first year students, and transfer students without an Associate's degree, will take placement tests in Math, English, and Language before registering for their first semester courses. These tests may be administered online prior to the student’s first semester or during Orientation of the first week of classes. These tests are required, and results will be used for first year course placements. Students wishing to submit AP, SAT, or ACT test scores may request to waive taking placement tests.

Registration

Registration - General

New students plan their courses and register in consultation with an academic advisor prior to the beginning of their first semester. New part-time students must make an appointment with their academic advisor to obtain information on the Program of Study they plan to pursue and have transfer credits reviewed. Once these procedures are completed, new part-time Women's College and College of Adult Undergraduate Studies (CAUS) students are eligible for registration.

Part-time students are not required to apply for admission to Notre Dame as degree candidates (matriculants) to register for a course. However, students may earn no more than 18 credits

before applying for admission to a degree program.

A student's NDMU email account is the primary vehicle for communicating administrative or transactional information to students. The registration deadline is usually one week prior to the opening of classes each term. Currently enrolled students have an early registration period toward the close of each semester for the following term. Registration may be done online or in person. Confirmations of registration are found on the student's WebAdvisor account. Copies of schedules are not sent to students via mail.

A registration fee must be paid at the time of registration. A complete bill is generated for all students upon registering for courses through their student portal, Self-Service. Bills are not sent to students and must be reviewed and verified through their student portal, Self- Service. It is imperative students check their NDMU email regularly to make sure they do not miss deadline dates for payment, registration, drop/add, withdrawal or graduation. Payment of fees and tuition is due approximately one month before the start of the full term start date for each term.

No one may register in any semester, summer session, or winterim after the official registration period indicated in the University Calendar. The University does not guarantee that during a given semester a student will be able to schedule every class which she/he might be required to take or wish to enroll. No student will be permitted to remain in class unless the instructor has received evidence of proper registration.

Registration - Adding Courses for Credit

Courses may be added for credit only during Registration (Drop/Add) period for a given term. Students are required to monitor the official University Academic Calendar for all dates surrounding registration changes and charges associated with these changes.

Registration - Auditing Classes

Regularly enrolled students at NDMU may audit a class by obtaining written permission from the Chair of the Department in which the course is taught and the Dean of the College in which they are enrolled. Others must obtain official admission to the University in addition to obtaining permission, as indicated. The fee for auditing a course is the same as for enrolling for credit. Auditing fees are not refundable.

Once a student has audited a course, they will not receive university academic credit by any means of advanced standing, examination, or advanced placement on previously audited work. Students are allowed to enroll and receive academic credit for previously audited work by enrolling in the course for academic credit.

Students are not allowed to Audit courses in which they previously earned academic credit.

Students may not change from audit to credit after the last day to add a course. With permission of their Dean, they may change from credit to audit within the first 15 class days of the semester (7 class days in the summer).

Registration - Changing Sections

Section changes, if permitted, are subject to the same time limitations as the adding or dropping of courses. A section change requires dropping and adding a course and therefore falls under the same fee structure. Please consult The Catalog for charges associated with dropping and adding courses.

Registration Concurrent Registration

A student registered at NDMU may not automatically receive degree credit at NDMU for any work taken concurrently at another college or university or by correspondence study. Any work taken concurrently at another college or university would be subject to NDMU's transfer articulation policies and evaluation criteria. Students must complete a Request for Off Campus Study form and obtain the rquired signatures before seeking concurrent enrollment.

Registration - Dropping Courses

Courses may be "dropped" during the Registration, Drop/Add period for a given term. Students are required to monitor the official Academic Calendar regarding scheduling dates and their particular access to registration via their WebAdvisor portal. Students should be aware there are differing dates and associated fees for registration actions (adding vs. dropping vs. auditing courses). Please consult The Catalog for charges associated with dropping and adding courses.

Students should be aware there could be financial aid implications for dropping a course. Students are encouraged to contact the Office of Financial Aid before dropping courses.

Students will not be allowed to drop a course after the published end date. Students who fail to drop courses by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester.

A student may be dropped, at the discretion of the Dean of the College, from any course for which the student is ineligible.

Failure to attend class does not constitute a course drop. Withdrawn courses reduce a student's enrolled hours, but not the student's financial obligation (see section on Withdrawal from the University).

Requirements for All First-Time Full-Time Freshman

All first-time full-time freshmen are required to enroll and successfully pass in NDMU 100 during their first year of enrollment.

All students having earned less than 30 credit hours are required to be advised by their Academic Advisor. Students are encouraged to meet with their college Advisor at their earliest convenience.

Penalty for Non-Payment of Tuition

Students who do not complete payment of tuition by the date specified each semester may be withdrawn from the class at the discretion of the Business Office. Non-payment is not a means of dropping a class. Re-registration is possible before class begins, on a space available basis, with payment of an additional registration fee.

Change of Registration - exceptions

Changes in registration/enrollment must be made before the end of the Drop/Add Period. Once the Drop/Add Period is complete, students may not add a course or change sections of the same course.

To withdraw from a course after the Drop/Add Period, the student must do so on WebAdvisor or by completing a Course Withdrawal Form and obtain their advisor's signature, where needed. The completed form is filed with the Registrar's Office. The deadline for withdrawing from a course is published in the academic calendar. Students who stop attending class, and do not officially withdraw, will be assigned a grade of “F” and are financially responsible for the full tuition charged for the course.

Undergraduate students receiving federal financial aid must maintain 9 credits per semester to remain eligible for funding. Students receiving institutional scholarships or state scholarships or grants must maintain 12 credits per semester. Some State of Maryland Grants require students to complete 30 hours of credit per year. Students must visit the financial aid office before dropping below the required number of credits and before they withdraw from their last course in any term. It is the student's responsibility to follow financial aid guidelines.

Residency

Please see Graduation Requirements – Residency.

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 24-72 hours of the course start date, or contact their professor to make attendance arrangements.

Roster/Enrollment Verification (REV) is tied to student's eligibility for Federal financial aid and to ensuring there is not 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 do not miss a student an recorded them inaccurately.

ROTC

The choice of military service as a profession is possible for Notre Dame full-time matriculants through participation in the Reserve Officers Training Corps (ROTC) Advanced Course program at Loyola University. Those students who successfully complete this program are tendered commissions in the United States Army Reserve. Students must register for ROTC courses through the Co-op Program (Registrar's Office). Details about the ROTC program, including scholarship information, are available from the office of military science at Loyola.

Statute of Limitations

In the absence of any designated time limits in documents on policies or procedures, the University imposes a time limit of one year for the initiation of any request for an exception to its rules or regulations.

Student Handbook

The Notre Dame Maryland University Student Handbook is an official student policy. The NDMU Student Handbook describes what is expected of a student with respect to behavior and conduct in the NDMU community and outlines the procedures to be followed when these expectations are not met. The Student Handbook includes the Code of Student Conduct as well as other rules, regulations, and policies governing student life. Please refer to the following site:

Notre Dame of Maryland University - University Student Handbook

Student Identification Card

Each student is issued a permanent identification card, including a photograph, and a student number. This card will be used for the entire duration of the student's enrollment at the University. The card is required for borrowing library books, cashing personal checks, admission to athletic and social events, selling used textbooks, Testing Services, meal plans, and other official purposes. Fraudulent use of the ID card is a violation of the Honor Code and will result in disciplinary action. The card is issued to the individual student and must not be loaned to another person for any reason. Any University official having just cause has the right to request that a student show the identification card for identification purposes. Upon such a request by a University official, the student is required to comply.

Student Status and Course Load - Full-Time/Part-Time Status

Full-time status requires an undergraduate student carry a minimum of 12 credits. Students carrying 12 or more credits are full-time and must pay full-time tuition. The normal course load for a full-time student is 15-18 credits during the fall and spring terms. A student who has permission from the academic advisor to carry an overload basis must pay the per credit fee for any credits 19 and over.

Students are limited to a maximum course load of nine credits during the summer term.

Students are limited to a maximum course load of four credits during the winterim term.

Students carrying 11 credits or fewer are part-time and pay tuition on a per-credit basis for all credits taken. The College of Adult Undergraduate Studies is a part-time program and is not designed to accommodate a full-time credit load.

Term/Semester Grade Point Average

A student's Semester/Term Grade Point Average (TGPA) is calculated by dividing the total number of quality points earned in the semester by the total number of hours attempted in the semester. (See Overview of the Undergraduate Grading System in this chapter for the quality points assigned to each final grade.)

Time Requirement

Most full-time students require completing 30 credit hours per academic year, four years to complete their Program of Study. Part-time students plan their own time-schedule for the degree. All students must complete their final 30 credits in coursework at NDMU.

Transcript of Record

The official permanent academic records for all NDMU students are in the custody of the Registrar's Office. Release of these records is protected by the "Family Educational Rights and Privacy Act" (FERPA). Transcripts of the academic record may be secured by the individual personally or will be released on the student's written authorization. Transcripts cannot be issued until the student or former student has settled all financial obligations to the University and has submitted all required transcripts from other colleges attended. A minimal fee will be charged for each copy of the transcript.

University Closures

If the University must close due to unexpected circumstances, faculty and students will have to make up missed class and laboratory time. In some circumstances resulting in closure of the University, the Provost will determine how classes will be made up. In other circumstances, the methods for making up missed classes and laboratories will be with extra assignments and readings, additional days of class or laboratory, additional class time, or in other manners to be determined.

University Discipline

Notre Dame Maryland University expects of its students a high degree of honor in all phases of college life. It is the responsibility of all students to familiarize themselves with the rules and regulations governing student conduct as published whether in print or on the web, in the NDMU Student Handbook and other official publications.

The authority structure for administrating the judicial code is the President, through the Associate Vice President for Student Life and Dean of Students to the Associate Dean for Inclusion and Community Standards. Please refer to the NDMU Student Handbook for more details.

University Success (NDMU Course)

NDMU 100 is a letter-graded course required for all first time full time freshman. Students will meet in groups led by an experienced faculty or staff member and a peer mentor (an experienced student) for an in-depth review of skills and issues relevant to academic and personal success at the University. Topics include time management, effective note-taking and test preparation, campus diversity, and university resources. Enrollment is restricted to students with less than 30 hours of credit only. Enrollment is optional for transfer students within their 30 hours of credit at NDMU. Click here for more information about University Success.

Upper Division Courses

Upper Division Courses are those courses at NDMU taught primarily at the Junior and Senior level. These courses are generally identified in the course numbering rubric as '300' or '400' level.

Visiting Students

NDMU allows individuals to enroll as non-matriculants in a non-credential-seeking status. These are students who have not been formally admitted to the university as credential-seeking candidates but who are registered for courses either part-time or full-time, for academic credit, or for audit. These individuals may accrue no more than a total of 18 academic credits. Non-matriculants in specified, approved graduate Programs of Study (certain Certificate Programs of Study) are eligible for financial aid; however, students should consult with their Academic Advisor and the Office of Financial Aid for further details.

Non-matriculants must apply to NDMU upon completion of no more than 18 credits.

Withdrawing 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 students who for medical reasons, need to withdraw from a semester after the end of the withdraw 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 or withdraw. Resignation eliminates a student's enrolled hours, but not the student's financial obligations.

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.

Winterim

This accelerated mini-term is offered at the begining of January and provides unique opportunities to explore new educational experiences by concentrating on one course, traditional or non-traditional. During Winterim, students may:

• Take traditional courses in a concentrated form, allowing the student to focus in depth on one body of subject matter;
• Gain work experience through an internship or practicum;
• Explore and analyze aspects of our own or other cultures through travel; and
• Engage in independent study or research.

Winterim registration is limited to a maximum of four credits. Credit earned during Winterim is applied to the required number of credits for graduation. Attendance at every class is required because of the concentrated format of the Winterim sessions.

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Accessibility and Health Promotion

You Belong Here!

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 here: http://www.ndm.edu/content/accessibility-and-health-promotion-appointment-request

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.

For specifics and further details on documentation guidelines please visit: http://www.ndm.edu/student-life/accessibility/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.

For specifics and further details on auxiliary supports/services and accommodations please visit: http://www.ndm.edu/student-life/accessibility-and-health-promotion

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 as to 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 here.

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Accreditation

Notre Dame of Maryland University is accredited by the **Middle States Association of Colleges and Secondary Schools** (MSCHE) and by the **Maryland State Department of Education** (MSDE) and **Maryland Higher Education Commission** (MHEC).

Notre Dame of Maryland University's School of Business was granted **full accreditation status** by the **Accreditation Council for Business Schools & Programs** (ACBSP) in April 2017.

Notre Dame of Maryland University's School of Education was granted **full reaccreditation status** by the **National Council for Accreditation of Teacher Education** (NCATE) in 2013.

Notre Dame of Maryland University's School of Nursing was granted **full accreditation status** for the baccalaureate and master's degree programs in Nursing by the **Commission on Collegiate Nursing Education** (CCNE) in 2017.

Notre Dame of Maryland University's School of Pharmacy was granted **full accreditation status** by the **Accreditation Council for Pharmacy Education** (ACPE), the official accrediting body of pharmacy preparation programs at U.S. colleges and universities, in 2013.

The University holds memberships in the American Association of Colleges of Nursing (AACN), American Association of University Professors, American Association of University Women, Association of American Colleges and Universities, American Council on Education, Association of Catholic Colleges and Universities, Pennsylvania Athletic Conference, Commission on Collegiate Nursing Education (CCNE), Council for Higher Education Accreditation, Council of Independent Colleges, Independent College Fund of Maryland, Maryland Association for Higher Education, Maryland Independent College and University Association, Maryland Higher Education Commission, Middle States Association of Colleges and Schools, Inc., National Association of Independent Colleges and Universities, National Catholic Educational Association, National League for Nursing (NLN), Public Leadership Education Network (PLEN), The College Board and the Women's College Coalition.

Notre Dame of Maryland University participates in the National Council for State Authorization Reciprocity Agreements (**NC-SARA**), the governing body for postsecondary distance education.

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Admission Information

Through the admissions process, Notre Dame of Maryland University attempts to determine the intellectual potential and growth of each student. A student's academic record, high school and/or college curriculum, and standardized test scores are good indicators of these qualities. However, the process also includes a close review of the student's special interests, talents, letter of recommendation, the admission essay or writing sample, and information from the personal interview. All of this information helps the University assess the unique and essential characteristics defining a successful Notre Dame of Maryland University student.

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Women's College or College of Adult Undergraduate Studies?

Although many degrees and Majors are offered through both the Women's College and the College of Adult Undergraduate Studies (CAUS), there are significant differences in their populations and scheduling. To determine whether the Women's College or CAUS is the most appropriate for you, see the college descriptions under Academic Information.

Applying to the Women's College

A strong college preparatory program in high school is the best preparation for success at Notre Dame of Maryland University. Therefore, the Admissions Committee places the greatest emphasis on the type and strength of courses completed and the grades earned. Accepted students usually rank in the top half of their class. Applicants are required to be prospective graduates of a high school accredited by the regional association of the College Board or of an approved home school program. A minimum of 18 academic units distributed as follows is required:

- English - 4 units
- Foreign Language - 2 units
- Mathematics, College Preparatory - 3 units
- Science - 3 units
- History - 2 units
- Electives - 4 units

The Admissions Committee may accept a student who lacks one or more of the stated requirements, but whose high school record and standardized testing show academic ability.

For more specific information regarding admission to the Women's College, go to our page **Applying to the Women's College**.

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Transfer/Adult Learners: Applying to the Women's College or College of Adult Undergraduate Studies

Notre Dame of Maryland University welcomes applications from qualified transfer students and first-time and returning adult learners. Notre Dame of Maryland University will recognize and accept transfer credit and conferred degrees from colleges and universities who are accredited by the following Accrediting Bodies:

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

Courses evaluated by NDMU for credit earned from regionally accredited institutions will carry the grade earned at the institution where the courses were taken if the grading system used is comparable to NDMU's grading system. However, credits earned from foreign colleges and universities will carry the grade of "P." Technical and vocational credits are not accepted; credits for varsity sports are not accepted; credits from non-accredited institutions are not accepted; and credits from institutions that only have nationally recognized accreditation (meaning institutions that do not also hold accreditation from one of the six(6) accrediting bodies) are not accepted. The office of Academic Affairs, the University Registrar, and the Vice President for Enrollment Services share responsibility for the admission of transfer students and the acceptance of transfer credit as applicable toward the degree at NDMU.

Adult learners applying as first-time College students should possess a strong college preparatory high school record. This record will be reviewed along with a written essay to assess ability to succeed at NDMU. Adult students entering with no college credits may be required to take a placement exam. An interview with a transfer counselor (Women's College) or an enrollment manager (College of Adult Undergraduate Studies) is highly recommended to assist prospective students through the application/acceptance process. Students holding a GED Certificate also are considered for admission (see minimum test scores in chart below). If applying with a GED, a score of 145 or higher on the GED is needed (Performance Level 2: Pass/High School Equivalency). Older GED scores will be reviewed individually.

Students applying to NDMU as transfer students must submit official transcripts of all college work completed. This academic record, along with a letter of recommendation (where required),

resume (where required), and a written essay or writing sample, will be reviewed. (See Application Materials/Deadlines for details on admissions application requirements.)

Students applying as transfer students with fewer than 30 college credits will be asked to submit a high school transcript (students applying to the Women's College will also be asked to submit SAT/ACT scores). A transfer applicant who holds an Associate Degree, or has more than 30 college credits with a minimum 2.5 Cumulative Grade Point Average, is typically granted admission. Students applying with a GED with a minimum score of 145 on each of the four subtests are also typically granted admission.

The Admissions Committee will evaluate the record of any applicant who presents a 2.0 to 2.49 Cumulative Grade Point Average for all college or high school work. The Committee evaluates a student's record and all corresponding documents to determine academic potential and success at NDMU. A student with a Cumulative Grade Point Average below 2.0 or GED scores *below 145 on any of the four subtests* (GED 2014) will not be considered for admission.

As part of the application process, prospective transfer students have the opportunity for review of their courses for transfer equivalency and credit. This unofficial evaluation clarifies the coursework needed to complete degree requirements (an official evaluation is completed by the student's academic advisor upon entrance).

Students applying to the Women's College dual-degree programs in engineering should refer to their respective Program of Study pages for additional admissions criteria. The Programs require students to complete the four-year degree in a three-year intensive Program of Study. Therefore, transfer students may enter these Programs of study up to, but not later than, the first semester of their sophomore year (completion of approximately 30 credits) and should confer with the Coordinator of these Programs of Study at the time of admission. Additional admissions criteria also exist for the Bachelor of Science in Radiological Science Program of Study.

All students seeking formal admission to the School of Education to become certified teachers are also subject to providing additional criteria (e.g., Praxis Exam, letters of reference, application, GPA of 3.2, formal interview/screening of writing and oral communications skills, e-portfolio review).

Transfer students are NOT eligible for participation in the 3+4 BA/Pharm.D. Program. This Program of Study is only open to students entering NDMU as freshmen. Transfer students interested in pursuing Pharmacy can discuss their options with their admissions counselor (e.g. finishing a bachelor degree and then applying to Pharmacy or completing the minimum pre-requisites to allow for admissions directly to the Pharmacy Program of Study).

For more specific information regarding admission as a Transfer or Adult Learner, go to our

page **Applying to the College of Adult Undergraduate Studies**.

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Applying as an International Student

The University values the contribution international students make to the NDMU community. International students should make preparations to apply for admission at least four months in advance of application deadlines. Due to the part-time nature of the College of Adult Undergraduate Studies, international students requiring an F-1 visa are not eligible for admission to this program.

International students must meet all requirements for admission to the University. (See Application Materials/Deadlines). In addition, international students must submit Test of English as a Foreign Language (TOEFL) scores (minimum score needed for admission is 550 on the written test and 173 on the computerized test or 80 on the IBT) and required financial documents which indicates ability to finance the student's NDMU education.

An I-20 is issued only after the student has been accepted for admission. Students on an F-1 (student) visa are required, by Department of Homeland Security regulations, to take a minimum of 12 credits (full-time status) each semester. Federal financial aid programs are restricted to U.S. citizens and permanent residents. International students may compete for academic and achievement scholarships awarded on the basis of academic performance and merit (excluding athletic ability/participation). To qualify for academic scholarships, international students must take the SAT Reasoning Test (SAT) or the American College Test (ACT) in addition to the TOEFL (see test information).

A Student Visa (F-1 status) is required of most students who wish to study in the United States. Students should not enter the United States on a Tourist Visa hoping to change their visas to an F-1 while here.

For more specific information regarding admission as an International Student, go to our page for **International Students**.

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Becoming A Notre Dame Student

Upon acceptance to NDMU, Women's College applicants (full-time students) will receive information on possible scholarships and once the FAFSA is filed (Free Application for Federal Student Aid), all students receive information on their financial aid package which shows need-based financial aid if the student has filed all necessary financial aid documents.

Once a decision has been made to attend NDMU, students in the Women's College will be asked to submit a non-refundable deposit. Students in the Women's College should be advised spaces in the incoming class are not guaranteed until the deposit is received. Enrollment places are reserved chronologically, according to deposit date. The deposit is $300. NDMU abides by the National Candidate's Reply Date of May 1.

Once admitted to the College of Adult Undergraduate Studies, students will be assigned an academic advisor. Student should meet with their academic advisor (faculty in the department or professional advisor) to discuss their Program of Study and transfer credits (if applicable) as well as register for courses. If students will not begin studies in the semester following admission, they should contact the CAUS Office as to their academic plans and their actual start date.

All new students are required to participate in an orientation program prior to the start of classes. This Program enables students to meet one another; meet their academic advisor; learn about academic policies, support services and degree programs; complete all practical matters pertaining to the start of classes; and learn about all aspects of life at NDMU. Information on the Orientation Programs is sent to students during the admissions process.

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Matriculant and Non-Matriculant Status

A matriculant is a student who is officially admitted to the University as a candidate for a degree or academic credential in a particular Program of Study. Formal admission to the University is required to become a matriculant. Full-time students in the Women's College must maintain continuous study in order to retain their matriculant status, unless they obtain an official Leave of Absence. Part-time students in the Women's College or the College of Adult Undergraduate Studies (CAUS) must complete a minimum of one course each academic year to maintain their matriculant status. (See Academic Regulations for policies on Leave of Absence or Withdrawal.)

Non-matriculants are students who have not been formally admitted as degree candidates but who are registered for courses either full-time or part-time, for academic credit or audit. Adult students in the Women's College and students in CAUS may enter Notre Dame as non-matriculants. The same tuition and fees apply to non-matriculants as to matriculants. *Non-matriculants are not eligible for financial aid* and must apply for admission to the University upon completion of no more than 18 credits.

The Catalog in effect at the time the student is formally admitted (matriculated) to NDMU contains the Academic Policies and Program of Study requirements under which the student will graduate.

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Full-time/Part-time Student Status

Women's College students enrolled in 12 or more credits are considered full-time and must pay full-time tuition and fees. Women's College students enrolled in 11 credits or fewer are considered part-time and will pay the part-time, per credit fees as listed under Tuition and Fees. Students in the Women's College may attend either on a full-time or part-time basis.

The College of Adult Undergraduate Studies is designed as a part-time program and is not normally designed to accommodate a full-time credit load. Students enrolled in 11 credits or fewer are considered part-time and will pay the part-time, per-credit fee as listed under Tuition and Fees. Under unusual circumstances, CAUS students may carry a load of more than 11 credits.

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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.

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Readmission

Notre Dame of Maryland University does not automatically readmit a student who has Withdrawn or has not taken at least one course within an academic year. The student must file an Application for Readmission along with the application fee. The student must submit an official transcript reflecting work taken at other institutions of higher education since leaving NDMU, as well as

Catalog information on those courses.

All scholarships, awards, and Notre Dame grant funding originally offered to student seeking readmission are no longer valid. The Catalog in effect at the time the student is readmitted contains the policies and requirements under which the student will graduate.

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Veteran Student Readmissions Policy

Notre Dame of Maryland University complies with requirements for readmission of veterans as defined in the “Higher Education Opportunity Act.”

In part, the Act states that:

“A person who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services shall not be denied readmission to an institution of higher education on the basis of that membership, application for membership, performance of service, application for service, or obligation.”

IN GENERAL — Any student whose absence from an institution of higher education is necessitated by reason of service in the uniformed services shall be entitled to readmission to the institution of higher education if:

A) the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to the appropriate official (registrar or VA coordinator) at the institution of higher education;
B) the cumulative length of the absence and of all previous absences from that institution of higher education by reason of service in the uniformed services does not exceed five years; and
C) “except as otherwise provided” in the Act, “the student submits a notification of intent to re-enroll in the institution of higher education. This intent to enroll should be sent directly to the VA Coordinator (registrar’s office).”
Any student providing the requisite documentation of eligibility and readmitted to Notre Dame under the terms of the statute will return with the same academic status as when last in attendance."

Service members separating from the military under certain conditions are not eligible for readmission under the terms of the Higher Education Opportunity Act. Those individuals may seek return to the University under the academic policies applicable to all students.

Veterans wishing to be readmitted should complete readmission (available through the Admissions Office), submit official transcripts from any educational institution at which courses

were taken since last enrolled at NDMU, and contact the Veteran's Coordinator in the Registrar's Office by submitting an intent to enroll form.

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Options For Earning Credit

Transfer Credit

Transfer credit is granted for satisfactory completion ("C" grade or higher) of courses taken at an accredited two- or four-year college or university, including dual enrollment courses taken while still in high school. The course credit is applied to NDMU's degree requirements in accordance with Notre Dame Transfer Policy, established/articulation agreements, and course-by-course evaluation, as appropriate.

Students transferring to NDMU should familiarize themselves with the transfer policy or consult their admissions counselor if there are any questions during the admissions process. Evaluation of transfer credit is available prior to applying to the University.

Courses taken from companies or agencies other than an accredited college or university are assessed using the American Council of Education Credit Recommendation Service. Final approval on all transfer courses and credit is determined by the University Registrar.

NDMU participates in the Maryland statewide **Reverse Transfer Program**. This Program allows students entering NDMU as transfer students without completion of the Associate (A.A. or A.S.) to "transfer back" credits completed at NDMU to secure the initial Associate's degree. Transfer student files will be reviewed upon acceptance to NDMU and invitations are sent to students who might be eligible for this Program. Transfer students can also "opt in" to this program by completing the form located on the Notre Dame website (ndm.edu) or through their admissions counselor during the application process.

Official Transcripts from all institutions of higher education must be received by NDMU no later than mid-semester of the student's initial term of enrollment.

University Credit for Prior Learning Policy

In recognition that college-level learning can happen many places outside of the classroom, Notre Dame of Maryland University has established a credit for prior learning (CPL) policy. Notre Dame of Maryland University supports and adheres to the standards for assessing learning established by the Council for Adult and Experiential Learning (CAEL) and the Middles States Commission on Higher Education (MSCHE). This credit for prior learning policy will provide a course for course equivalency or course-match model which will allow students to demonstrate college-level

learning that they have obtained through work experiences, professional development, civic activities, travel, military service, or other means. Courses would be limited to those courses currently in the Notre Dame of Maryland University catalog.

Credit for Prior Learning may be awarded through the College-Level Examination Program (CLEP), course challenge or proficiency examinations, Advanced Placement (AP) examinations, American Council on Education (ACE) credit recommendations, DSST (DANTES) and other military equivalencies (AARTS, SMART, or CGI), International Baccalaureate (IB) credit, and completion of a portfolio that would be critically assessed by faculty within that department to determine whether the threshold for mastery of the course was demonstrated. Credit for prior learning supports the assessment of academic certificates, diplomas and certification through transcript evaluation or the portfolio method. Credit earned through the Prior Learning Assessment Program can be applied toward general education, degree program, or elective requirements.

Policy

NDMU awards academic credit to students who demonstrate that they have met the learning objectives and outcomes specified in a course syllabus. It is incumbent upon the student to demonstrate the prior learning is equivalent to the conventional learning through a course and that the student can demonstrate equivalent and satisfactory achievement of the learning objectives of the course.

Authority

In addition to the standards promoted by the Council for Adult and Experiential Learning (CAEL) and the Middles States Commission on Higher Education (MSCHE), the State of Maryland through the Maryland Higher Education Commission has enacted statutes, regulations, and guidelines related to CPL. See §15-113 of the Education Article of the Annotated Code of Maryland, COMAR 13B.02.02.16, and VFEA Guidelines.

The School Dean of the program where the course being petitioned for credit for prior learning resides, in collaboration with the Department Chair and Registrar, makes the final determination whether credit for prior learning will be awarded. Department chairs are considered the subject matter experts in the discipline in which the course is being petitioned for CPL. The School Dean, or designee, will consult with Department Chair, faculty colleagues, the student's advisor, as necessary, in order to conduct the review of the request.

Categories of Prior Learning:

I. Credit by Examination
   a. Advanced Placement (AP) Exams

b. International Baccalaureate (IB) Exams/Diploma
c. College Level Examination Program (CLEP) Examinations
d. Dantes Subject Standardized Test (DSST)
e. American Council on Education (ACE) Credit Recommendations
f. Other nationally accepted assessment method/examination

II. Credit by Prior Learning Assessment (PLA)
a. Portfolio Assessment
b.Course Challenge Examination

III. Credit for Military Education
a. ACE Military Guide

Advanced Placement (AP) Exams

Incoming first-year students who have taken AP examinations administered by the College Board and have achieved satisfactory scores are considered for advanced placement. College credit may be granted for scores of three (3) or higher.

The full list of approved AP examinations and their course equivalencies are available in the University Catalog and on the University's website. Other AP examinations may be determined for credit in accordance with this policy by the University Registrar.

For more information on AP Exams, visit the College Board website. Scores should be sent to NDMU (Institution Code: 5114).

Subjects	Credits Granted	Course Equivalent	Fulfills General Education Requirement In:
Art: History of	6	ART-120 and ART-121	Fine Arts
Art: Studio	3	ART-120	Fine Arts
Biology	4	BIO-110	Natural Science
Chemistry	4	CHM-110	Natural Science
English: Language and Composition	3	ENG-101 Proficiency Composition	English

English: Literature and Composition	3	Elective	N/A
French: Language	3	Major Requirement	Foreign Language
French: Literature	3	Major Requirement	Literature
German: Language	3	Major Requirement	Foreign Language
German: Literature	3	Major Requirement	Literature
History: European	3	Major Requirement	History
History: United States	3	Major Requirement	History
Latin: Vergil	3	Major Requirement	Literature
Latin: Literature	3	Major Requirement	Literature
Mathematics: Calculus AB	4	MAT-211	Mathematics
Mathematics: Calculus BC	8	MAT-211 and MAT-212	Mathematics
Mathematics: Statistics	3	MAT-215	Mathematics
Music: Music Theory	3	MUS-148	Fine Arts
Physics B	4	PHY-101	Natural Science
Political Science: American Government	3	Elective	Social Science

Psychology	4	PSY-101	Social Science
Spanish: Language	3	Major Requirement	Foreign Language
Spanish: Literature	3	Major Requirement	Literature

International Baccalaureate (IB)

The International Baccalaureate (IB) is an internationally recognized program of study taken as a part of the high school curriculum in which secondary students complete standardized and comprehensive examinations. Students may present an official IB Diploma or individual certificates recognizing specific higher-level test scores for consideration.

NDMU recognizes the IB Diploma and grants 30 credits and sophomore standing to any student completing the diploma with a score of 30 or better. Some of these units may be applied toward NDMU's General Education requirements; each student's IB units will be individually evaluated for General Education applicability.

Higher level examinations for which a student received a grade of 5 or higher will be reviewed and credits granted accordingly. NDMU does not grant credit for Standard Level IB Examinations.

The full list of approved IB examinations and their course equivalencies are available from the University Registrar.

For more information on IB, visit the IB website at https://www.ibo.org/programmes/diploma-programme/

College Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) allows students to earn qualifying scores on nationally-recognized subject examinations. Students may earn credit for certain CLEP tests provided they meet the minimum score required by NDMU.

The full list of approved CLEP examination and their course equivalencies are available from the University Registrar.

For more information on CLEP or to locate a CLEP Test Center, visit the College Board website. Scores should be sent to NDMU (Institution Code: 5114).

Portfolio Assessment

To be awarded for prior learning credit via Portfolio Assessment, a student must be able to demonstrate that they have met the learning objectives required in a university academic course. This is done by creating a portfolio.

A prior learning portfolio is a collection of materials compiled to demonstrate previous college-level learning relevant to your academic degree plan. A portfolio consists of multiple required components. Each component plays a role in demonstrating mastery of course objectives. The components that make up a portfolio include:

- The Educational Goal Statement – This gives a student the opportunity to examine their personal motivation in the context of learning and application of knowledge. This document provides prior learning evaluators with insight and helps provide appropriate feedback to facilitate life-long learning.
- The Autobiography – The autobiography focuses on the student's professional and personal learning endeavors since high school. In writing the autobiography, the student will analyze their past experiences in terms of critical incidents that led to learning. This part of the portfolio helps evaluators understand when, how, and why the learning has occurred.
- The Resume – A resume allows the student to highlight more detail about your responsibilities and accomplishments that supported learning. The resume provides the evaluator with a timeline and demonstrates the progression of learning.
- The Narrative – This component is unique for every portfolio because the focus is on the learning objectives for a specific course. The student must address each course objective found on the course syllabus, and demonstrate that they have mastered the objectives to the same extent as students who have completed the course. The narrative may be lengthy depending on the course.
- Documentation – The student will need to supply documentation to support the narrative. Documentation is as individual as the learner. It may include items such as sample work products, training certificates, workplace evaluations, letters of recommendation, and/or photographs.

A separate portfolio must be submitted for each course where a student seeks to petition for credit. Faculty determine whether a student's prior learning demonstrated the equivalency of the course based on meeting 75% of learning outcomes. Some components of a student's original portfolio may be used in multiple submissions. Students are encouraged to work on one portfolio at a time, as this allows you to use feedback from the initial portfolio to inform the development of additional portfolios.

The university awards credit for college-level learning that be assessed and documented. Credit is awarded for learning, not experience. Evidences critical for a successful portfolio. A students prior

learning must be:

- Related to their current educational goals and objectives.
- College-level and relevant to a specific course for which the university grants academic credit.
- Transferable to situations other than that in which it was gained.
- Accompanied by the application of appropriate theories.
- Include evidence to support having achieved course learning objectives, samples include:
  - Certifications/training certificates
  - Professional evaluations
  - Awards/commendations.

Course Challenge Examination

Through a Course Challenge Examination, a student may earn credit by passing the equivalent of a cumulative end of term examination or paper. The purpose of a challenge exam is to determine students' competency in a specific course. Developed by departmental faculty, credit may be earned for any course for which NDMU can prepare and administer a suitable examination or assessment. Examinations vary depending on the type of course challenged and some courses are excluded.

Credit for Military Education

In alignment with the Veteran's Full Employment Act of 2013 (§15-113 of the Education Article of the Annotated Code of Maryland), students who have served or are currently serving in the United States military may receive college credit for basic training, military occupational specialties, and other military course work. Official documentation must be submitted to the University Registrar. Work will be evaluated per the Guide to the Evaluation of Educational Experience in the Armed Services by the American Council on Education (ACE).

For more information, please visit the ACE Military Guide website at http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx

Eligibility Requirements

1. Student must be admitted to an approved NDMU program.
2. Students must have earned a minimum grade point average (GPA) of 2.0 for courses taken to date and are not on academic probation.
3. Student may not be enrolled in the course for which they plan to apply for CPL.
4. Students may not apply for CPL for courses in which the student is currently enrolled, has previously taken (earned a grade, failed, or withdrawn), or has transferred from another institution.

5. Student must verify with their advisor that the course(s) for which CPL credit is being requested apply to the requirements outlined in their academic plan.
6. Student must verify with their advisor that courses for which CPL credit is being requested are in alignment with NDMU's residence requirements.
7. Student has had fewer than 30 credits awarded for prior learning.
8. Students pursing a Portfolio Evaluation will have completed their 1st term, ENGL101 or an equivalent course, and have attended a PLA workshop prior to applying.
9. Students pursing a Course Challenge are limited to two challenge examination attempts per course.
10. Courses/Requirements that may not be awarded CPL:

- Capstone/Outcome Courses
- Senior Seminars
- Internships, Clinicals, Practicums, or Fieldwork Placements
- Study Abroad Courses or Experiences
- Senior or Masters Theses
- Doctoral Dissertations

Procedures:

General

The School Dean, or designee, in collaboration with the Department Chair and Registrar, will determine standardized course equivalencies for recognized Credit by Examination and Credit for Military Education methods. Admission Counselors, Academic Advisors, and Registrar staff will be trained in order to inform each admitted student on the availability of CPL opportunities specific to their individual circumstances.

Students will be informed of the process through a variety of mediums (including admissions, orientation, website, etc.) and solicited to submit any Credit by Examination or Credit for Military Education information for formal evaluation by the Registrar's Office. Informal equivalency information may also be communicated by Admissions Counselors and Academic Advisors. Policy and procedure information will be easily accessible on the University's website and in the University Catalog.

Procedures for Credit by Prior Learning Assessment:

1. Student must identify one or more courses that relates to their previous experience and knowledge and fits into their degree program.
2. Student must attend a pre-application PLA workshop and apply to the Registrar's Office to

initiate the PLA process.

3. The Registrar will determine if the student meets the eligibility requirements to petition for PLA.
4. If approved, the Registrar's Office will notify the student and the relevant School Dean or designee.
5. The School Dean or designee will:
    1. Determine what method(s) of assessment are available for the requested course(s);
    2. Determine, in consultation with the student and Department Chair, the appropriate method of assessment, CPL method expectations, and timeframe; and
    3. If applicable, assign a subject matter expert faculty member to administer the PLA assessment.
    4. The School Dean or designee will inform the Registrar of the agreed upon assessment method, and the Registrar will assess the applicable non-refundable CPL fee.
    5. Upon confirmation of the payment of the applicable CPL fee, the designated faculty may proceed with the PLA, and if applicable, provide the student with the course syllabus.
    6. Upon completion of grading, assigned faculty will complete the Portfolio Evaluation form for each course where credit was requested signifying approval or denial with sufficient explanation. The assigned faculty member will forward the completed evaluation to the School Dean, and the Registrar for fee assessment, posting and communication to the student.

Timeline for Credit by Prior Learning Assessment:

Step	Task	Time Frame
1	Student submits the application for eligibility for a course to be considered for PLA.	Reviewed by the Registrar in 2 weeks
2	If eligibility is confirmed, the student will submit their application for PLA to the relevant School Dean or designee.	Reviewed by the School Dean in 3 weeks
3a	If a challenge exam is being administered, the student will be provided with a copy of the course syllabus and challenge exam.	The student has 60 days to take the exam from the date she or he receives the course syllabus

3b	If a portfolio is being developed, the student will be provided with a copy of the course syllabus.	There is no strict time limit on portfolio development but generally should be completed within the semester, and no longer than 12 months.
4	Non-refundable fee is assessed	Upon delivery of syllabus
5	Assigned faculty member grades the exam/portfolio or if the exam is being taken through an external entity, the scores must be sent directly from the entity to the Registrar's office.	Within 30 days of completing the examination/portfolio
6	Student will be sent the results of the review	Within 2 weeks of the grade being determined
7	If CPL is awarded, the student will be assessed a Credit Recording Fee	Before the end of the applicable semester
8	If CPL is awarded and the student has paid the Credit Recording Fee, the grade and credits will be posted to the student's official transcript	By the time that grades are posted for that semester

Additional Information/Limitations:

1. Being granted approval to petition for CPL does not guarantee that credit will be awarded.
2. Whether a request for CPL is approved or denied, CPA fees are non-refundable. CPL fees are listed in the tuition and fees schedule and are reviewed annually.
3. CPL Credit Recording Fees do not apply to AP or IB examinations.
4. The process for determining whether a CPL may be awarded may take up to one semester.
5. Portfolios become the property of NDMU upon submission.
6. If credit is awarded, the PLA receives a grade of "P"; the PLA does not receive a letter grade nor will it affect GPA. If credit is denied, there is no effect on a student's transcript or GPA. PLA submissions are limited to two attempts with faculty permission, and there is no appeal process for a PLA denied credit.

7. The student is responsible for arranging any approved external exams (such as CLEP, DSST, National Exams, etc.), for paying all associated fees, and is responsible for arranging for official submission of exam scores from the agency to the NDMU Registrar's Office.
8. There will be a maximum of thirty credit hours for Credit for Prior Learning courses that can be earned for a baccalaureate degree and a maximum of six hours for a graduate degree. This includes credit earned through portfolio assessment, CLEP, DSST, AP, IB, proficiency through ACE for corporate training, or challenge exams.

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Alumnae and Alumni Community and Council

The Alumnae and Alumni Community periodically gets together throughout the calendar year—most notably at Reunion, which is typically held in the fall semester.

The Council is a strong body of graduates that exists to promote, support and advance the welfare of the University, broaden and sustain friendships among alumnae and alumni, and stimulate alumnae and alumni interest in the University. The Council assists in stimulating a spirit of cooperation and loyalty in the community, is a vibrant advisory body dedicated to engaging alums and students, acting as a link between the campus community and the global alumnae and alumni community, and stewarding the lifelong connection alums have with the University.

The Alumnae and Alumni Community includes all matriculated students and graduates of NDMU. There are no dues associated with joining the community—by matriculating and/or graduating from NDMU, you are automatically included. The best way to maintain contact with the community is by ensuring an updated email address is on file with the Office of Institutional Advancement. Simply email ndmalum@ndm.edu to verify or update any part of your information.

Leadership

President: Nichole' C. Gatewood '01

Representatives

Irnande Altema '07

Christina "Chrissy" Bolmarcich '97

Annie Caporellie '12

Denise Dunn '04

Victoria Meadows '15

Amy Rosenkrans '93, Ph.D '16

Amanda Rumsey-Ballard '18, Pharm.D. '15

Jessica Sexton '08

Joe Weatherstein '08

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Campus Buildings and Facilities

Fourier Hall



Originally home to Notre Dame's Library, Fourier Hall is the center of the University's programs for adult learners, as well as home to the Art Department and the Renaissance Institute, an active group of men and women who are over the age of 50 and interested in pursuing lifelong learning and intellectual growth.

Meletia Hall



Lower level: Feeley International Center is home to the Office of International Programs and the English Language Institute (ELI), an intensive co-educational English program for non-native speakers who plan to study in American colleges and universities or who are studying for career enrichment.

First, second, and third floors: Renovated student housing on these, with a shared balcony and common areas for studying and socializing.

Gibbons Hall



With its distinctive Merrick Tower, Gibbons Hall is one of the highest points in the city and is symbolic of the University's position in the Baltimore community.

First floor: President's Office, Provost's Office, AVP for Academic Affairs, VP and AVP for Enrollment Management, Title III Office, Dean of Arts, Science and Business, and Registrar's offices.

Second and third floors: Classrooms, the Murphy Gathering Space and Social Sciences and Education Departments. Technology in the classrooms on these floors was recently upgraded. The Mary Teresa Curran Murphy Class of 1899 Gathering Space was created through the generosity of Mr. and Mrs. Daniel Murphy. Mr. Murphy was the son of one of Notre Dame's first six graduates from the class of 1899. This beautiful space provides a special place to hold wedding receptions and take photographs.

Fourth floor: History, Religious Studies, Digital Media Arts and Communication Arts Departments, and the television and radio stations.

Fifth floor: English and Philosophy Departments and Writing Center.

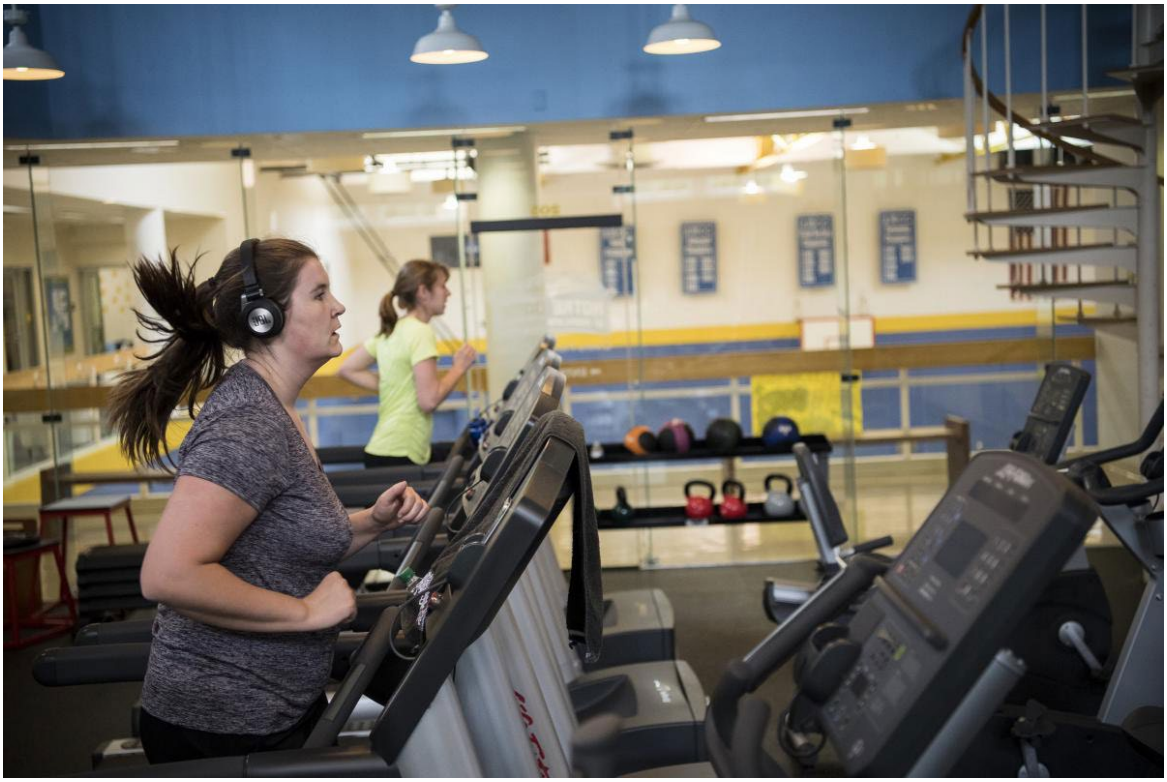
Theresa Hall



First floor: Business offices, Career Center, Career Suit Lending Closet, and Office of Mission.

Second and third floors: Marikle Chapel of the Annunciation, Human Resources and VP for Finance and Administration offices.

Marion Burk Knott Sports and Activities Complex



Notre Dame is an NCAA Division III institution and sponsors nine intercollegiate sports including basketball, cross country, field hockey, lacrosse, soccer, softball, tennis, track and volleyball.

Lower level: Gym and Dance Studio.

First floor: Athletics Department and Student Life office. The newly renovated Civera Fitness Center offers cardio and weight-training equipment; next door are the racquetball courts.

LeClerc Hall



LeClerc Hall is home to LeClerc Auditorium, and the pool.

Lower level: A Child's Place (ACP) is a Lab-School serving children ages 2.5 through Kindergarten.

First and second floors: LeClerc Auditorium; this area hosts lectures, concerts and special events such as Honors Convocation and musical and theatrical performances.

Doyle Hall



Lower level: Gator Alley, the Commuter Lounge and Study Room. Made-to-order food items and coffee are available at Gator Alley, and the lounge is a popular gathering space housing computer stations, flat-screen televisions, and entertainment media.

First floor: Doyle Formal Lounge and Doyle Dining Hall.

Second, third and fourth floors: Residence hall for Women's College seniors and women and men in the English Language Institute and graduate programs.

Knott Science Center



Knott Science Center houses the Departments of Chemistry, Physics, Psychology and Biology, along with the Bryan Planetarium, state-of-the-art laboratories and learning environments.

G. Avery Bunting Hall



The building is home to the first pharmacy school at a women's college. The School of Pharmacy is also the only such school affiliated with a private university in the state.

Technology-rich classrooms, laboratories, and office space support the work of students, faculty and staff. The construction of this facility is not only technologically advanced but also designed to meet LEED Silver specifications as part of our environmental stewardship efforts.

University Academic Building



The latest addition to Notre Dame's campus is a $15 million, 36,500-square-foot facility supporting the School of Nursing, the School of Education, and the entire University. The building includes the Center for Caring with Technology; with simulation labs for labor and delivery, pediatrics and patient rooms; state-of-the-art instructional facilities; meeting and gathering spaces; and a gallery.

Loyola/Notre Dame Library



This is the first library in the country to be owned jointly by two private educational institutions. The Library offers wireless technology and rooms for independent and group study. An auditorium for larger groups and maker space rounds out the Library's offerings. The third floor is home to our archives.

Otenasek House of the Morrissy Honors Program



Nestled next to Cana House on the south side of campus, the new house provides welcoming study areas, a seminar room for classes and individual and group activities and a comfortable lounge where students can interact with other Morrissy Honors students and faculty.

Noyes Alumnae House



This Federal-style building is home to the Institutional Advancement and Alumnae and Alumni Relations offices.

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Copyright Policy

This guide is designed to help explain U.S. Copyright laws and how they apply to basic copyright questions that arise in the course of academic work. Nothing in this guide should be considered legal advice. For legal guidance please contact University Counsel.

Loyola-Notre Dame Library Copyright Policy

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Family Educational Rights and Privacy Act (FERPA) Policy

Notre Dame of Maryland University complies with the provisions of the The Family Educational Rights and Privacy Act (FERPA), as amended, and associated regulations. FERPA establishes requirements regarding the privacy of student records and provides students with certain rights with respect to their education records.

These include:

- the right to inspect and review their records;
- the right to request an amendment of the student's education record they believe is inaccurate;
- the right to consent to disclosure of personally identifiable information (PII) contained in the student's record (except where FERPA authorizes disclosure without consent).

All official academic records of all students, past and present, are housed in the Office of the University Registrar (Registrar's Office). Questions regarding a student's official academic record should be directed to the University Registrar.

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Financial Aid

Notre Dame of Maryland University offers a comprehensive program of need-based and merit-based financial assistance. It is designed to help students and families cover the difference between the amount they are able to pay and the total cost of attending Notre Dame. 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
- Eligibility
- Exit Interview
- Federal Work-Study
- Financial Need
- Policies
- Sources of Funding
- Verification of Eligibility

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Application Process

Obtain a FSA ID

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

Complete the FAFSA

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

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

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

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

FAFSA Follow Up

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

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

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

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

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

Award Notification

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

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

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

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

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Cost of Attendance

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

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

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

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

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Eligibility

To receive financial aid from federal programs, a student must meet all of the following requirements:

- Must have high school diploma or GED,
- must be a U.S. Citizen or eligible non-citizen, a national or permanent resident of the U.S. or in the U.S. for other than a temporary purpose,
- must be registered with Selective Service, if you are a male between the ages of 18 and 25,
- must have a valid Social Security Number,
- may not be in default on a federal student loan,
- must not owe an overpayment of a federal loan or grant,
- may not have borrowed in excess of aggregate student loan limits,
- must be admitted to Notre Dame of Maryland University in a qualified degree program (includes teacher certification and CASE),
- must be registered at least half-time for federal loans and FSEOG,
- must meet requirements for institutional scholarships,
- must meet the state's requirements for individual state financial aid programs, and
- must maintain Satisfactory Academic Progress as defined by Notre Dame of Maryland University.

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Exit Interview

An exit interview is a loan counseling session that provides loan repayment, grace period, billing options information, and collects updated borrower information as required by the federal government.

Prior to graduating, leaving the University, or dropping below half-time, federal loan borrowers are required to complete a mandatory exit counseling session under federal law as a condition of receiving a federally funded student loan. The online exit-counseling session provides borrowers their rights and responsibilities as a federal loan recipient. To fulfill this requirement, students must go to www.studentloans.gov.

Graduating students must complete this requirement before their diplomas and transcripts will be released.

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Federal Work-Study

The Federal Work-Study Program provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The Program encourages community service work and work related to the recipient's Program of Study.

- Federal Work-Study is available to undergraduate and graduate students with financial need.
- To apply for the Federal Work-Study program, complete the Free Application for Federal Student Aid (FAFSA) by University's priority deadline of February 15. Work-study is awarded on a priority, first-come-first-served basis based on the FAFSA receipt date and financial need.
- The amount of work-study students are eligible to earn is shown on their financial aid Award Letter.
- The average academic-year Work-Study award is $1000.
- The amount of a Work-Study award is determined by student need and the availability of funds at the University.
- Work-Study positions are available in departments and offices throughout the University as well as off-campus community service jobs, such as tutoring elementary students.

The application process is posted annually on **The Office of Financial Aid website**.

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Financial Need

Once admitted to Notre Dame of Maryland University, a student's completed FAFSA will be reviewed to determine their financial need according to federal standards. Decisions regarding how much parents and students can be expected to contribute from their income and assets are based on federal need analysis formulas and University policies.

Financial need is defined as the difference between the Cost of Attendance (COA) and the Estimated Family Contribution (EFC).

Cost of Attendance (COA):

The cost of attendance includes tuition, fees, on and off campus room and board costs, and additional allowance for books, supplies, transportation and personal expenses.

Estimated Family Contribution (EFC):

The family is expected to contribute to the student's education. A dependent undergraduate student's family includes parents and/or stepparents. Independent undergraduate students' families include the student and spouse, if applicable. FAFSA data is used to determine the amount of the family contribution. The family's financial circumstances are evaluated in a consistent and equitable manner, recognizing special circumstances that alter a family's ability to contribute to the student's education.

Financial Need:

Financial need is the amount remaining when the EFC is subtracted from the COA.

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Policies

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

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

Additional Resources

- Communication and Confidentiality
- Contractual/Consortium Agreements Policy
- Courses - Dropping
- Courses - Withdrawal
- Cumulative Total Loan Limits
- Disbursement of Funds Policy
- Leave of Absence and Return of Title IV Funds
- Loan Limits Each Year
- Merit Scholarships and Need-Based Grant Renewal Policy
- Rights and Responsibilities
- Satisfactory Academic Progress

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Communication and Confidentiality

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

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

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

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

Confidentiality Policy

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

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

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

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

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Contractual/Consortium Agreements Policy

Consortium Agreements

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

Contractual Agreements

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

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

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

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Courses - Dropping

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

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

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

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

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Courses - Withdrawal

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

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

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

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

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

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

- a student completely withdraws from all classes during the semester;
- a student never attend any classes during the semester; and/or
- a student does not complete *all* modules (classes that do not span the entire length of the semester) for which she/he 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 his/her financial aid.

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Cumulative Total Loan Limits

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

Aggregate Loan Limits

Effective July 1, 2008

	MAXIMUM SUBSIDIZED	MAXIMUM UNSUBSIDIZED
Dependent Undergraduates	$23,000	$31,000
Independent Undergraduates	$23,000	$57,500

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Disbursement of Funds Policy

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 any student to be eligible for loan funds, she/he must be enrolled at least half-time (6 credits for all students except Pharmacy students – 5 credits) at both census and at the time the loan funds are disbursed to the Business Office. For students whose classes are staggered, loan funds will not be released until the student has reached half-time enrollment (6 credits or more for undergraduate and graduate students, 5 credits or more for Pharmacy students, 3 credits or more for PhD students).

The Verification of Enrollment begins after the census date and is performed periodically throughout the semester. Scholarships, grants or loans from external sources will be posted as the funds are received by NDMU. Funds are posted weekly throughout the semester.

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Leave of Absence and Return of 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 five days are excluded from both the numerator and denominator.

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

earned all awarded aid for the enrollment period.

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

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

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

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

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

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

How to Handle a Grant Overpayment

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

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

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

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

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

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

Students considering Withdrawal should contact the Office of Financial Aid.

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Loan Limits Each Year

In addition to the information below, please note the following:

- Once the borrower has received Direct Subsidized Loans for a period that is 150% of the published length of the borrower's current education program, the borrower is no longer eligible for Direct Subsidized Loans.
- A first-time borrower who loses eligibility for additional subsidized loans loses interest subsidy on subsidized loans received on or after July 1, 2013 if the borrower did not complete the program AND continues enrollment in the program OR enrolls in another program of the same of shorter length.

For students enrolled as regular students in eligible programs, annual Federal Direct Loan limits are as follows:

Dependent Undergraduate Students

	BASE AMOUNT (SUB/UNSUB)	ADDITIONAL LOAN (UNSUB)	TOTAL
First-year	$3,500	$2,000	$5,500
Sophomore	$4,500	$2,000	$6,500
Junior	$5,500	$2,000	$7,500
Senior	$5,500	$2,000	$7,500

Independent Undergraduate Students and Dependent Undergraduate Students Whose

Parents Cannot Borrow PLUS

	BASE AMOUNT (SUB/UNSUB)	ADDITIONAL LOAN (UNSUB)	TOTAL
First-year	$3,500	$6,000	$9,500
Sophomore	$4,500	$6,000	$10,500
Junior	$5,500	$7,000	$12,500
Senior	$5,500	$7,000	$12,500
Graduate Students (pursuing teaching certification, if independent)	$5,500	$7,000	$12,500
Pharmacy Students	$8,500	$24,500	$33,000

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Merit Scholarships and Need-Based Grant Renewal Policy

Merit Scholarships and Need-Based Grants are offered to students as part of the undergraduate admissions process. These awards assume students will maintain continuous full-time enrollment and are only valid for the number of terms normally required to earn an undergraduate degree. The scholarship amounts are set as part of the admissions process and are not increased during the student's enrollment at NDMU. *The University reserves the right to cancel or reduce the scholarship of any student found guilty of disciplinary or honor code violations.*

Unless noted on the Award Letter, institutional scholarship funds are applied to tuition charges only. Should a student drop a class AND receive a tuition refund, their scholarship will be proportionally adjusted based on any lowered tuition cost. Scholarships will cancelled for students who choose to enroll on a part-time basis (less than 12 credits in both fall and spring semesters. Winterim courses will not be counted for the spring semester when determining full time status for institutional scholarships.)

Requirements for Scholarship and Grant Renewal

	Credit Requirement	**Minimum Cumulative GPA Requirement**	**Other Requirements**
Academic Achievement Scholarship	Earn a minimum of 12 credits per semester	2.5 throughout her 4 years	must remain continuously enrolled at Notre Dame
Endowed Scholarship	Earn a minimum of 12 credits per semester	2.5 throughout her 4 years	must remain continuously enrolled at Notre Dame
Knott Scholarship	Earn a minimum of 12 credits per semester	3.0 throughout her 4 years	must remain continuously enrolled at Notre Dame

Notre Dame Award	Earn a minimum of 12 credits per semester	2.5 throughout her 4 years	must remain continuously enrolled at Notre Dame
Notre Dame Award for Transfer Students	Earn a minimum of 12 credits per semester	2.5 throughout her 2-3 years	must remain continuously enrolled at Notre Dame
Presidential Scholarship	Earn a minimum of 12 credits per semester	2.5 throughout her 4 years	must remain continuously enrolled at Notre Dame
Transfer Scholarship	Earn a minimum of 12 credits per semester	2.5 throughout her 2-3 years	must remain continuously enrolled at Notre Dame

Renewal Requirements:

The Office of Financial Aid will review recipient's Cumulative Grade Point Average at the end each academic year to determine their eligibility for continued funding. To have their scholarships automatically renewed, recipients must achieve the requirements for their specific scholarship in the above-listed chart.

Financial Aid Appeals Committee

The Financial Aid Appeals Committee will review the academic records for all students who do not automatically meet the renewal requirements for their scholarship award. Students are placed on a Scholarship Warning after being reviewed at the end of each academic year if they fail to meet their scholarship requirements.

Students will receive written notification if the Committee adjusts or cancels their merit scholarship aid for the upcoming semester. Students have the right to appeal any decision adjusting their merit aid. Appeals must be filed within two weeks of notification that aid eligibility has been adjusted, and it must be made in writing to the Director of Financial Aid. Appeals are normally based on an unusual situation or condition preventing the student from achieving the published minimum required GPA or required credit amount needed to retain their scholarship(s). Appeals cannot be based on lack of knowledge of the scholarship requirements.

If an Appeal is granted, students will be placed on Scholarship Probation and must agree to a

Probation Contract. Students will be contacted by their Academic Advising Counselor to complete their Probation Contract. If terms of the Contract are not met the following semester, the scholarship will be terminated.

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Rights and Responsibilities

Student Rights

1. to know what financial aid programs are available at Notre Dame of Maryland University;
2. to know how individual financial need was determined, how the student's budget was created, and what resources were considered in the calculation of the student's need;
3. to know the deadlines for submitting applications for each financial aid program available;
4. to know what portion of the financial aid was received that must be repaid - 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. to know how the school determines whether a student is making satisfactory progress, and what happens if they are not;
6. to request an explanation of the various programs in their aid package.

Student Responsibilities

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

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

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Satisfactory Academic Progress

Educational institutions that participate in federal financial aid programs are required to define and enforce Satisfactory Academic Progress (SAP) standards for those students receiving financial aid.

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 that 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 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.

These 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 type.

It is important to note that separate from the policy outlined here for financial aid purposes, the Office of Academic Affairs conducts reviews of student academic performance in accordance with university standards. Please refer to the latest academic *Catalog* for details about Academic Warning and Academic Probation.

Requirements for merit-based institutional scholarships exclusive of the federal standards, although institutional standards are applied.

Satisfactory Academic Progress Requirements

maintain the required Cumulative Grade Point average of 2.0 for undergraduate students and 3.0 for graduate students;
- maintain a successful course completion rate (pace) of at least 67%;
- complete an academic Program of Study within the maximum timeframe (MTF) of 150% of the published length of the Program (undergraduates) or within the number of credits established by the Registrar's Office for the Program (graduate students); and
- meet requirements set forth by the Office of Academic Affairs.

Qualitative measure

Grade Point Average (GPA): maintenance of a minimum Cumulative Grade Point Average.

Quantitative measures

Pace/Progress

This measure assesses the pace at which a student progresses toward attainment of her/his degree. The calculation to determine the pace is to identify the number of credit hours completed toward the Program of Study and divide it by the number of credit hours attempted. To ensure quantitative progress, students are required to complete a minimum required percentage of all attempted courses.

Maximum Timeframe (MTF)

Federal law requires a Maximum Timeframe (MTF) be established during which a student receiving federal financial aid must complete their educational program. The MTF for an undergraduate Program of Study may be no longer than 150 percent of the published length of the educational program measured in academic years, semesters, or credit hours attempted. The MTF for a graduate Program of Study may be no longer than the number of credits established by the Registrar’s Office for the Program of Study. All courses taken while pursuing a bachelor’s degree count towards the MTF. If a student continues their educational pursuits toward a master’s degree, the MTF would reset for the graduate level program. If a student completes one degree and decided to earn a second degree, the MTF would reset.

Credits counted in the MTF are all attempted credits at NDMU (even when not a financial aid recipient) and all transfer credits accepted toward their academic Program of Study (at the time of SAP Review). At the point that all required coursework for an academic Program of Study has been completed, financial aid eligibility will be suspended even if the student does not apply to graduate.

The maximum timeframe for NDMU merit-based and need-based funding is 8 semesters for students who started as first-year students and 6 semesters for students who started as transfers.

Academic Probation

Students who are placed on Academic Probation by the Office of Academic Affairs are considered to be failing SAP standards (even if the GPA, Pace, and MTF requirements are being met).

Frequency of Review

The Office of Financial Aid will review the status of all financial aid applicants annually, when grades are available. Winterim credits will be reviewed with spring semester credits. The review consists of the cumulative record of all prior semesters (including semesters when a student may not have received financial aid funding), including transfer credits accepted toward an academic program at the time of the SAP Review. All elements of Satisfactory Academic Progress will be evaluated: Cumulative Grade Point Average, maximum timeframe, pace/progress rate, and Academic Probation.

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Sources of Funding

Additional Resources

- Federal Grants
- Loans
- Scholarships
- State Grants

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Federal Grants

Federal Grants, unlike Loans, do not have to be repaid. Federal Grants have varying award criteria but are considered a foundation of financial aid upon which other federal or non-federal sources might be added.

Grants have varying maintenance requirements. Some include but are not limited to:

- Minimum enrollment requirements (including prorated amounts depending on enrollment,
- minimum Satisfactory Academic Progress requirements,
- maximum award,
- award based on financial need,
- award based on Total Cost of Attendance,
- degree sought, and
- submission deadlines.

Additional Resources

- Iraq and Afghanistan Service Grant
- Pell Grants
- Supplemental Educational Opportunity Grant (SEOG)
- TEACH Grant Program

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Iraq and Afghanistan Service Grant

A student whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001 may be eligible to receive the Iraq and Afghanistan Service Grant.

Additional Student Eligibility Requirements

- Must be ineligible for a Federal Pell Grant due only to having less financial need than is required to receive Pell funds,
- be under 24 years old, or
- enrolled in college at least part-time at the time of the parent's or guardian's death.

The grant award is equal to the amount of a maximum Pell Grant for the award year – not to exceed the cost of attendance for that award year.

Grants are similar to scholarships in that they are free financial aid students are not required to repay. Grants are awarded through federal, state, or University funds to students with high financial need.

Information from the Free Application for Federal Student Aid (FAFSA) is used to determine eligibility for the federal, state and institutional grants.

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Pell Grants

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. Pell Grants are considered a foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added. There are limits on the maximum amount a student is eligible to receive each academic year and in total (aggregate Pell Grant limit).

The EFC (Expected Family Contribution) calculated by the FAFSA (Free Application for Federal Student Aid) determines if the student is Pell-eligible and the amount the student is entitled to receive. To qualify for a Pell Grant, the Office of Financial Aid must receive a valid FAFSA while the student is enrolled. If the FAFSA is received after the semester is over, the Pell Grant awarded must be based upon completed credits.

Students are limited to 12 semesters (600%) of Pell Grant eligibility during their lifetime. According to the Consolidated Appropriations Act, 2012 (Public Law 112-74), the following are basic guidelines for Pell eligibility:

- Available to undergraduate students with no prior bachelor's or professional degree;
- The *maximum* award for 2019-20 year is $6,195;
- The amount of each Federal Pell Grant depends on a student's financial need, cost of education, and enrollment status; and
- The amount reported on a student's Award Letter is based on student’s enrollment at the time the Award Letter was generated. If the student is enrolled for less than full-time, their award will be adjusted accordingly (6-8 credits = 1/2 Pell, 9-11 credits = 3/4 Pell and 12+ credits = full-time Pell).

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Supplemental Educational Opportunity Grant (SEOG)

Available to Pell Grant eligible undergraduate students with exceptional financial need.

The amount awarded is determined by the student's need and the availability of funds at the Univesity.

To apply for the grant, students should complete a Free Application for Federal Student Aid (FAFSA) by NDMU's priority deadline of February 15. This grant is awarded on a priority basis using the FAFSA receipt date and based on the availability of funds.

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TEACH Grant Program

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

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 Gdeadline for all TEACH Grant recipients to submit documentation of completed teaching service or to certify intent to satisfy the srvice obligation is October 31, 2019. this annual certification deadline is seperate 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 can be found at http://www.ed.gov/about/offices/list/ope/pol/tsa.doc.

High-need fields include:

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

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

TEACH Grant Agreement to Serve

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

For each TEACH Grant-eligible program for which the student received TEACH Grant funds, they must serve as a full-time teacher for a total of at least four academic years within eight calendar years after they completed or withdrew from the academic Program of Study for which they

received the TEACH Grant. The student must perform the teaching service as a highly-qualified teacher at a low-income school. The term highly-qualified teacher is defined in section 9101(23) of the Elementary and Secondary Education Act of 1965 or in section 602(10) of the Individuals With Disabilities Education Act.

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Loans

An education loan is a form of financial aid that must be repaid, with interest. Education loans come in three major categories: student loans, parent loans, and alternative loans (also called private student loans).

The ultimate responsibility of financing an education lies with the student. Students who finance their education with student loans must understand that with the acceptance of the loan comes the responsibility of prompt and full repayment.

The University stresses this responsibility not only because loan repayment is ethically correct, but also because loan default could eventually lead to loss of financial aid to future students.

Types of Loans

- Federal Direct Subsidized and Unsubsidized Loans
- Federal Direct Parent PLUS Loan
- Federal Perkins Loan
- Private Student Loans

Additional Resources

- Alternative and Private Student Loans
- Federal Direct Parent PLUS Loans
- Federal Direct Subsidized and Unsubsidized Loans

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Alternative and Private Student Loans

Alternative or private loans are non-federal loans offered by some banks and credit unions.

The purpose of an alternative or private loan is to supplement a student's financial aid package. Alternative loans are not federally endorsed or guaranteed, but they generally must be certified by the Office of Financial Aid at NDMU. An alternative loan cannot exceed your cost of attendance (financial aid budget) minus all other financial aid.

Note: Notre Dame of Maryland University does not endorse any specific lender or group of lenders. The application for an alternative student loan is made directly through the lending institution. As a part of this process, the Office of Financial Aid will certify enrollment and other information for the borrower.

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Federal Direct Parent PLUS Loans

Parent PLUS loans help parents of dependent undergraduate students pay educational expenses. Loan funds come directly from the U.S. government. Parents can borrow up to the difference between NDMU's estimated Cost of Attendance and other aid or resources expected to be received. Parent PLUS loans have an interest rate of 7.08% for the 2019-2020 Aid Year, this is the fixed rade for the life of the loan.

Eligibility

A parent applying for a Federal Parent PLUS Loan must be the biological or adoptive parent of a dependent undergraduate student. Step-parents whose information is included on the FAFSA are also eligible to apply for the loan. Parents must have an acceptable credit history or be able to apply with an eligible co-signer. Application process is posted on the financial aid website.

Disbursement Process

- When the loan is scheduled to disburse, the Department of Education will send the funds to Notre Dame electronically.
- All funds will disburse through the student's NDMU student account.
- After tuition and other charges on the account are paid, any remaining balance will be issued to the student or parent via a check (depending upon how the parent completed the application), and will be mailed to the address on record with the University.

PLUS Loan Fees

For 2019–2020 Parent PLUS loans, which will disburse after October 1, 2019 and before October 1, 2020, a 4.236% origination fee will be charged by the U.S. Department of Education.

Repayment Terms

Repayment begins within 60 days after the final disbursement of each loan. Borrowers may be able to postpone principal payments while the student is in school (up to four years). Contact the Direct Loan Servicer for repayment and forbearance options. The maximum repayment period is 10 years, and the minimum monthly payment is $50.

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Federal Direct Subsidized and Unsubsidized Loans

The Federal Direct Subsidized Loan is a student loan that is available to undergraduate students only. The Federal Direct Unsubsidized Loan is a student loan that is available to undergraduate, graduate, and pharmacy students. Loan funds come directly from the U.S. government.

To Apply for the Federal Direct Subsidized or Unsubsidized Loan:

First, the student must complete the Free Application for Federal Student Aid (FAFSA) and meet the eligibility requirements. Then, the student must follow the steps below.

Returning Students

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

New Students/First Time Borrowers at Notre Dame:

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

Step 1: Choose the option Complete Entrance Counseling.

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

Subsidized vs. Unsubsidized Loans

A student's Federal Direct Loan award may be Subsidized, Unsubsidized or the combination of the two.

Subsidized Direct Loan

- Subsidized loans are only available to undergraduate students.
- The Subsidized Loan is awarded for the academic year and is based on the student's financial need, dependency status, and academic grade level.
- Financial need is calculated by the Cost of Attendance minus the Estimated Family Contribution (EFC) determined by FAFSA and any other aid received.

- The federal government subsidizes or pays the interest on the loan while the student is enrolled at least half-time and in an eligible period of deferment.
- Interest will be charged once the student's grace period begins.

Unsubsidized Direct Loan

- The Unsubsidized Loan is awarded based on the Cost of Attendance minus any other aid the student will receive, the student's dependency status, and the student's academic grade level.
- Students are responsible for the interest on this loan from the time the loan is disbursed until it is paid in full. The federal government DOES NOT subsidize the interest on this loan.
- Students may choose to defer the interest during enrollment and deferment periods, but it will be capitalized (added to the principal amount).

Interest Rates

For 2019-2020, the interest rates on all Federal Direct Loans (both subsidized and unsubsidized) is 4.53% for undergraduate students, and 6.08% for graduate or professional students.

Fees

For 2019–2020 loans, which will disburse after October 1, 2019, a 1.059% origination fee will be charged by the U.S. Department of Education.

Loan Limits for Each Year

Once the borrower has received Direct Subsidized Loans for a period that is 150% of the published length of the borrower's current education program, the borrower is no longer eligible for Direct Subsidized Loans.

A first-time borrower who loses eligibility for additional subsidized loans loses interest subsidy on subsidized loans received on or after July 1, 2013 if the borrower did not complete the program AND continues enrollment in the program OR enrolls in another program of the same of shorter length.

For students enrolled as regular students in eligible programs, annual Federal Direct Loan limits are as follows:

	BASE AMOUNT (SUB/UNSUB)	ADDITIONAL LOAN (UNSUB)	TOTAL
First-year	$3,500	$2,000	$5,500

Sophomore	$4,500	$2,000	$6,500
Junior	$5,500	$2,000	$7,500
Senior	$5,500	$2,000	$7,500

Independent Undergraduate Students and Dependent Undergraduate Students Whose Parents Cannot Borrow PLUS

	BASE AMOUNT (SUB/UNSUB)	ADDITIONAL LOAN (UNSUB)	TOTAL
First-year	$3,500	$6,000	$9,500
Sophomore	$4,500	$6,000	$10,500
Junior	$5,500	$7,000	$12,500
Senior	$5,500	$7,000	$12,500

Graduate and Pharmacy Students

	BASE AMOUNT (SUB/UNSUB)*	ADDITIONAL LOAN (UNSUB)	TOTAL
Graduate Students (pursuing Master's or Ph.D degree, CASE program)	$8,500	$12,000	$20,500
Graduate Students (pursuing teaching certification, if independent)	$5,500	$7,000	$12,500
Pharmacy Students	$8,500	$24,500	$33,000

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.

	MAXIMUM SUBSIDIZED	MAXIMUM UNSUBSIDIZED
Dependent Undergraduates	$23,000	$31,000
Independent Undergraduates	$23,000	$57,500
Graduate/Professional Students	$65,500	$138,500
Certain Health Professional Students (ie Pharmacy)	$65,500	$224,000

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Scholarships

Scholarships are an attractive way to pay for college because they are not required to be repaid. Considered to be gift aid, scholarship awards may range from a few hundred dollars to full tuition.

Students are encouraged to consult with the Office of Financial Aid regarding scholarship opportunities at Notre Dame University of Maryland.

Additional Resources

- External Scholarships
- Institutional Scholarships
- NDMU Endowed Scholarships
- State Scholarships

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External Scholarships

Office of Financial Aid promotes a variety of external scholarships to students. External scholarships vary greatly from year to year. Therefore, the Office of Finanacial Aid internally posts these external scholarships, when available. Students are encouraged to consult with the Office of Financial Aid to determine external scholarship availability.

Students are responsible for reporting any external scholarship sources to the Office of Financial Aid.

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Institutional Scholarships

Awarded by the Office of Admissions to prospective first-year students and transfers, these awards range from $1,000 to full tuition.

Notre Dame of Maryland University selects recipients based on academic achievement, participation in activities, and leadership roles. Scholarship recipients are expected to continue striving for excellence in these areas while enrolled at the University. The awards are renewable for four years or eight semesters, as long as the student is enrolled full time (scholarships for transfer students are limited to six semesters). All applicants for admission are automatically reviewed for an award. The award amounts DO NOT increase.

Institutional Scholarships and Grants have requirements a student must maintain in order to keep their award from year to year. If requirements are not met, a student's aid could be placed on Probation or terminated.

Students pursuing a second bachelor’s degree are not eligible to receive institutional aid from NDMU, with the exception of Nursing students who are reviewed for institutional aid as part of the admissions process.

NAME	AMOUNT	ELIGIBILITY	ELIGIBLE STUDENTS
Academic Merit Scholarships	$17,000-$25,000	3.0 grade point average and higher Combined SAT of 1050 (Critical Reading and Math scores) or higher Strong co-curricular involvement and high class ranking	First-year college students
Notre Dame	$10,000-	Strong academic records and programs Co-curricular activities and class ranking Special talents, achievements and consistent	First-year college

Awards	$15,000	involvements in areas such as art, band, community service, creative writing, leadership and other skills (excluding athletic participation)	students & transfer students
Endowed Scholarships	$1,000-$5,000	Varies by each scholarship (excluding athletic participation)	First-year college students & transfer students
Transfer Scholarships	$10,000-$20,000	For students coming to Notre Dame with at least 30 credits 3.2 grade point average and higher at previous institution	Transfer students
Presidential Scholarships	Up to Full Tuition	The most qualified students (with 3.7 grade point average and SAT score of 1350 or higher) receiving academic merit scholarships may be invited to campus to compete for additional scholarship dollars.	First-year college students
Art Competition	$2,500-$3000	Students with artistic talents may submit a portfolio. Winner receives $3,000. Second and third place awards are $2,500.	First-year college students &transfer students
Knott Scholarships	Up to Full Tuition	Marion Burk Knott scholarships are awarded to Catholic students residing within the Archdiocese of Baltimore who have the highest levels academic excellence and consistent display of leadership and service.	First-year college students
Notre Dame	$1,000-	The Notre Dame scholarships will be awarded by the Office of Financial Aid. This scholarship is open to returning Women's College students with	Returning Women's

Scholarship	$2,000	a minimum 3.0 grade point average. The application is available in April each year. The deadline has passed for 2015–16.	College students
Notre Dame Book Store Scholarship	Varies	The Notre Dame Book Store Scholarship will be awarded by the Office of Financial Aid. This scholarship is open to any returning student in any program with a minimum 2.0 grade point average that also demonstrates financial need. The application is available in April each year. The deadline has passed for 2015–16.	

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NDMU Endowed Scholarships

The following scholarships are awarded upon admission to the university and, except where specifically noted otherwise, are awarded for four years to entering Women's College students.

The Alpha Sigma Lambda Scholarship

Established in 1987 by the Delta Chi Chapter of Alpha Sigma Lambda for students in the College of Adult Undergraduate Studies who are members of this honor society.

The Jeanne Diserio Alter Scholarship

Founded in 1981 by Jeanne Alter ’53, and designated for science majors. A biology major and later mother of nine children, Alter valued her education at Notre Dame and generously offers that opportunity to other students through her scholarship. First priority is given to a student from New Jersey and then Baltimore.

The Alumnae Undergraduate Scholarship

Established by the first Alumnae Constitution in 1896, an Alumnae Association campaign, led by Mrs. J. Crossan Cooper (Louise Carrell Jenkins), raised funds for this scholarship. Since then, the scholarship has been awarded every year to descendants of alumnae.

The Mother Mary Vitalia Arnold Scholarship

Established in 1976 and named in recognition of the provincial leader of the School Sisters of Notre Dame in Baltimore, 1953-1965, the scholarship continues to support students who exhibit leadership ability.

The Arts and Scholars Scholarship

Founded as a result of the Arts and Scholars Balls of 1976 and 1977 which were organized by Clarisse Mechanic and Mrs. Mark F. Collins.

The Ladonna W. and Raymond J. Baginski Centennial Scholarship

Established in 1992 by Raymond and Ladonna Baginski ’66 and designated exclusively for English majors.

The M. Nelson Barnes Sons/John L. Stasiak Engineering Scholarship

Founded in 1991 by John L. Stasiak to benefit future women engineers in obtaining a Notre Dame education.

Sister Mary Gabrielle Blake Scholarship

Established in 1965 as a result of the bequest of Eleanor F. Blake, aunt-in-law of Gabrielle Blake, SSND, and restricted by the donor to a qualified applicant.

The Margaret Carlin Boyle/Suzanne Boyle Herrmann Scholarship

Founded in 1995 by Margaret Carlin Boyle ’32, and her daughter Suzanne Boyle Herrmann ’65. Their generosity has helped students pursue social science or economics majors.

The Ruth Jenkins and William Beverly Bristor Scholarship

Founded by William Beverly Bristor Jr. in honor of his parents. In 1998 Bill bequeathed funds for numerous scholarships for Notre Dame students. Bill valued leadership, scholarship and commitment to service.

The Evelyn and Joseph T. Bunn Memorial Scholarship

Founded in memory of her mother and father in 1995, Pat Bunn Carter designated her scholarship exclusively for Institute of Notre Dame (IND) graduates seeking certification in the teaching field on a primary or secondary level.

The Alice Kirkham Burk Scholarship

Established in 1961 by Henry J. Knott Sr. in honor of Mrs. Knott’s mother. Henry is best remembered for his generosity and philanthropic contributions, especially to Catholic schools throughout Maryland. Awarded to a graduate of the Institute of Notre Dame.

Josephine Buzek Scholarship

In 2012 Dr. Mildred Buzek Otenasek established this scholarship in memory of her mother, Josephine Buzek, who fostered her interest in political affairs.

Winifred and Florence E. Cahill Scholarship

Established in 1962 by Florence E. Cahill and Winfield S. Cahill, friends of the University. Florence

Cahill's intention was to support students from the Baltimore area.

Daniel Carroll Bicentennial Scholarship

Founded in 1983 by Virgina Geiger, SSND, professor of history/philosophy at Notre Dame. Sister was both a scholar and an admirer of Daniel Carroll and his descendants. Funds resulting from her books, symposiums and lectures contributed to this scholarship honoring Carroll.

Frank and Bertha Chlan Centenary Scholarship

Endowed on the occasion of Notre Dame's 100th anniversary by Nathalie Chlan Batts '40 and named for her parents, this scholarship focuses on students with proven academic promise.

Class of 1969 Endowed Scholarship

Funds will go to support a full-time women's college student who has both demonstrated financial need as well as record of academic excelence.

Elizabeth Sullivan Clem Scholarship

Established in 1969, the scholarship was provided by Elizabeth Clem in her estate.

Continuing Scholars Fund

Founded in 1994 by the Continuing Education (CE) Students' Organization Board under the leadership of Pam Wilson C'93. Canby Robertson C'98, Marianna Russell C'94, Virginia Rugemer C'91 and other CE graduates continue to support this fund for school related expenses.

Continuing Studies Scholarship

Established in 1984, this scholarship includes monetary support for the College of Adult Undergraduate Studies students at Notre Dame.

Rose Cooper and Rita C. Hubbard Scholarship

Founded in honor of his wife, Rose, and his daughter, Rita '50, by Charles J. Cooper in 1991. This scholarship is designed for students who have both English and writing aptitude and recognized service to others.

Colleen Marie Coughlin Scholarship

Founded in 1952 by Winifred and Patrick Coughlin in memory of their daughter. The Coughlins wanted to enable other young women to have the college education Colleen Marie was unable to receive.

Catherine Roloson Counselman '41 Scholarship

Granted to students who demonstrate strong academic capability and financial need. Preference shall be given to undergraduate students in SASB.

Miriam Blount Craig Scholarship

Bequeathed in 1987 by Miriam Blount Craig ’14 to Notre Dame, where she and her daughter, Barbara Craig Boyle ’44, were educated.

Martin de Porres Scholarship

In honor of St. Martin de Porres, this scholarship was created in 1959 for a Catholic African American student.

Diamond Jubilee Scholarship

Established in 1970 to honor Notre Dame’s 75th anniversary. Students who qualify for this scholarship are required to have high educational potential.

Sister Mary Immaculata Dillon Scholarship

Established in 1979 by Marie C. Hebner ’19, who led the alumnae campaign honoring Mary Immaculata Dillon, SSND, Ph.D. Sister served Notre Dame as Academic Dean and in many other capacities from 1906 to 1931.

Sister Mary Denise Dooley Scholarship

Established in the early 1980s by both Notre Dame and Eastman Kodak Loan Fund. Because Sister Denise, Ph.D., Sigma Xi, was a professor of chemistry, this scholarship is restricted to students with special interest in this field.

Margaret Dougherty-Smith Scholarship

Established in 2007 by the bequest of Margaret Dougherty-Smith ’44 for students of various nationalities who participate in extra-curricular activities and show an ability to help others but need financial help to remain in college.

Sister Mary Jeannette Duffy Scholarship

Established by Ruth and Roberta Duffy in memory of their aunt in 1988. Sister Mary Jeannette was a professor of math and English and the treasurer of Notre Dame from its founding until her death in 1901.

Kenneth B. and Loraine H. Duke Memorial Scholarship

Founded in 1986 by Virginia Coode Duke ’46, in memory of her parents. The scholarship is offered to an academically qualified student majoring in a foreign language.

Monsignor William Kailer Dunn and Dr. E. Catherine Dunn Endowed Scholarship Fund

Notre Dame honors the memory and philanthropic vision of the Dunn siblings by combining the generous gift from Catherine’s estate with the corpus of the Monsignor William Dunn Fund established in 1966 by Monsignor Dunn, a strong advocate of education for women. He was both teacher and chaplain at Notre Dame where his sister, Dr. E. Catherine Dunn ’38, completed her undergraduate degree. Their generosity benefits students demonstrating academic capability and financial need.

Beatrice Fitzgerald Dunning Memorial Scholarship

Established by Dr. Henry A.B. Dunning Sr. in memory of his first wife. Dr. Dunning received an honorary degree from in 1958 and served on the president’s advisory board.

Elenita Eberstadt Scholarship

Established in 1954 by Esther Eberstadt Baldwin in the name of her mother. A former trustee of Notre Dame, Christian leadership was a quality Esther valued.

Sister Maura Eichner Scholarships

An inspirational professor of English for 52 years, Sister Maura’s students and friends established two scholarships in her honor in 1986—one for an incoming first-year student and another for a rising junior with talent in writing and literature. Sister Maura ’41 chaired the English department, wrote several books of poetry and enjoyed the success of her students who published books, essays and poems.

Kenneth H. Ekin Memorial Scholarship

Established in 2006 by Patricia F. Ekin through her estate in honor of her husband, Kenneth H. Ekin, for deserving students who demonstrate academic ability and achievement.

Sister Bridget Marie Engelmeyer Scholarship

In 1979, Notre Dame recognized Sister Bridget Marie’s 26 years of service as an associate professor of English, registrar, academic dean and archivist with a scholarship in her honor.

Laurette S. and C. Leonard Fardwell Scholarship

Established in 1985 by Dr. Virginia Fardwell Otto ’40 to honor her parents. Dr. Otto, professor of language at Notre Dame from 1946 to 1952, provided the scholarship for a student with financial need and the desire and ability to further her studies in the romance languages: French, Spanish or Italian.

Loretta Callis Farley Scholarship

Established in 1986 by Pierre J. Farley in memory of his wife, Loretta C. Farley ’48.

Sister Kathleen Feeley Scholarship

Established in 1982 by the Sister Kathleen Feeley Scholarship Committee in honor of the president of Notre Dame of Maryland University, 1971 to 1992, supports students of outstanding academic ability.

Sister Mary Virgina Geiger Scholarship

Founded in honor of Sister Virgina in 1992 by a campaign chaired by Dr. Stephen Vicchio and coordinated by Marie de Chantal Haigley, SSND. Sister Virgina requested that student qualifications be based on both merit and need.

Mary and Joan Genco First Generation Endowed Scholarship

Funds will be awarded to a women's college student with demonstrated financial need and academic promise and merit.

Golden Jubilee Scholarship

Endowed by Notre Dame in 1945 to honor the University’s 50th anniversary. It is specifically awarded to a student from the Institute of Notre Dame.

Florilla Webb Gosselin Scholarship

Founded by Edward N. Gosselin in 1974 in honor of his wife. It is designed to support a student who transfers to Notre Dame as a junior.

Aurora G. Granofsky Scholarship

Established as an estate gift from Aurora Granofsky’s Revocable Trust in 2000. It is restricted to deserving students of Mexican citizenship or immediate descent.

Hansen Family Scholarship

Endowed in 1995 by George O. and Mabel Hansen in honor of the George Hansen Family. The recipient is asked to be involved in a number of service projects to benefit the community each year.

Haussner Writing Scholarship

Established in 1975 by Frances Wilke Haussner. The recipient must earn commendable grades and enroll in at least one writing course each year.

William Randolph Hearst Jr. Scholarship for Minority Students

Established by the William Randolph Hearst Foundation in 1992. The scholarship is restricted to minority students with high ability, outstanding character and financial need who intend to stay in the U.S. after graduation.

Gladys Justice Endowed Scholarship

George W. Justice, Jr. established this scholarship in memory of his wife. Preference is given to a student pursuing a degree in the Classics with an interest in language or international study. The Gladys Justice Scholar will retain the scholarship until the completion of the undergraduate degree, providing academic standards and the Honor Code of the University are met.

Sister Mary Benigna Kearney Scholarship

Established in part by Marie P. Kearney in 1982 as an estate gift in honor of her sister, Sister Mary Benigna Kearney.

Mother Mary Maurice Kelly Scholarship

Endowed by Notre Dame in memory of Mother Mary Maurice Kelly. Mother Maurice was provincial leader of the Baltimore Province of School Sisters of Notre Dame from 1965 to 1971.

John Fitzgerald Kennedy Memorial Scholarship

Founded by Notre Dame of Maryland University in memory of the 35th president of the United States.

Georgianna Longest Kiefer Scholarship

The estate of Georgianna Longest Kiefer C’73 established this scholarship in 1980. The scholarship is restricted to students in the College of Adult Undergraduate Studies majoring in art or in an art-related subject.

Monsignor J. Lawrence Kilkenny Scholarship

Established in 1962 by an estate gift from Right Reverend Monsignor J. Lawrence Kilkenny, pastor of St. Patrick's Church, Cumberland, Md. This scholarship has been extended to all Western Maryland high schools.

Martin Luther King Memorial Scholarship

Endowed by Notre Dame in 1968 in memory of Dr. Martin Luther King Jr. Guidelines specify that a qualified African American student, preferably from Baltimore, be awarded the scholarship.

Michael Kivlighan Scholarship

Established about 1965 by Michael Kivlighan and his wife. Michael was the father of Miriam Kivlighan '22, SSND, and dean of students. The scholarship was restricted by the donor to qualified applicants from Virginia.

Agnes and Edward V. Klug Memorial Scholarship

Established in 1963 by the estate of Mrs. Klug, the mother of three alumnae.

Ann Boyles Knipper Scholarship

To honor his deceased wife, Ann Boyles Knipper '40, this scholarship was established by Roy W. Knipper Jr. in 1987. It was awarded in 2006 for the first time to a student in financial need.

Suzanne Mattingly Lackey Scholarship

Established in 1976 by an estate gift of Suzanna Mattingly Lackey '35. It is available to a promising young scholar.

James J. Lacy and Martin J. Welsh Scholarship

James Lacy served as Honorary Co-Chair of Notre Dame Golden Jubilee Endowment Committee with Martin J. Welch, Jr., in 1947. Mr. Lacy was active in community affairs serving on many boards in Maryland, was comptroller in Governor Lane's administration from 1947-1950 and advised Notre Dame's President from 1949–1950.

Latin American Scholarship

Established in 1999 by an anonymous donor with the desire to bring students to Notre Dame from Puerto Rico and Central and South America, especially Guatemala, Honduras, Argentina, Brazil, Chile, Paraguay and Peru.

Virginia Farinholt Lewis Scholarship

Founded in 1988 by an estate gift of Virginia Farinholt Lewis ’31. Students are selected by the president of Notre Dame.

Corinne B. Linton Scholarship

The Corinne B. Linton Scholarship was established in 2009 with a bequest. Dr. Linton was the co-author of *Hospital Based Education* and compiler of a series of reference guides in medical terminology. The scholarship is designated to benefit an American citizen.

Virginia Starkey List Scholarship in the Humanities

Founded in 1976 as the result of an estate gift from Virginia Starkey List. It is designed for a student concentrating in the humanities.

Clinton K. Macsherry Sr. Scholarship

Founded in honor of Clinton Kilty Macsherry Sr., in 1967 by the family and friends of Marian Shriver and Clinton Macsherry Sr. The latter was a member of Notre Dame’s president’s advisory board, 1955 to 1967.

Helen K. and Frederick Maisel III Scholarship

This scholarship is awarded each year to a qualified applicant from Mount de Sales Academy or Catonsville High School for admission to the Women's College, CAUS, and the Schools of Nursing and Education, with the goal of majoring in any of the following subjects: Education, Religious Studies, Chemistry, Nursing, or Pre-Med.

Sister Mary Paula Manning Memorial Scholarship

Donated by Ray Manning and his family in 1977 in memory of Sister Mary Paula Manning ’32. Sister Paula served Notre Dame as associate professor of math, registrar and Notre Dame trustee. Both a high interest and achievement in math are required of the recipient of this scholarship.

Sister Mary Cordula Marck Scholarship in Languages

Endowed by Notre Dame in 1983 as a jubilee gift, this scholarship is designated for a promising student who wishes to concentrate in foreign languages.

Dr. Frank Marino Scholarship

Established in 1945 as part of Dr. Frank Marino’s estate. Dr. Marino was the well-loved physician for the School Sisters on the Notre Dame campus.

Sister Mary Martina Martin Scholarship

Endowed in 1977 by Notre Dame to honor Sister Martina who served in several capacities—teacher, registrar, secretary and treasurer—at Notre Dame between 1932 and 1964.

Sister Mary Alba Mattingly Scholarship

Established by Notre Dame in 1979 in honor of Sister Alba, SSND, local leader at Notre Dame between 1935 and 1941.

Mary Laun Quinn and Marguerite Laun McComas Scholarship

Established by the estate of Mary Laun Quinn ’35 in 1986 and named in her memory and that of her sister, Marguerite L. McComas ’37. The scholarship is restricted to a qualified student with strong financial need.

Barbara McDonnell and Sr. Doris Ann Gentry Scholarship

This scholarship honors the memory of two talented, inspiring teachers in the College of Adult Undergraduate Studies (CAUS). The purpose of this scholarship is to help needy students in CAUS.

Sister Elissa McGuire Scholarship

In a bequest, Dr. Mildred Otenasek established this scholarship in memory of her colleague Sister Elissa, professor of economics at Notre Dame for twenty years and seventh president of the University from 1968 to 1971. "She was an extraordinary teacher and loved teaching” said Dr. Mildred Otenasek. "She understood her students as individuals and shared their problems and their lives."

Mary HeriliHy McHugh ’27 Scholarship

Endowed in 2000 by Dr. Paul R. and Jean B. McHugh, Ellen M. LaFollette, and Suzanne M. Piscitello in honor of their mother. This scholarship is restricted to the study of Latin, Greek and the Classics and can be applied toward onsite experience of the ancient world.

Margaret Dempsy McManus Scholarship

Established by Margaret McManus’ gift to Kathleen Feeley, SSND, at the President’s Gala in 1991. Margaret was the originator, chair and producer of the Gala. The scholarship is restricted to an English major or minor.

Sister Mary Alma McNicholas Women Scientists Scholarships

Established as a scholarship in 1983 through the biology majors' campaign led and chaired by Pat Warth '48 and Kay Kemp Witter '43 in honor of Sister Alma '26, their dearly loved biology teacher. Changes implemented in 2007 provide for eligible sophomore, junior or senior science majors to be selected on a competitive basis to participate in biomedical research skills as research assistants at Johns Hopkins School of Medicine laboratories in a partnership with the Notre Dame of Maryland University.

Clarisse Mechanic Maryland Distinguished Woman Scholarship

Founded in 1993 in honor of Clarisse Mechanic who was named "Maryland Distinguished Woman" that year.

Harvey M. and Lyn P. Meyerhoff Scholarship in the Humanities

Founded in 1979 by Lyn P. and Harvey M. Meyerhoff for students who concentrate in the humanities. Lyn Meyerhoff was a trustee of Notre Dame 1975 to 1981.

Mabel Costich Miller Scholarship

Established by the estate of Mable Costich Miller '28 in 1995 and provides scholarship assistance to financially disadvantaged students.

Caroline Reynolds Mitchell Scholarship

Founded in 1985 with the bequest of Stephens Mitchell, who was the husband of Caroline Reynolds Mitchell '24 and brother of Margaret Mitchell, author of *Gone with the Wind*. Caroline attended Notre Dame briefly in 1924.

Aileen Mize Scholarship

Established by parents and friends of Notre Dame in honor of Aileen Mize, professor of speech and drama from 1935 to 1969. The applicant's ability in communication arts is considered for this scholarship.

Elizabeth Breeden Monroe Scholarship

This scholarship, established in 1986, honors Elizabeth Monroe '46, a member of Delta Epsilon Sigma, a scholastic honor society and president of Kymry, the social club of the resident students at Notre Dame. "Your love for Notre Dame shines in your eyes when you speak of it," remarked Sister Kathleen Feeley in a letter to Elizabeth.

Dr. Elizabeth Morrissy Scholarship

Founded in 1976 as an estate gift by the renowned Dr. Morrissy, professor of economics at Notre

Dame from 1920 to 1964. Recipient of the Pro Ecclesia et Pontifice in 1955, respected nationally and honored by her colleagues, Dr. Morrissy designated this award for a student majoring in economics.

Daniel J. and Evelyn Murphy Family Scholarship

Established in 2010 by Notre Dame to honor Daniel J. Murphy, Jr. on the occasion of his 100th birthday.

Mary Teresa Curran Murphy Scholarship in Teaching

Founded in 1996 for the centennial of Notre Dame by Evelyn and Daniel J. Murphy Jr. in honor of his mother, Mary Theresa Curran, class of 1899, the first graduating class. The guidelines designate that the recipient be a Catholic student in financial need with a GPA of 3.2 or higher who is a full-time major in the humanities seeking certification as a teacher.

Elizabeth Kelly Murphy ’35 Scholarship

Endowed in 2000 by M. Susan Murphy ’67 and Jane Murphy McInnes ’72 in honor of their mother Elizabeth Kelly Murphy ’35, this scholarship is awarded yearly to a student who demonstrates outstanding academic ability and financial need, majoring in education or philosophy.

Sister Margaret Mary O’Connell Alumnae Scholarship

Established in 1968 by an alumnae campaign led by Mary Lou Armstrong ’60 in honor of Sister Margaret Mary O’Connell, president of Notre Dame, 1950 to 1968.

Sister Margaret Mary O’Connell Memorial Scholarship

Founded by Claire C. ’47 and Richard A. Hartman in 1995 in honor of Sister Margaret Mary O’Connell, professor of education, 1937 to 1950 and 1969 to 1982, and president of Notre Dame, 1950 to 1968. Sister was the aunt of Claire Cullinan Hartman and educator of many students.

Catherine and John O’Dea Scholarship

Endowed in 1988 to honor Catherine and John O’Dea, parents of an alumna.

Cornelia Creel O’Neill Scholarship

The children of Cornelia Creel O’Neill endowed this scholarship in 2011 to honor the memory of their mother. After earning her degree in chemistry, and devoting years to her family, she specialized in teaching college preparatory chemistry, became chair of the high school science department and was instrumental in developing a chemistry curriculum in Fairfax County, Virginia. Her leadership transformed lives.

Anne Lindsey Otenasek Scholarship

Mildred Otenasek established this scholarship in memory of her grand-niece Anne Lindsay Otenasek who lost her life in the Pan Am 103 crash in Scotland, December 21, 1988.

The Panetta-Sauer Family Scholarship

Established in 1996 by Barbara Panetta Sauer ’65 for underprivileged women of Italian descent who desire to matriculate in the College of Adult Undergraduate Studies.

The Sheila and Carl Pirkle, Jr. Scholarship

Established in 2005 by Drs. Sheila and Carl Pirkle to be granted to students demonstrating strong academic ability and financial need.

Helen C. Potter Scholarship

Endowed through the estate gift of Dr. Helen C. Potter in 1986. An honorary alumna, Helen hoped this scholarship would benefit needy and worthy students.

Presidents’ Scholarship

Founded in 1975 by Notre Dame of Maryland University to honor each of its presidents. The scholarship is restricted to academically talented students.

Ethel Clay Price Scholarship for Continuing Education

Endowed by Ralph C. Price in 1982 in honor of his mother, a graduate of the Collegiate Institute in 1892 before Notre Dame of Maryland University received its charter. Ralph designated that the scholarship be awarded to students in the College of Adult Undergraduate Studies.

Dr. Lucia Serio Provenza Scholarship

Founded by Dr. Vincent Provenza in 1980 in honor of his wife, Dr. Lucia Serio Provenza, visiting professor of education, 1980-1986 at Notre Dame. The scholarship is restricted by the founder to students in education.

Alma Elizabeth Robeck Scholarship

Established by the estate of Alma E. Robeck ’22, this scholarship is open to first-year students who demonstrate financial need and whose goal is to become a teacher. A student from Annapolis, Maryland will receive first consideration.

Rosskopf Family Scholarship

The Rosskopf Scholarship is the first to be created in the inaugural year of the School of Pharmacy at Notre Dame. This scholarship was established by Ilma and Edda Rosskopf in 2010 to honor their sister, Olga Cassella, and their parents. The scholarship is offered to a pharmacy student with strong academic capability and a commitment to service.

George Coventry and Nita Schmidt Roughgarden Fund

Founded by the George Coventry and Nita Schmidt Roughgarden Christian Educational Trust in 1993.

Mary Elizabeth McCloskey Rudy Scholarship

Established by the bequest of Mary Elizabeth McCloskey Rudy in 1996 for a full-time commuter student studying courses in business or economics.

Sister Mary Samuel Sauer Scholarship

Established by the Kathleen K. Ellinghaus Estate in honor of Sister Samuel Sauer. This scholarship provides an education for SSNDs. In 1984 it was extended to women religious of any congregation, and in 1999 it was extended to religious studies majors.

Gisela RueBenacker Schwab Scholarship

Founded in 1983 by Gisela Ruebenacker Schwab as a result of her friendship with Sister Virgina Geiger. Although Gisela only attended Notre Dame of Maryland University for one year, 1945 to 1946, she was dedicated to the University.

Dorothy McIlvain Scott Scholarship

Endowed in 1988 by Dorothy McIlvain Scott, a friend and trustee associate, 1985 to 1990.

Mother Mary Georgianne Segner Scholarship

Established in 1982 by the SSND Generalate in honor of our well-loved Mother M. Georgianne Segner. Mother Georgianne was the International General Superior in Rome, Italy, of the School Sisters of Notre Dame from 1968 to 1977.

John R. Seifert Scholarship

John R. Seifert endowed this award in 1980 as a supplementary award, available to a junior or senior student.

Rose and Salvatore Serio Scholarship

Established by Rose Serio in 1961 in honor of Rose and Salvatore Serio, parents and grandparents of alumnae.

Geraldine Riley Shawn Scholarship

Founded by Nelson E. Shawn in honor of his wife Geraldine ’41 in 1981. The recipient of this scholarship must have an interest in English, drama or history and have completed her first year.

Lillian Smink Memorial Scholarship

Established in 1954 by Claud C. Smink, M.D., who served as general practitioner for the SSND community from 1921 to 1962 and chief of staff at St. Joseph Medical Center. Dr. Smink honored his first wife, Lillian Smink, with this scholarship.

Helen M. Smith Scholarship

Endowed in 1993 by Sister Marie Augustine Dowling ’45, associate professor of mathematics at Notre Dame, in honor of her mother.

Sister Mary Frances Smith Memorial Scholarship

Established in 1951 by a campaign of alumnae, parents and friends and chaired by Rida Shea Rutherford ’32 to honor Sister Mary Frances Smith Ph.D., president of Notre Dame from 1935 to 1950.

Evelyn Betz-Smith Memorial Scholarship

Currier Smith established this scholarship on February 9, 1994 to honor his wife, Evelyn Betz Smith, '40. The scholarship is restricted to art students.

Dr. Regina and Dino Soria Scholarship

Established in 1991 by a campaign led by Dr. Mildred Otenasek, honoring Dr. Soria and her husband. Former chair of the modern foreign languages department, Dr. Soria requested that the scholarship recipient pursue her study in one of the fields of Italian heritage—language, literature, history, art or music.

Sister Mary Theresine Staab Music Scholarship

Established in 1980 through a campaign by the Mitchell Foundation, alumnae and friends and spearheaded by Anna Marschall Mueller ’51 in honor of Sister Theresine Stabb, chair of the music department and music professor, 1937-1973. This scholarship is for a student studying music.

Dr. Margaret J. Steinhagen ‘54 Scholarship

This scholarship honors Dr. Steinhagen as professor of education at Notre Dame of Maryland University and chairman emerita of the education department for over forty years, Dr. Steinhagen was chosen as a "Great Professor" and received the Thomas P. and Clementine L. Mullan Distinguished Teaching Award in 1976. She demonstrated that teaching is a vocation, requiring both competence and virtue.

Frances Elizabeth G. Stern Scholarship

Established by the estate gift of Frances Getzlaff Stern in 1969. This scholarship is restricted to students of exceptional scholastic ability.

Audrey McCarthy Turner Memorial Scholarship

Founded by James K. Turner in memory of his wife, Audrey McCarthy Turner ’42, in 1980. Designated to be awarded to incoming first-year students from northern New Jersey who concentrate in the humanities or the sciences.

William Starr Vincent Memorial Scholarship

Endowed by William C. Vincent in honor of his father William Starr Vincent in 1979. William C. Vincent’s daughter, Tamara Vincent Joyce ’89, is an alumna of Notre Dame.

Bonnie A. Vogel Memorial Scholarship

Established by William E. Vogel Sr., his first wife Helen S. Vogel, and other donors in 1978 in honor of Bonnie A. Vogel ’66, their daughter. This scholarship is open to communication arts majors in the College of Adult Undergraduate Studies.

Deborah Kus Wagner Scholarship

Founded by the Reverends Walter H. and Deborah Kus Wagner ’58 in 1980.

Ruth Nagel Watkins Scholarship

Established in 1996 by a committee of friends chaired by Dr. Domenico Firmani and coordinated by Marie de Chantal Haigley, SSND. The scholarship is available to serious students of art or art history.

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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:

Maryland Senatorial Scholarships

- Available to current high school seniors and full-time and part-time, degree-seeking undergraduate and graduate students.
- The minimum annual award amount is $400 and the maximum award is $9,000.
- Financial need is required.
- Complete and file the FAFSA by March 1. Contact your senator in February for further instructions.

Both the student and parents/guardians must be Maryland residents in order to be eligible for financial assistance from the state. Go to mdelect.net to search for your delegate or senator.

Maryland House of Delegates Scholarships

- Available to current high school seniors and full-time or part-time, degree-seeking undergraduate and graduate students.
- The minimum annual award is $200.
- Financial need may be required.
- Complete and file the FAFSA by March 1. Contact your delegates in February for further instructions.

Both the student and parents/guardians must be Maryland residents in order to be eligible for financial assistance from the state. Go to mdelect.net to search for your delegate or senator.

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 on 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 NDM 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.

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State Grants

Grants, unlike Loans, are funding sources with do not have to be repaid. State Grants are those sources of grant funding provided through the State of Maryland. Each State Grant has varying criteria, including submission deadlines as well as minimum criteria including but not limited to: Program (area) of Study, academic standards, and financial need.

Please consult the Office of Financial Aid for assistance in seeking State Grants as funding for particular programs is impacted directly by state allocation/support.

Additional Resources

- 2+2 Transfer Scholarships
- Howard P. Rawlings Educational Assistance grant
- Howard P. Rawlings Guaranteed Access Grants
- Maryland Part-Time Grants
- Workforce Shortage Grants

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2+2 Transfer Scholarships

The 2+2 Transfer Scholarship assists transfer students from Maryland community colleges to attend a 4-year institution.

Eligibility

- Must be a legal resident of Maryland;
- currently enrolled at a community college in Maryland;
- earned an associate's degree by the end of the semester which the student plans to transfer;
- must be accepted to a degree program at a 4- year higher education institution in Maryland; and
- enrolled to complete a bachelor's program

Award Amount

The annual award amount will be $1,000. For students who enroll in a science, teaching, engineering, computer science, mathematics, or nursing program, the amount will be $2,000.

How to Apply

Applicants must submit the 2+2 Transfer Scholarship application on MD CAPS, file the Free Application for Federal Student Aid (FAFSA), submit an official college transcript reflecting the applicant has earned an associate's degree from a community college in Maryland, and the documentation if applicable that the student has registered with the selective service system.

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Howard P. Rawlings Educational Assistance grant

Any Maryland high school senior or undergraduate student is eligible to apply for an Educational Assistance Grant. Awards are made by the State Scholarship Administration based upon the student's demonstrated financial need.

Eligibility

- Must be a legal resident of Maryland;
- must demonstrate financial need; and
- must be accepted for admission as a full-time student (minimum 12 credits per semester) in one of the eligible, degree-granting institutions in the State of Maryland.

Award Amount

Grant values range from $400 to $3,000 per year.

How to Apply

To apply for the grant, the student's Free Application for Federal Student Aid (FAFSA) must be received by the state by March 1. This grant is awarded on a priority basis on the FAFSA receipt date and based on the availability of funds.

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Howard P. Rawlings Guaranteed Access Grants

Any Maryland high school senior whose annual total family income is below 130 percent of the Federal poverty level is eligible to apply for a Guaranteed Access Grant.

Eligibility

- Must be a legal resident of Maryland;
- must begin college within one year of completing high school;
- must have successfully completed a college preparatory program and achieved an unweighted Grade Point Average of at least 2.5 on a 4.0 scale; and
- must be accepted for admission as a full-time student (minimum of 12 credits per semester) in one of the eligible degree-granting institutions in the State of Maryland.

Award Amount

The amount of a grant equals 100 percent of the student's financial need. The minimum annual award amount is $400 and the maximum award is $18,400. Notre Dame of Maryland University participates in the Guaranteed Access Partnership Program that provides a matching grant to recipients of the GA Grant. The amount of the match grant will be comprised of academic and institutional awards.

How to Apply

To be considered for a Guaranteed Access Grant, students must submit a Guaranteed Access Grant application to the Office of Student Financial Aid and your Free Application for Federal Student Aid (FAFSA) must be received by the State by March 1.

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Maryland Part-Time Grants

The Maryland Part-Time grant is available for part-time (6-11 credits), degree-seeking undergraduates.

Award Amount

The minimum Part-Time Grant award is $200, and the maximum award is $2,000. Funds may not be available to award all eligible students.

How to Apply

Students must complete and file the Free Application for Federal Student Aid (FAFSA). The Office of Financial Aid will award to eligible students in the fall and spring semesters. No application is required.

Contact for Financial Assistance Information from the State of Maryland:

Maryland Higher Education Commission
Office of Student Financial Assistance
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013
www.mhec.state.md.us
410-260-4500 or 1-800-974-0203

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Workforce Shortage Grants

The Workforce Shortage Student Assistance Grant (WSSAG) program is for students who plan on working in specific career/occupational programs upon graduation. The grant is available for current high school seniors, full-time and part-time, degree-seeking undergraduate and graduate students enrolled in eligible accredited Maryland postsecondary institution.

Eligible Fields

- Child Care
- Human Services
- Teaching
- Nursing
- Physical and Occupational Therapy
- Public Service

How to Apply

Complete and file the Workforce Shortage Student Assistance Grant application by July 1 and provide official transcripts from institutions attended. To be considered, based on need, students must file the Free Application for Federal Student Aid (FAFSA) for the application year.
The FAFSA is not required; however, it will be used to determine the order in which students will be awarded.

Certain Majors may requires additional documentation, which will be noted on the application. Applicants for the William Donald Schaefer Scholarship are required to submit, in addition to the application and transcripts, a FAFSA, a 1,000 word essay on a topic determined by the Commission and Advisory Council, a resume and three (3) letters of reference.

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Verification of Eligibility

Verification is a federally mandated review process. The Office of Financial Aid is required to confirm the accuracy of information submitted on the FAFSA for students who have been selected for verification by the U.S. Department of Education.

Students are notified by email if they are selected for verification. Students may also review their financial aid status on WebAdvisor. Students selected for verification must submit all required documents. Verification can be a lengthy process; therefore, we strongly recommend students and their families submit requested documents as soon as possible.

Failure to submit requested documentation may result in cancellation of aid previously offered. Federal student financial assistance (e.g. Federal Pell Grant, Federal Direct Loans, etc.) cannot be processed or credited to the student's account until the verification process is complete.

Any differences between information on documents submitted to the Office of Financial Aid and information on the FAFSA will result in a new determination of financial need. This new determination of financial need may alter the student's financial aid awards and eligibility. Students will be notified when a revised financial aid award has been generated due to verification adjustments.

Please be aware of financial aid deadlines. If requested documents/data is not provided, financial aid will be forfeited.

Verification Information

If selected for verification, students will be notified via email regarding necessary documentation to be submitted. Students will submit only requested documentation.

If a student is selected for verification and they have not used the IRS Data Retrieval Tool (DRT) on the FAFSA, they will be asked to do so. This is a process which allows tax information to be imported directly from the IRS into the FAFSA Application.

The IRS Data Retrieval Tool will *not* be available under the following circumstances:

- A joint tax return was filed for the student or the student's parents and they have filed the FAFSA with a marital status of separated, divorced or widowed;
- if the tax filer is married to someone other than the individual included on the joint tax return;
- if the parent or student was not married in the prior year but is married at the time the FAFSA is filed. The current spouse's income must be reported on the FAFSA;
- if the parents or the student is married but filed tax returns separately; and
- if an amended tax return was filed.

If the IRS Data Retrieval Tool is not available, students must request a tax return transcript (not a tax account transcript) directly from the IRS using one of these methods:

- **ONLINE:** Go to the IRS website to request a paper transcript be mailed to the requestor within 5 to 10 days. THIS CANNOT BE SENT DIRECTLY TO NDMU. After you receive it, send it to the Office of Financial Aid at Notre Dame of Maryland University.
- **TELEPHONE:** Call (800) 908-9946 to request a paper transcript that will be mailed to the requestor within 5 to 10 days. THIS CANNOT BE SENT DIRECTLY TO NDMU. After you receive it, send it to the Office of Financial Aid at Notre Dame of Maryland University.
- **IRS FORM 4506T-EZ:** Use this form to request a paper transcript that will be mailed to the requestor within 5 to 10 days. Transcripts ordered using this method can be mailed directly to NDMU by the IRS only if the tax filer requests this on line five.

IF AN IRS 1040 WILL NOT AND IS NOT REQUIRED TO BE FILED

The filers must attest that an IRS 1040 has not and will not be filed and that the IRS 1040 is not required to be filed. Copies of all W-2 forms from all employers must be submitted to the Office of Financial Aid.

Applicants filing a Puerto Rico tax return or a foreign tax return may not use the IRS Data Retrieval Tool and must send a signed and notarized copy of their tax documents translated into English.

EXCEPTIONS TO THE IRS DATA RETRIEVAL TOOL AND TAX TRANSCRIPT

For amended tax returns, the following must be submitted:

SIGNED copy of original tax return OR tax return transcript AND a SIGNED copy of the 1040X form

For students/parents who have been granted a tax filing extension, the following may be submitted:

Copy of the IRS Form 4868 (application for automatic extension) and copies of all W-2s, unless self-employed - provide a signed statement of AGI and taxes paid.

When Is IRS Data Retrieval Tool Available?

The timing of when the IRS Data Retrieval Tool will be available is dependent upon the requestor's tax liability at the time of filing and if the requestor filed electronically or by paper. See the table below for more details.

	Electronic Filing	**Paper Filing**
Filer who either did not owe an amount, or is expecting a refund	2-3 weeks after submission in most cases	8-11 weeks later in most cases
Filer who owed an amount, and made a full payment *while* filing	2-3 weeks after submission in most cases	IRS will start processing the tax return in *June*, Data Retrieval Tool is available 2-3 weeks later in most cases
Filer who owed an amount, and made a full payment *after* filing	3-4 weeks after the payment is processed by the IRS in most cases	IRS will start processing the tax return in *June*, Data Retrieval Tool is available 2-3 weeks later in most cases
Filer who owed an amount, and have not yet paid in full	IRS will start processing the tax return in *May*, Data Retrieval Tool is available 2-3 weeks later in most cases	IRS will start processing the tax return in *June*, Data Retrieval Tool is available 2-3 weeks later in most cases

When can I request my Tax Return Transcripts?

Availability to the requestor of a copy of their Tax Return Transcripts depends on their tax liability at the time of filing and whether they filed electronically or by paper.

	Electronic Filing	**Paper Filing**
Filer who either did not owe an amount, or is expecting a	2-3 weeks after submission	8-11 weeks later

refund		
Filer who owed an amount & made a full payment while filing	2-3 weeks after submission	IRS starts processing tax return in June, Tax Return Transcript requests can be made 2-3 weeks later
Filer who owed an amount & made a full payment *after* filing	3-4 weeks after payment is processed by the IRS	IRS starts processing tax return in June, Tax Return Transcript requests can be made 2-3 weeks later
Filer who owed an amount & has not yet paid in full	IRS starts processing tax return in May, Tax Return Transcript requests can be made 2-3 weeks later	IRS starts processing tax return in June, Tax Return Transcript requests can be made 2-3 weeks later

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International Programs

- Study Abroad and Short-Term Academic Experience Abroad
- Summer Service Abroad
- International Education Internships
- International Students
- English Language Institute

Study Abroad and Short-Term Academic Experience Abroad

Notre Dame of Maryland University is committed to providing all students an educational experience that is truly international. Students are encouraged to include study abroad in their educational program while at the University. Study in another culture will enrich students' academic study and can help them develop an international perspective, intercultural and linguistic skills, and a sense of global responsibility.

Notre Dame students have access to many semester and summer programs around the world through approved vendors and NDMU exchange agreements. Students who participate in these sponsored programs earn Notre Dame credit for course work. Grades and credits are reported on the students' Notre Dame transcripts and calculated in their GPA. Where possible, study abroad courses may be used to fulfill requirements in the Major and General Education. Students who qualify for federal, state or institutional aid may generally apply that aid to Notre Dame-sponsored programs.

Short-term faculty-led academic programs abroad are regularly offered throughout the academic year. These one- to three-week courses, taught by Notre Dame faculty, may be taken for academic credit or for personal enrichment.

Notre Dame students may apply for permission to participate in study abroad programs not sponsored by the University. Coursework completed as part of a non-sponsored program in which a student earns a grade of C (or better) will be posted to the student's Notre Dame transcript as transfer credit and will not be calculated in the GPA. Courses taken as part of non-sponsored study abroad programs may not be used to fulfill General Education or Major requirements.

Exceptions to this policy are granted only in special circumstances and prior approval must be obtained. Students who qualify for federal aid may apply that aid to non-sponsored study abroad programs.

Students who wish to participate in semester or summer programs must meet the following requirements: have completed 30 credits at the time they apply, have declared a Major, and have a cumulative GPA of 2.75 (Individual study abroad programs may have different GPA requirements.). Transfer students must have completed one semester at NDMU before they can apply (some programs have additional requirements.) Because of the time required to obtain transcripts of courses taken abroad, students may not study abroad during their last semester at Notre Dame.

The Office of International Programs can assist students in planning international study, internships, service, and work abroad programs. Please contact 410-532-5561 or oip@ndm.edu.b

International Students

Notre Dame values the contribution international students make to the community and welcomes applications from these students. Programs and services for international students include the English Language Institute, orientation, immigration counseling and a voluntary mentor/mentee program. For information on applying as an international student, see the admissions section.

For more information on international programs at Notre Dame of Maryland University, contact the Office of International Programs at 410-532-5561 or oip@ndm.edu.

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English Language Institute (ELI)

The English Language Institute (ELI) offers an intensive English program to women and men from around the world who seek to improve their English language skills for academic, career, or personal pursuits. International students at Notre Dame are also invited to take courses in the ELI to supplement their learning at the University. Students can study full-time or part-time and take courses in listening and speaking, writing and grammar, reading and discussion, TOEFL preparation, vocabulary, pronunciation, advanced skills through language and culture and other electives. The ELI also offers the TOEFL exam several times a year for students interested in applying to a degree program. If you are interested in learning more about the ELI, please email eli@ndm.edu or call 410-532-5566.

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Additional Resources

- English Language Institute
- International Students
- Study Abroad and Short Term Academic Experience Abroad

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Study Abroad and Short Term Academic Experience Abroad

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Nondiscrimination and Sexual Misconduct Policy and Procedures

Nondiscrimination Policy

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

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

Additional information is available through:

U.S. Department of Education
Office for Civil Rights
The Wanamaker Bldg. Region III Office

100 Penn Square, East-Suite 515
Philadelphia, PA 19107
Telephone: (215) 656-6010

Sexual Misconduct Policy and Procedures

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

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

Policies and Procedures

- Sexual Misconduct Policy (PDF)
- Sexual Misconduct Procedures (PDF)

Inquiries

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

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

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Online Learning

Online learning

Online Courses

All distance education courses (i.e. online, hybrid, blended) align with the credit hour policies.

Online Courses are facilitated on our Wiley/Moodle Platform and sections 90 online courses are facilitated on the Joule Platform. However, as of January 2021, Brightspace will be our new learning management platform (LMS). Each Platform has a unique URL and students will be provided unique user names and passwords for each platform. There may be restrictions preventing cross platform modality enrollment while the institution utilizes Moodle and Joule. Students must confer with their advisors before they register across modalities, and are limited to no more than four (4) cross modality enrollments per degree tenure.

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.

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Student Records

All official academic records of all students, past and present, are housed in the Office of the University Registrar (Registrar's Office). Questions regarding a student's official academic record should be directed to the University Registrar.

The following are general policies regarding Student Academic Records (official) at Notre Dame of Maryland University.

Privacy Rights of Students
File Confidentiality and Availability
Additional Academic Files
Other Records
Release of Records
Background Checks
Court Requests
Placement Records
Records of Deceased Students
Directory Information
Consent Not Required
Concerns and Complaints
Photo Release

Privacy Rights of Students

Notre Dame of Maryland University complies with the provisions of the The Family Educational Rights and Privacy Act (FERPA), as amended, and associated regulations. FERPA establishes requirements regarding the privacy of student records and provides students with certain rights with respect to their education records.

These include:

- the right to inspect and review their records;
- the right to request an amendment of the student's education record they believe is inaccurate;

- the right to consent to disclosure of personally identifiable information (PII) contained in the student's record (except where FERPA authorizes disclosure without consent).

Students and others who want specific information regarding their rights of access to official academic educational records maintained in their names should contact the Registrar's Office.

One exception that permits disclosure without consent is for school/university officials with legitimate educational interests. See the Consent Not Required section for more information.

Students have the ability to provide an approval for others (parents, spouses, etc) to have access to educational and financial records by completing an Authorization to Release Student Information Form.

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File Confidentiality and Availability

The official academic records of all students, past and present, are housed in the Registrar's Office. The official transcript contains identifying information, a complete record of all coursework, transfer credits, academic status and any degree(s) or certificate(s) granted. The transcript is kept as a permanent record of the University.

For non-matriculated students, only a permanent record of course work completed at NDMU is retained.

These files, including the permanent record, are available for student review upon request. Members of the faculty or administration also have access to these records if they have a legitimate interest in the material and demonstrate a need to know as approved by the University Registrar.

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Additional Academic Files

Academic advisors have access to the academic records of their advisees. They also maintain academic progress reports of their students. These files are retained for the advisor's use only and are not official records or documents.

Any additional academically related files held by individual members of the faculty and/or administration are for the use of the individual holder only.

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Other Records

The Director of Financial Aid maintains records on students applying for and receiving financial aid. Financial records of students who receive aid are maintained for a period of four years after graduation or withdrawal.

Health records of Women's College students are maintained for the use of health service personnel only. The student may request a professional of her choice (medical doctor, psychiatrist) examine their health records. Such a request will be honored by the University Health Service.

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Release of Records

Grade Reports

Semester grade reports are available through the student's personal WebAdvisor account at the end of each semester. The grade report is also available to the student's academic advisor. Grade reports cannot be released until all financial obligations have been met.

Transcripts

No transcript will be issued without written authorization from the student. No telephone, email, or third-person requests will be honored. Transcript requests should be made at least one week in advance of expected delivery. Transcripts will not be released until all financial obligations to the University are met.

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Background Checks

Government agencies conducting background checks on potential government employees are provided information upon presentation of a written release from the student. A copy of the release with the agent's name is retained in the student's file. Agents are given information from the file by a member of the Registrar's staff, but are not given access to the file itself.

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Court Requests

The University will honor court subpoenas for information from official files if the court has jurisdiction over the University. An attempt will be made to notify the student, at the last known address, of the court's and the University's actions. If the student so requests, copies of the subpoenaed information will be provided.

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Placement Records

NDMU does not operate a permanent, ongoing placement service for its graduates.

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Records of Deceased Students

The records of deceased students may be released to survivors under the following circumstances: The order of succession for requests is first for the surviving spouse, parent, executor of the estate and eldest surviving child; then the eldest surviving sibling; and then any surviving descendent. The requestor must provide as much of the following information as possible: name of the student; social security number; date of attendance at Notre Dame; and a copy of the death certificate. The requestor must provide the following personal information: name, address, evidence of qualification to receive the records (see order of succession above), phone number, signature, and date of the request.

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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)

FERPA permits the disclosure of PII from students' education records, without the consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations, including Directory Information.

Directory Information

Notre Dame considers the following to be Directory Information:

- Student's Name;
- Email Address;
- Photograph (when created by the University for the purposes of promotion or advertisement);
- Major/minor/concentration/field of study;
- Dates of attendance;
- Grade level (e.g. junior, senior);
- Degrees, honors, and awards received;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams

Students must send a written request to the Registrar's Office in the first week of the semester to place a hold on the release of any of this Directory Information. The hold is valid for one semester.

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Consent Not Required

FERPA permits the disclosure of personally identifiable information, without student consent, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations to the following parties:

- School officials with legitimate educational interests;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the University;
- Accrediting 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

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Concerns or Complaints

Any member of the campus community who has reason to believe that NDMU is not complying with the requirements of FERPA should inform the NDMU Registrar in writing.

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

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Photo Release

Notre Dame of Maryland University has the right to the use and reproduction of photographs taken of students while they are enrolled, for present and future use in University publications and marketing efforts, without compensation to the student. A student who does not wish to have a photo used must submit a signed statement to the Registrar's Office before the first Friday of each semester.

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Tuition and Fees for 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 (CAUS)

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.

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**

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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 BIII.

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).

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General Education and Courses Across Disciplines

Additional Resources

- Interdisciplinary Studies (IDS)
- NDMU
- Physical Education

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Interdisciplinary Studies (IDS)

Interdisciplinary Studies (IDS) is a rigorous and unique Program offering students the versatility to design academic plans through the process of integrative learning. Working closely with their advisors, students develop Integrative Learning Plans comprised of two- or three-disciplines that integrate multicultural and multidisciplinary perspectives. To meet NDMU students' diverse social, cultural, and educational needs, IDS offers both on-campus and online credit-earning opportunities.

Courses

IDS-105 Dimensions of College Skills, Learning and Achievement

Provides students with assessments of skills in writing, reading and mathematics which then are integrated into customized coaching for each student. The class stresses communication and integrated into customized coaching for each student. The class stresses communication and quantitative problem solving readiness for academic success in first-year entry-level studies. Connections between career aspirations and choice of acdemic major will be explored with the guidance of faculty, academic success coaches and career development professionals. [3 credits]

IDS-150 Introduction to Women's Studies

Helps students examine the differing meanings of feminism based on readings and films from a variety of disciplinary perspectives. Examines how race, ethnicity, class, age, ability and sexual orientation shape women's points of commonality and difference. Includes a service-learning project involving incarcerated women. Fulfills general education requirement in gender studies. [3 credits]

IDS-160 Introduction to Peace Studies

This is an introduction to peace and justice studies. The course focuses on negative peace (i.e., eliminating direct violence, including war) as well as positive peace building (fostering an equitable economic system and ecological balance). The course analyzes the roots of

violence and inequity as well antidotes to these problems. Fulfills general education requirement in cross-cultural studies and history. [3 credits]

IDS-172 Honors: The Axial Age: Philosophy of East and West

Considers the new ways of thought that emerged in the ancient Near East, Greece, India and China during the first millennium B.C. ("the axial age"). Thinkers reconsidered basic areas of concern-the transcendent, human nature, the family, society, government, knowledge, the past and death-in relation to the pre-existing culture. For example, this re-interpretation of tradition led to the rise of Biblical Judaism in the Near East; classical philosophy in Greece; the Upanishads and Buddhism in India; and Confucianism and Daoism in China. In this seminar, students discuss the thought of the "axial age," compare ideas across civilizations and learn how to write philosophical essays. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in 200 level philosophy. [3 credits]

IDS-200 Foundations of Leadership for Women

Presents an interdisciplinary approach to developing leadership skills in a world of social change. Students will examine multiple leadership paradigms with a focus on models that are inclusive, empowering, purposeful, ethical and process-oriented. They will critically examine their own perceptions about leadership; identify relevant leadership attitudes, behaviors and skills; and apply leadership knowledge through a variety of experiences including self-assessment, skill development, service-learning and small group team activities. [3 credits]

IDS-226 Why Care? Justice and Service

Provides students with an opportunity to study the University's mission of social responsibility through readings and discussion. Students will also develop a hands-on understanding of what it means to be a socially-responsible citizen through a service-learning experience. [3 credits]

IDS-230 Career Decision Making Seminar

A readings and discussion course which will focus on career development theories and applications. Students will learn strategies to help them choose a major and/or career, identify interests, skills and values, develop effective job-hunting and career advancement strategies. Career assessment and resume construction are included.

IDS-231 Honors: The Science of Science Fiction

Considers science fiction as a literature of ideas-the ideas of modern science. Selects contemporary science fiction writers and film makers in order to gain a perspective on the

development of a fiction of scientific ideas and a prophecy of future technological change. Employs reading, film and the campus planetarium. Prerequisite: Morrissy scholar or permission. [3 credits]

IDS-271 Honors: Romanticism: The Beautiful Infinite

Analyzes seminal works of the 19th century Romantic movement in the fields of art and music. The relatedness of the two forms is revealed through discovery of common themes running through works of the Romantic period-the emancipation of the individual, the love of nature, nationalism, and fondness for the fantastic and the exotic. Common qualities of expression found among the two art forms during the period also emerge, providing a holistic sense of the intellectual and artistic atmosphere of the times. Opportunities for visits to museums, concerts, and theatre or opera performances are provided. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in fine arts. [3 credits]

IDS-273 Honors: Living in the New Millenium

Explores life in the new millennium: what has been, what is now and what is to come. Examines questions of political and social movements, population growth, cultural diversity, emergent economics, technological change, biological engineering and space exploration in the first 50 years of the 21st century. Prerequisite: Morrissy scholar or permission. [3 credits]

IDS-300 Found of Leadership for Women

The course presents an interdisciplinary approach to developing leadership skills in a world of social change. Students will examine multiple leadership paradigms with a focus on models that are inclusive, empowering, purposeful, ethical, and process-oriented. They will critically examine their own perceptions about leadership, identify relevant leadership attitutdes, behaviors, and skills, and apply leadership knowledge through skill development, service learning, and small group team activities. Women's College students must have completed the Emerging Leaders program and transfer, CE, and WEC students should have completed BUS 302 Principles of Management. 3 credits.

IDS-310 Service Abroad: Women in Leadership and Service

Service abroad is an independent, self-sustaining course which enhances all departments and programs. It is another opportunity for Notre Dame women to further expand their knowledge of the world and their self-giving. Service Abroad immerses the participant more deeply into the culture of another country. Prerequisite: Completion of required independent study/lab with a grade of B and Junior/Senior standing. Fulfills general education requirement in cross-cultural studies. [3 credits]

IDS-310L Service Abroad Lab: Women in Leadership and Service

This independent study, prior to the actual service, introduces the student to the history, culture and language of the country where she will give service. The exact content of the course is determined by the instructor and depends on the student's knowledge and level of preparation. Prerequisite: Permission of program director. Fulfills general education requirement in cross-cultural studies. [1 credit]

IDS-325 Hrs: Educating Women: Amer Exp

This course examines the educational experience of women in the United States in the 19th and 20th centuries. Students survey ideas, attitudes and arguments about the education of women; explore the history of academies and women's colleges, coeducation in public and private schools and colleges, and the uniquely American expansion of educational and professional opportunities for women. Includes the work of pioneers and contemporary leaders. Prerequisite: Morrissy Scholar or permission. 3 credits.

IDS-340 Introduction to Catholic Studies

Provides an overview of various dimensions of the Roman Catholic faith, including Catholic practices, histories, cultures and doctrines. Topics to be considered are: Catholic spirituality and institutions, Catholic ecumenism and inter-religious dialogue, Catholicism and the arts, sciences and social action; the history of the Catholic Church, global Catholicism, contemporary Catholic theology, and the future of the Catholic Church. Prerequisite: RST-201. Fulfills general education requirement for 300/400-level religious studies.

IDS-361 Career Internship

Combines the experiential component of an on-site professional work placement with an interdisciplinary consideration of work-related issues. Focus of the course is on integrating the academic component with work experience through reflection, class discussion and assignments. Prerequisites: Completed 30 credits, attended an Academic Career and Enrichment Center internship orientation workshop, minimum sophomore status, and academic advisor's permission. [2, 3 or 4 credits]

IDS-369 Honors: Genethics

Provides students with the opportunity to understand and evaluate various religious and philosophical positions and arguments on a range of contemporary moral issues related to biotechnology. Explores the science of genetics and its application to the fields of biology, technology and medicine. Examines selected topics in the ethics of genetic testing, research, drugs and therapy. Prerequisite: Morrissy scholar or permission; RST-201. Fulfills general education requirements for 300/400 level religious studies and values. [3 credits]

IDS-371 Hrs: Power of Ideas

IDS-373 Honors: Cosmos and Creation: Religion and Science

Explores the relationship between religion and science as bodies of knowledge, modes of inquiry, and ways of knowing. Examines the complex history of science and religion as social institutions in various degrees of cooperation and tension. Areas of inquiry will include theology, spirituality, scientific theories, and philosophy of science, as well as the intersection of these areas at key historical moments such as the Copernican revolution, natural selection, and the development of quantum physics. Prerequisite: RST 201. Fulfills general education requirement for 300/400 level religious studies. [3 credits]

IDS-376 Hrs: Family Bonds

IDS-377 Hrs: Heritage Civ & Jew

IDS-378 Honors: The Holocaust

Explores the roots of anti-Semitism and the rise to power of the Nazis. Considers the development of the German policies toward the Jews, from economic discrimination to planned extermination, the fate of Jews in various countries under German control, and the possibility of resistance and opportunities for rescue. Prerequisite: Morrissy scholar or permission. [3 credits]

IDS-380 Research Apprentice

Introduces an academically-based didactic experience in which the student is trained in the methods of research at the college level for a specific discipline. The student serves as a research apprentice to a faculty mentor within the student's academic discipline. There is an interdisciplinary monthly seminar for all apprentices, an experiential student research component, weekly office hours and weekly supervision with the faculty mentor. Permission of instructor and research mentor. [1, 2, or 3 credits: 10 semester hours for 1 credit; 20 semester hours for 2 credits; or 30 semester hours for 3 credits]

IDS-410 Seminar: Leadership and Social Change

Helps students integrate previous academic and experiential learning to address a contemporary social issue, and develop workable and innovative solutions to tackle some aspect of that social issue. With coordinator approval, students may take the seminar portion

of the course along with a relevant senior-level practicum in their major. [3 credits]

IDS-411 Topics: Green Baltimore

Through an intensive seminar and discussion format, this course will consider the "green movement" and sustainability initiatives with particular attention to the Greater Baltimore area. Topics will include green business practices, sustainability and the environmental climate in Maryland, green science, the debate on global warming and related questions, and the role of modern communications media in the public debate on these matters. [3 credits]

IDS-430 Science and Health Policy: Critical Issues

Provides opportunities for students to attend a Washington, D.C. seminar to learn first-hand from women scientists, leading health experts, medical researchers, and pharmaceutical representatives who are shaping our nation's agenda in this critical policy arena. Speakers are drawn from a variety of agencies and organizations including the National Science Foundation, National Institutes of Health, and the National Research Council. Field trips to some government agencies. Students need to register in two placed to attend the seminar and receive college credit. Students must register for the Winterim course at NDMU (IDS-430) and they must also complete a registration from www.plen.org. [3 credits]

IDS-440 Senior Seminar in Women's Studies

Explores issues concerning women through research and research methodologies that use and apply multidisciplinary feminist theory. This is the culminating capstone seminar for the community of women's studies scholars. Prerequisites: IDS-150, two women's studies electives or permission of instructor. [3 credits]

IDS-450 Seminar Experience: Peace and Justice

Provides students with a focused seminar experience that allows them to consider the coursework for the minor through the acquired lens of peace and justice studies. Prerequisite: IDS-160. [3 credits]

IDS-455 Seminar in Catholic Studies

Serves as the capstone for the Catholic Studies minor. As such, it provides students with a focused seminar experience that encourages substantial guided research on a topic in Catholic Studies mutually agreed upon by student and professor. May include a service learning component. Prerequisite: IDS-340. [3 credits]

IDS-461 Professional Internship

Combines an on-site professional work placement with opportunities to reflect on the work experience as it relates to the student's overall academic program. The focus of the course is on development of effective job search and networking skills and strategies, career management and advancement, and professional growth and development. Prerequisites: completion of 30 credits, attendance at an Academic Career and Enrichment Center internship orientation workshop, sophomore status, academic advisor permission, completion of IDS-361 or department practicum. [2, 3 or 4 credits]

IDS-462 Advanced Professional Internship

Offers a departmentally-monitored, off-campus professional work experience for upper-level students who have completed IDS-461 and do not have a required departmental practicum. Students work with their academic advisor or a designated faculty member to identify objectives for the experience and complete related assignments. Prerequisites: completion of 30 credits, meetings with an Academic Career and Enrichment Center counselor and with one's academic advisor or designated faculty member, sophomore status, academic advisor permission and completion of IDS-461 or department practicum. [2, 3 or 4 credits]

IDS-471 Honors: Politics and Ethics of War and Peace

Explores war and peace through an examination of historical conflicts, social science explanations, ethical positions and alternative peace proposals. Considers 20th century conflicts and alternative explanations of war, and the individual, state and international levels. Compares and contrasts ethical positions from several religious and philosophical traditions. Prerequisite: Morrissy scholar or permission and RST-201. Fulfills general education requirements in 300/400 religious studies, values, and history. [3 credits]

IDS-479 Honors: Philosophy Through Literature

Takes a fresh look at traditional philosophical problems using classic philosophical texts and literary works that deal with common issues. Considers the questions: What is self? Is there an answer to the problem of evil? Are our actions free or determined? Are there any objective moral values? Is the material world real? Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in 300/400 level philosophy. [3 credits]

IDS-480 Advanced Research Apprentice

Expands the academically based didactic experience of IDS-380 in which the student is trained in the methods of research at the college level while serving as a research apprentice to a faculty member within the student's academic discipline. In this second course, the apprentice deepends and broadens skills and techniques related to research project and to demonstrate more independence in executing research. This course provides a unique

opportunity for students to train for post-baccalaureate research teaching assistantships through skill development. Prerequisite: IDS-380. [1, 2, or 3 credits: 10 semester hours for 1 credit; 20 semester hours for 2 credits; 30 semester hours for 3 credits]

IDS-496 Teaching Apprentice

Introduces an academically-based didactic experience in which the student is trained in the philosophy and methods of teaching at the college level for a specific discipline. The student serves as an educational apprentice to a faculty mentor within the student's academic discipline. There is an interdisciplinary monthly seminar for all apprentices, an experiential student teaching component, weekly office hours and weekly supervision with the faculty mentor. Permission of instructor. [3 credits]

IDS-498 Advanced Teaching Apprentice

Expands the academically based didactic experience of IDS-496 in which the student is trained in the philosophy and methods of teaching at the college level while serving as an educational apprentice to a faculty member within the student's academic discipline. In this second course, the apprentice develops skills and techniques to assess student work in the content area. This course provides a unique opportunity for students to train for post-baccalaureate teaching or graduate teaching assistantships through skill development. Prerequisite: IDS-496. [3 credits]

NDMU-100 Perspectives on Education and Culture

Assists first-year students in making a successful transition to college life. The course has three overlapping themes: becoming an intentional learner, becoming a Notre Dame woman, and acquiring global and intercultural fluency. Each student will examine and reflect upon various aspects of her life, including her relationship to other students, the institution and the community (understanding culture, appreciating diversity). Students will have the opportunity to develop personal, academic, and leadership skills and habits that will enhance their college experiences and promote lifelong learning. Required for first-year traditional age students and transfer students with fewer than 12 credits. [3 credits]

NDMU-100L Experiential Laboratory: Perspectives on Education and Culture

Assists first-year students in making a successful transition to college life. The course focuses on developing skills to support adjustment to college, developing life skills, and developing skills for personal success. Required for first-year traditional age students and transfer students with fewer than 12 credits. NDMU-100, Perspectives on Education and Culture is a required co-requisite for this course. A passing grade in both NDMU-100 and NDMU-100L is

required in order to successfully complete this course and to be awarded credit. [1 credit]

NDMU-200 Transfer Student Colloquium

Examines University culture, traditions and operations to address the interests and needs of transfer students. Particular attention is paid to mapping curricular and career plans to exploration of academic major requirements. [1 credit]

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NDMU 100 is an orientation course designed to assists first-year students in making a successful transition to college life. The course has three overlapping themes: becoming an intentional learner, becoming a Notre Dame woman, and acquiring global and intercultural fluency. Each student will examine and reflect upon various aspects of her life, including her relationship to other students, the institution and the community (understanding culture, appreciating diversity). Students will have the opportunity to develop personal, academic, and leadership skills and habits that will enhance their college experiences and promote lifelong learning. Required for first-year students and transfer students with fewer than 12 credits. [3 credits]

Courses

NDMU-100 Perspectives on Education and Culture

Assists first-year students in making a successful transition to college life. The course has three overlapping themes: becoming an intentional learner, becoming a Notre Dame woman, and acquiring global and intercultural fluency. Each student will examine and reflect upon various aspects of her life, including her relationship to other students, the institution and the community (understanding culture, appreciating diversity). Students will have the opportunity to develop personal, academic, and leadership skills and habits that will enhance their college experiences and promote lifelong learning. Required for first-year traditional age students and transfer students with fewer than 12 credits. [3 credits]

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Physical Education

Department

Melissa Falen, M.A, *Coordinator*

Degrees offered

Special Academic Program

Campuses

The Physical Education Program is an integral part of a liberal arts education as it incorporates the concept of a healthy body with a healthy mind. Physical education is designed to encourage the student's knowledge, interest, competence, and participation in physical activities. Both theory and skill-based courses are offered. Emphasis is on developing and maintaining holistic wellness, including physical fitness, through lifetime fitness activities.

Requirements

All Physical Education courses fulfill the 1-credit General Education Requirement in Physical Education. Students may choose either a skill (100-level) or theory (200/300-level) course. Students may complete up to 3 credits of physical education toward the 120 graduation credit total. Students may opt to take more than 3 credits of Physical Education credits as electives that do not count toward the 120 credit minimum.

The General Education Requirement may be fulfilled through participation on a University varsity athletic team in accordance with University policy. Policy

information is available in the Physical Education office, the Athletic Department and from the Office of the Registrar.

Courses

PED-128 Pickleball

Instructs students in the theoretical and practical application of basic principles of fitness and training in addition to the vocabulary, rules, and basic skills necessary to play pickleball. Fulfills general education requirement in physical education. [1 credit]

PED-129 Racquetball

Instructs students in the fundamental skills and rules of the game. Playing regularly will be the emphasis of this course. Fulfills general education requirement in physical education. [1 credit]

PED-145 Disc Golf

Instructs students in the vocabulary, rules, and basic skills necessary to play disc golf. Participation in disc golf, both in practice and informal completion will be the primary component of physical activity in the course. Students will also be instructed in the basic components of fitness and principles of training. Fulfills general education requirement in physical education. [1 credit]

PED-150 Walking for Fitness

Instructs students in the basic principles of training and in walking for fitness. Walking will be the primary component of physical activity in the course. Fulfills general education requirement in physical education. [1 credit]

PED-160 Busy Life, Healthy Life

Instructs students in the basic components of fitness and principles of training. Students will assess their personal daily activity levels and diets and explore ways to easily incorporate more physical activity and a healthier lifestyle into daily life. Students are required to have a wearable fitness tracker that at a minimum measures steps and distance. Fulfills general education requirement in physical education. [1 credit]

PED-231 Theory of Physical Fitness and Wellness

Introduces the concept of “wellness” as it relates to students in today’s society. Individual and global wellness issues will be explored. Class discussion, student input, and student projects & presentations are paramount to this course. Fulfills general education requirment in physical education. [2 credits]

PED-232 Theory and Practice of Aerobic Conditioning

Instructs students in the in the theoretical and practical application of basic principles of fitness and training with an emphasis on aerobid conditioning. Exposes students to a variety of aerobic activities and teaches the necessary techniques to develop individualized aerobic conditioning programs. Fulfills General Education Requirement in Physical Education. [1 credit]

[1 credit]

PED-233 Theory and Practice of Weight Training

Instructs students in the in the theoretical and practical application of basic principles of fitness and training with an emphasis on weight training. Students will develop individualized weight training programs by applying principles to personal goals. Fulfills general education requirement in physical education. [1 credit]

PED-301 American Women in Sports History

Introduces the history of women in sports with an emphasis on the important contributions of American women. Examines how the social and cultural evolution of gender roles and stereotypes has influenced women's participation and achievement in sports. Focuses on how race, class, sexual orientation and significant events in history have affected women's sports in America. Fulfills the general education requirement in physical education and gender studies. Elective in women's studies program. [3 credits]

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School of Arts, Sciences and Business

Debra Minick Franklin, Ph.D., *Dean of Arts, Sciences, and Business*

The deep roots of the School of the Arts, Sciences, and Business were first planted with the founding of the University in 1895. The timely and timeless Programs of Study housed within the School support students in the journey toward making a fulfilling life *and* making a living.

The undergraduate academic Majors of the School serve both traditional and part-time adult learners, and include arts, humanities, social and natural sciences, and business courses. Studies related to the professions, such as medicine, communication, business and law are also delivered in courses offered within the School. Each undergraduate completes a common general education program in liberal arts, the rich foundation of the knowledge of the educated person.

Women's College or College of Adult Undergraduate Studies?

Although many degrees and Majors are offered through both the Women's College and the College of Adult Undergraduate Studies (CAUS), there are significant differences in their populations and scheduling. To determine whether the Women's College or CAUS is the most appropriate for you, see the college descriptions under Academic Information.

College of Adult Undergraduate Studies

Majors

- Business
- Corporate Communication
- Criminology
- Elementary Education/Liberal Studies
- Liberal Arts
- Nursing: RN to BSN
- Radiological Sciences
- Religious Studies

Minors

- Business
- Criminology
- Economics
- Entrepreneurship
- Philosophy
- Women's Studies

Women's College

Majors

- Art
- Art Therapy
- Behavioral Neuroscience
- Biology
- Business
- Chemistry
- Communication Arts
- Computer Information Systems
- Criminology
- Digital Media Arts
- Elementary Education/Liberal Studies
- Engineering
- English
- French
- International Business
- International Studies
- Leadership in Hospitality and Event Management
- Liberal Arts
- Marketing Communications
- Mathematics
- Nursing
- Philosophy
- Physics
- Political Science
- Psychology
- Radiological Sciences
- Religious Studies
- Spanish

- Women's Studies

Minors

- Art
- Asian Studies
- Biology
- Business
- Catholic Studies
- Chemistry
- Communication Arts
- Computer Information Systems
- Computer Science
- Criminology
- Digital Media Arts
- Drama
- Economics
- English
- Entrepreneurship
- French
- Forensic Psychology
- History
- International Studies
- Latin American Studies
- Mathematics
- Peace and Justice Studies
- Philosophy
- Physics
- Political Science
- Psychology
- Religious Studies
- Secondary Education
- Sociology
- Women's Studies

Pre-professional Programs

- Pre-dental
- Pre-medical

- Pre-veterinary
- Pre-law
- Pre-pharmacy

Teaching Certification

Secondary Education Teaching Certification is available in the following Majors.

- Art
- Biology
- Chemistry
- English
- Social Studies
- Mathematics

Joint Degree Programs

- Business/Management - Earn a B.A. in Business plus an M.A. in Management in five years.
- Liberal Studies/Teaching - Earn a B.A. and M.A. in Teaching in five years.
- Biology or Chemistry/Pharmacy - Earn a B.A. in Biology or Chemistry and a Pharm.D. in seven years.

Other Programs

- Interdisciplinary Courses
- Physical Education

Additional Resources

- Art (Major, Minor)
- Art Therapy (Major)
- Behavioral Neuroscience (Major)
- Biology (Major, Minor)
- Business (Major, Minor)
- Catholic Studies (Minor)
- Chemistry (Major, Minor)
- Communication Arts (Major, Minor)
- Computer Information Systems (Major, Minor)
- Computer Science (Minor)
- Criminology (Major, Minor)
- Digital Media Arts (Major, Minor)
- Economics (Minor)
- Engineering (Dual Degree)

- Entrepreneurship (Minor)
- English and Drama (Major, Minor)
- French (Minor)
- Forensic Psychology (Minor)
- History (Minor)
- Hospitality: See Leadership in Hospitality and Event Management
- Interactive Communication Strategies (Major, Minor)
- International Business (Major)
- International Studies (Major - International Business, Major - International Relations)
- Latin American Studies (Minor)
- Liberal Arts
- Leadership in Hospitality and Event Management (Major)
- Liberal Arts (Major - Option A, Option B, Option C)
- Marketing Communications (Major)
- Modern Foreign Languages
- Mathematics (Major, Minor)
- Peace and Justice Studies (Minor)
- Pharmacy Studies (Pre-pharmacy, Pre-Professional)
- Philosophy (Major, Minor)
- Pre-Medical, Pre-Dental, Pre-Veterinary (Pre-professional)
- Political Science (Major, Minor)
- Post-baccalaureate Certificate in Alcohol & Drug Counseling
- Physics (Major, Minor)
- Psychology (Major, Minor)
- Radiological Sciences (Major)
- Religious Studies (Major, Minor)
- Sociology (Minor)
- Spanish (Major, Minor)
- Women's Studies (Minor)

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Art (Major, Minor)

Art Department

Geoffrey Delanoy, M.F.A., *Chair*
Jennifer Wester, Ph.D.
Kevin B. Raines, M.F.A.

Degrees offered

Major
Minor

Campuses

Main Campus

The Art Department prepares women to understand and interpret art of the past and the present and contribute to the future. The vibrancy of Baltimore's art scene and Notre Dame's closeness to museums in Baltimore, Washington DC, Philadelphia, and New York make it an ideal place to study art.

Summary

The Art Department of the College of Arts, Sciences, and Business offers a Major and Minor in Art to students in the Women's College. It also offers Women's College students preparation for Elementary and Secondary Teaching Certification in Art. The Art Major provides a curriculum that emphasizes the development of creative potential, the understanding of the history and tradition of the visual arts, and the realization of the place of art in contemporary society. Classroom lectures, creative experiences and museum tours give students an opportunity to become part of a community of artists preparing for graduate school or for a variety of art-related careers.

Among the career opportunities are art librarian, art historian, museum curator, art advisor, art administrator, visual resource curator, corporate curator, painter, sculptor, art restorer, art therapist, illustrator, animator, layout artist, graphic designer, theatre designer, exhibition designer, jeweler,

textile designer, freelance photographer and staff photographer.

The General Education Requirement in Fine Arts may be fulfilled by taking any of the following departmental offerings: ART-101, ART-102, ART-103, ART-109, ART-119, ART-120, ART-121, ART-122, ART-123, ART-131, ART-142, ART-150, ART-151, ART-162, ART-204, ART-208, ART-211, ART-212, ART-213, ART-214, ART-219, ART-223, ART-241, ART-243, ART-267, ART-279, ART-311, ART-312, ART-313, ART-315, ART-323, ART-330, ART-342, ART-411, ART-412, ART-413. The General Education Requirement in Gender Studies may be met by completing ART-315. The General Education Requirement in Cross-Cultural Studies may be fulfilled by completing ART-323.

Art Majors and Minors, in all concentrations, must complete all courses with a minimum grade of C.

Programs of Study

Required Courses for a Major in Art (Credits)

ART-101 Drawing I (3)
ART-102 Color and Design (3)
ART-103 Three-Dimensional or ART-207 Two-Dimensional (3)
ART-109 Basic Photography or ART-162 Digital Photography I (3)
ART-120 Survey I: Western Art from Prehistory to the Renaissance (3)
ART-121 Survey II: Western Art from the Renaissance through the 20th Century (3)
ART-142 Painting I (3)
ART-315 Explorations of Women in Art
ART-440 Senior Seminar (3)

Senior Thesis

All seniors will complete a senior thesis during the fall and spring semesters of their senior year. For students with an emphasis in Studio Art and Photography, this will be a body of work that will be presented in the annual senior exhibition at the end of the spring semester of senior year. The body of work will be completed, with guidance from the student's advisor, in the context of advanced courses taken during fall and spring. This would be the point at which the student would be completing 300-400 level courses, as well as independent study courses, culminating in ART-440 Senior Seminar.

Students with an Emphasis in Art History and Pre-museum Studies will complete a written research project on a topic in consultation with the advisor. This written project also would be completed within the context of advanced courses in the area of emphasis, including independent study and directed readings courses, culminating in ART-440 Senior Seminar. The student will prepare a poster presentation of her research and would be present with this poster presentation at the senior exhibition opening to discuss the project and findings. Art Minors enrolled in ART-440 Senior Seminar

may participate in the senior exhibition.

Area of Emphasis in Art

All majors will select an area of emphasis and complete its requirements prior to graduation.

Emphasis in Art History

One of the following: (3)

ART-211 Art of the Ancient World
ART-212 Art of the Medieval World
ART-213 Art in the Age of Rembrandt and Kingship
ART-214 The Splendors of the Renaissance in Italy and the North

One of the following: (3)

ART-221 Artistic Rediscovery and Transformation in the 18th and 19th Centuries
ART-223 20th Century Art: Modernism and Innovation
ART-313 Emergence of an American Style
ART-412 Explorations in American Art

One of the following: (3)

ART-122 Art of China, Japan and India
ART-123 Art of Africa
ART-323 African-American Art
ART-413 Explorations in Asian Art

Any five 200, 300 or 400 level art history courses (15)

Emphasis in Photography

ART-209 Black and White Photography (3)
ART-342 History and Aesthetics of Photography (3)
ART-162 Digital Photography I (3)
ART-363 Color Photography (3)
ART-364 Studio Photography (3)
ART-368 Alternate Photographic Processes (3)

One of the following: (3)

ART-262 Photography and the Handmade Book
ART-322 Picture Story

ART-350 Photographic Criticism
ART-470 Practicum in Art

One of the following: (3)

ART-406 Advanced Photography
ART-460 Photography Senior Studio

Emphasis in Studio Art

ART-201 Drawing II or ART-321 Life Drawing I (3)
ART-202 Painting II (3)
ART-204 Watercolor Painting (3)
ART-205 Printmaking or Studio Elective (3)
ART-247 Ceramics (art education students only) (3)
ART-330 Theory, Criticism and Contemporary Art (3)

Any two courses selected from:

ART-301 Drawing III, 302 Painting III, 203 Sculpture, 321 Life Drawing I, 401 Drawing IV, 402 Painting IV and 421 Life Drawing II (6)

Emphasis in Pre-museum Studies in Art

One of the following: (3)

ART-211 Art of the Ancient World
ART-212 Art of the Medieval World
ART-213 Art in the Age of Rembrandt and Kingship
ART-214 The Splendors of the Renaissance in Italy and the North

One of the following: (3)

ART-221 Artistic Rediscovery and Transformation in the 18th and 19th Centuries
ART-223 20th Century Art: Modernism and Innovation
ART-313 Emergence of an American Style
ART-412 Explorations in American Art

One of the following: (3)

ART-122 Art of China, Japan and India
ART-123 Art of Africa
ART-323 African-American Art

ART-412 Explorations in American Art
ART-413 Explorations in Asian Art

Any three 200, 300 or 400 level art history courses (9)
ART-465 Directed Readings: Museum Studies (3)
Two practicums in museum work (6-8)

Art Education: Pre-K through 12

Students in the Art Education Program receive dual certification enabling them to teach art in Maryland in grades Pre-K through 12.

Students will complete a Major in Art and certification in education and fulfill the General Education Requirements of the University.

Requirements in Art Education

1. An overall GPA of 2.8.
2. A GPA of 2.8 in your Major (3). An interview with the education chairperson and a portfolio review with the studio art advisor and the field supervisor.

Minor in Art

The Art Minor consists of a minimum of any seven courses and is offered in three areas of emphasis:

- Art History
- Photography
- Studio Art

Art History Four-Year Plan

Sample program of study for the art history major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
ENG-101 College Writing	3	ART-121 Survey II	3
ART-120 Survey I	3	Physical Education	1

Foreign Language	3	Philosophy (200 level)	3
NDMU-100 First Year Seminar	3	Studio/Lab Requirement	3
Mathematics	3	COM-106 Fundamentals of Oral Communication	3
[15 credits]		General Education/Elective	3
		[16 credits]	
Second year			
Art History elective	3	Studio/Lab requirement	3
Art History requirement	3	Art History requirement	3
English Literature	3	Social Science	3
RST-201 Introduction to Biblical Studies	3	PHL-320 Aesthetics	3
General Education/Elective	3	General Education/Elective	3
[15 credits]		[15 credits]	
Third year			
Art History elective	3	Art History requirements	6
Art History requirement	3	Art History elective	3
History	3	Religious Studies (300/400)	3
Natural Science	4	General Education/Elective	3
General Education/Elective	3	[15 credits]	
[16 credits]			
Fourth year			
Art History requirement	3	Art History electives	6
Art History elective	3	ART-440 Senior Seminar	3

General Education/Electives	9	General Education/Electives	6
[15 credits]		[15 credits]	

Photography Four-year Plan

Sample program of study for the photography major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
ENG-101 College Writing	3	ART-101 Drawing I	3
ART-109 Basic Photography	3	ART-209 Black & White Photography	3
Foreign Language	3	Philosophy (200 level)	3
NDMU-100 First Year Seminar	3	RST-201 Introduction to Biblical Studies	3
Math or History	3	COM-106 Fundamentals of Oral Communication	3
[15 credits]		Physical Education	1
		[16 credits]	
Second year			
ART-102 Color & Design	3	ART-121 Survey II	3
ART-120 Survey I	3	ART-142 Painting I	3
ART-342 History & Aesthetics of Photography	3	ART-162 Digital Photo I	3
ART-363 Color Photo	3	Mathematics or History	3
Natural Science	4	Philosophy (300/400 level)	3
[16 credits]		[15 credits]	

Third year			
ART-364 Studio Photography	3	ART-368 Alternate Photography Processes	3
ART-315 Explorations of Women in Art	3	Art Photography elective	3
Art Photography Elective	3	English Literature	3
Religious Studies (300/400 level)	3	General Education/Electives	6
Social Science	3	[15 credits]	
[15 credits]			
Fourth year			
ART-406 Advanced Photo	3	ART-460 Photo Senior Studio	3
ART-419 Digital Photo II	3	ART-440 Senior Seminar	3
ART-470 Practicum in Photography	3	Art photography elective	3
General Education/Electives	6	General Education/Electives	6
[15 credits]		[15 credits]	

Studio Art Four-Year Plan

Sample program of study for the studio art major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
ENG-101 College Writing	3	ART-142 Painting I	3
ART-101 Drawing I	3	ART-103 Three-dimensional Design	3

ART-102 Color & Design	3	Philosophy (200 level)	3
Foreign Language	3	History	3
NDMU-100 First Year Seminar	3	COM-106 Fundamentals of Oral Communication	3
[15 credits]		Physical Education	1
		[16 credits]	
Second year			
ART-201 or 202 Drawing II or Painting II	3	ART-301 or 302 Drawing III or Painting III	3
ART-109 or 162 Photo	3	ART-121 Survey II	3
ART-120 Survey I	3	ART-204 Watercolor Painting	3
English Literature	3	Mathematics	3
RST-201 Introduction to Biblical Studies	3	Philosophy (300/400 level)	3
[15 credits]		[15 credits]	
Third year			
ART-321 Life Drawing I*	3	ART-301 or 302 Drawing III or Painting III	3
Art History elective	3	ART-205 Printmaking	3
Natural Science	4	Art History Elective	3
General Education/Electives	6	Religious Studies (300/400 lev)	3
[16 credits]		General Education/Elective	3
		[15 credits]	
Fourth year			
Studio elective	3	ART-401 or 402 Drawing or Painting IV	3

Art History elective	3	ART-440 Senior Seminar	3
ART-463 Independent Study	3	Art History elective	3
General Education/Electives	6	General Education/Electives	6
[15 credits]		[15 credits]	

Art Pre-Museum Studies Four-Year Plan

Sample program of study for the art pre-museum major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
ENG-101 College Writing	3	ART-121 Survey II	3
ART-120 Survey I	3	Art History requirement	3
Foreign Language	3	Studio/Lab requirement	3
NDMU-100 First Year Seminar	3	Philosophy (200 level)	3
Mathematics	3	COM-106 Fundamentals of Oral Communication	3
[15 credits]		Physical Education	1
		[16 credits]	
Second year			
Studio/Lab requirement	3	Art History requirements	6
Art History requirements	6	Social Science	3
English Literature	3	PHL-320 Aesthetics	3
RST-201 Introduction to Biblical Studies	3	Elective	3

[15 credits]		[15 credits]	
Third year			
ART-109 or 162 Photo	3	Art History electives	6
Art History requirement	3	Religious Studies (300/400 lev)	3
Natural Science	4	General Education/Electives	6
General Education/Electives	6	[15 credits]	
[16 credits]			
Fourth year			
Art History requirements	6	ART-440 Senior Seminar	3
ART-470 Practicum	3	ART-465 Directed Readings	3
General Education/Electives	6	ART-471 Practicum	3
[15 credits]		General Education/Electives	6
		[15 credits]	

Art Education Four-Year Plan

Sample program of study for the art education major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
ENG-101 Expository Writing	3	ART-142 Painting I	3
ART-101 Drawing I	3	ART-103 Three-dimensional Design	3
ART-102 Color & Design	3	Philosophy (200 level)	3
Foreign Language	3	History	3

NDMU-100 First Year Seminar	3	COM-106 Fundamentals of Oral Communication	3
[15 credits]		Physical Education	1
		[16 credits]	
Second year			
ART-201 or 202 Drawing II or Painting II	3	ART-270 Media and Techniques for Art Teachers	3
ART-109 or 162 Photo	3	ART-301 or 302 Drawing III or Painting III	3
ART-120 Survey I	3	ART-121 Survey II	3
English Literature	3	ART-204 Watercolor Painting	3
RST-201 Introduction to Biblical Studies	3	Philosophy (300/400 level)	3
[15 credits]		Mathematics	3
		[18 credits]	
Winterim Field Experience			
EDU-252			
Third year			
ART-321 Life Drawing I*	3	ART-301 or 302 Drawing III or Painting III	3
Art History elective	3	ART-205 Printmaking or 206	3
Natural Science	4	Art History elective	3
Methods of Teaching N-12	3	Religious Studies (300/400 lev)	3
General Education/Electives	6	General Education/Elective	3
[19 credits]		[15 credits]	
Winterim			

Clinical field experience			
Fourth year			
Student Teaching EDU-411	12	ART-401 or 402 Drawing IV or Painting IV	3
[12 credits]		ART-440 Senior Seminar	3
		Art History elective	3
		General Education/Electives	6
		[15 credits]	

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Art Therapy (Major)

Art Therapy Department

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

Degrees offered

Major

Campuses

Main Campus

The NDMU Bachelor of Arts in Art Therapy represents study related to one of the newest, unique specializations in the helping professions. The Program of Study includes the study of studio art, photography and art history, and a psychology curriculum stressing a sequence of counseling, therapy, and developmental psychology classes. A practicum in the student's senior year will provide a clinical experience orientation.

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

Students who enroll in the bachelor’s degree Program of Study should plan to pursue the master’s degree toward licensure at NDMU or other universities in order to meet requirements for practice in the field.

Required Core Courses for Major in Art Therapy (Credits)

ART-101 Drawing I (3)
ART-102 Color and Design (3)

ART-103 3-D Design (3)
ART-121 Art History - Renaissance to 1950s (3)
ART-142 Painting I (3)
ART-162 Digital Photography (3)
ART-228 Mixed Media (3)
ART-247 Ceramics (3)
ART-330 Theory: Criticism & Contemporary Art (3)
ATP-201 Introduction to Art Therapy (3)
ATP-310 Art Therapy: Theory and Practice (3)
ATP-470 Practicum in Art Therapy (4)
MAT-215 Basic Statistics (3)
PSY-101 Introductory Psychology (4)
PSY-205 Theories of Personality (3)
PSY-207 Psychopathology (3)
PSY-210 Research (4)
PSY-233 Human Development (3)
PSY-306 Theories & Techniques Counseling (4)
PSY-409 Psychometrics (4)

Additional information on the Master of Arts in Art Therapy

The co-ed Master of Arts in Art Therapy meets a regional and national need for more practitioners in one of the important contemporary helping professions. Students may enroll in the 64-credit Program of Study on a full- or part-time basis. The Program focuses on engagement with theory and processes of Art Therapy. Study weaves together counseling and psychological theory and techniques toward distinct art psychotherapy practices. Study includes advanced courses in painting, ceramics, sculpture, and photography. Courses are offered in on-ground and hybrid formats. In addition, substantial clinical hours are required at off-site internships. Art therapists serve in a number of hospital, school, and community health settings.

The Program received approval from the Maryland Higher Education Commission in Fall 2017 and began educating students in Fall 2018.

The University anticipates pursuing accreditation status for this program when eligible in 2021. The course of study is aligned with state licensure requirements and national educational standards required for credentialing.

Four-Year Plan

Below is a sample Program of Study for full-time Art Therapy Majors. Students should consult with the Program Coordinator for their academic plans as many courses are offered on alternating years.

FALL		SPRING	
First year			
ENG-101 College Writing	3	ART-121 Art History Renaissance to 1950s	3
PSY-101 Introduction to Psychology	4	ART-162 Digital Photography	3
NDMU-100 First-Year Seminar	4	MAT-215 Statistics	3
ART-101 Drawing I	3	Literature Requirement*	3
ART-142 Painting I	3	Foreign Language Requirement	3
[17 credits]		[15 credits]	
Second year			
PSY-210 Research Methods	4	PSY-207 Psychopathology	3
PSY-205 Theories of Personality	3	ATH-201 Introduction to Art Therapy	3
ART-103 Three-Dimensional Art	3	PSY-233 Human Development	3
(ART-102 Color and Design)		Natural Science Requirement*	3/4
100/200 Level Philosophy*	3	ART-247 Ceramics	3
200 Level Religious Studies*	3	*(ART-228 Mixed Media)*	
[16 credits]		[15/16 credits]	
Third year			
PSY-306 Theories and Techniques of Counseling	3	PSY-409 Psychometrics	3
ATH-310 Art Therapy: Theory and Practice	3	ART-330 Theory: Criticism & Contemporary Art	3
300/400 Philosophy (w/Values	3	ART-228 Mixed Media	3

designation)			
History Requirement*	3	*(ART-247 Ceramics)*	
Physical Education	1	300/400 Religious Studies (w/Values designation)	3
ART-102 Color and Design	3	Oral Communication Requirement*	1
(ART-103 Three-dimensional Art)		General Elective	3
[16 credits]		[16 credits]	
Fourth year			
Studio Art Elective (*list below)*	3	ATH-470 Practicum in Art Therapy	4
Cross-Cultural Requirement*	3	Studio Art Elective (*list below*)	3
Gender Requirement*	3	General Elective	6
General Elective	3	ART-440 Senior Seminar *recommended, not required*	3
General Elective	3	[16 credits]	
[15 credits]			

Must select TWO elective at the advanced level in painting, drawing or photography:

ART-201 Drawing II (*offered ODD years Fall)*
ART-202 Painting II *(offered ODD years Fall)*
ART-301 Drawing III *(offered Spring)*
ART-302 Painting III *(offered Spring)*
ART-321 Life Drawing I *(offered every other Spring)*
ART-421 Life Drawing II *(offered every other Spring)*
ART-363 Color Photography *(offered Fall every 3rd year)*
ART-364 Studio Photography *(offered Spring every 3rd year)*

Participation is Senior Art Exhibit is expected.

*Fulfills Gen Ed requirement

Courses

ART-101 Drawing I

Introduces the fundamentals of free-hand drawing and explores a variety of materials, techniques and subject matter such as still life, landscape and the human form as students identify individual areas of interest and artistic expression. Informal slide presentations and class critiques will expose students to the diversity of drawing and its manifestations in contemporary art and culture. Fulfills the General Education Requirement in Fine Arts. [3 credits]

ART-102 Color and Design

Introduces the fundamental elements and principles of color and design as a communicative tool. The course is designed for students with limited studio background and explores a wide variety of mediums and techniques as students develop technical virtuosity and personal aesthetic. The concepts and design strategies explored in this course can be applied in related areas of computer design, interior design and fashion design. Fulfills the General Education Requirement in Fine Arts. [3 credits]

ART-103 Three-Dimensional Design

Explores the sculptural organization of form in three dimensions through the use of a wide variety of materials such as found objects, paper, wire, wood, clay and metals. Projects are developed that consider the relationship of the sculptural object to its perception in time and space. Fulfills the General Education Requirement in Fine Arts. [3 credits]

ART-121 Survey II: Western Art from the Renaissance through the 20th Century

Introduces seminal works of painting, sculpture, printmaking, and architecture made in Europe and the United States from 1400 to the 1990s. Identifies regional styles and follows the evolution of subject matter and technique over the centuries. Considers the impact of changes to artistic training and patronage, as well as political and social change, on attitudes about art and artists. Students will examine significant original artwork from this period firsthand in area museums, including the Renaissance and Baroque collections at the Walters Art Museum and the modern and contemporary collections at the Baltimore Museum of Art. Fulfills the General Education Requirement in Fine Arts. [3 credits]

ART-142 Painting I

Introduces the fundamentals of oil and acrylic painting. Through an exploration of traditional and contemporary techniques of painting, students will develop their powers of observation and artistic expression. Informal slide presentations and class critiques will expose students to the diversity of painting and its manifestations in contemporary art and culture. Fulfills the General Education Requirement in Fine Arts. [3 credits]

ART-162 Digital Photography I

Introduces the fundamentals of digital imaging using Adobe Creative Cloud with an emphasis on camera vision. Through assigned readings and classroom discussions, students also will gain a critical perspective of the impact of digital imaging on photographic practice. Fulfills General Education Requirement in Fine Arts. [3 credits]

ART-201 Drawing II

Builds on the skills gained in ART-101 and provides a progressive investigation of personal expression. The course emphasizes an evolution from traditional methodologies toward contemporary nonrepresentational approaches to the making of art. Prerequisite: ART-101 or ART-204, or permission of the instructor. [3 credits]

ART-202 Painting II

Builds on the skills gained in ART-142 and provides a progressive investigation of personal expression. The course emphasizes an evolution from traditional methodologies toward contemporary nonrepresentational approaches to the making of art. Prerequisite: ART-142 or ART-204, or permission of the instructor. [3 credits]

ART-228 Mixed Media

Students explore the place of materials in contemporary art practice and methodology. Focusing on an interdisciplinary approach to art making and process students synthesize skills gained in 100-level course work and explore interrelations between drawing, painting, print making, photography, and 3D approaches, experimenting with a wide variety of non-traditional materials. Students are encouraged to use their area of emphasis as point of departure for pushing the boundaries between media and forming their own visual vocabulary. Methods include directed studio time, art historical lectures and critiques. Prerequisites: ART-101, ART-142. [3 credits]

ART-247 Ceramics

Provides practical study of elementary principles and problems in creating ceramic art. Technical study

of glazes, clay and methods of firing. [3 credits]

ART-301 Drawing III

Provides students with the opportunity to identify and develop their specific conceptual, aesthetic and technical areas of interest within the context of advanced drawing. Prerequisite: ART-101, 201, 204 or permission of instructor. [3 credits]

ART-302 Painting III

Provides students with the opportunity to identify and develop their specific conceptual, aesthetic and technical areas of interest within the context of advanced painting. Prerequisite: ART-142, 202, 204 or permission of instructor. [3 credits]

ART-321 Life Drawing I

Provides individualized instruction in the study of the nude with special emphasis on observation, movement, proportion, figural composition and pictorial space. All sessions will include short and sustained poses. Prerequisite: ART-101 or permission of instructor. [3 credits]

ART-330 Theory, Criticism and Contemporary Art

Presents an overview of the history and development of art theory and criticism from antiquity to the present. The course explores a wide range of art forms and ideas from traditional art to controversial contemporary art and art censorship. With the knowledge gained through the study of aesthetic evolution, students will assess the art of the 20th and 21st centuries, and formulate critical judgments and aesthetic positions of their own. Fulfills the General Education Requirement in Fine Arts. [3 credits]

ART-363 Color Photography

Studies the aesthetics of color photography. Lectures and demonstrations cover techniques and issues related to digital, film and alternate processes. Group discussions and critiques will focus on the development of color vision, the psychology and effective uses of the unique characteristics of color photography. Lecture plus lab. [3 credits]

ART-364 Studio Photography

Practices photographic lighting using continuous and strobe lights, as well as portable flash. Artistic and professional procedures using 35mm as well as departmental 4x5 view camera systems are covered. Topics include studio and location assignments such as still life and portraiture, culminating

in a portfolio. H31 [3 credits]

ART-421 Life Drawing II

Provides individualized instruction in the advanced study of the nude with special emphasis on observation, movement, proportion, figural composition, pictorial space and the development of personal interpretation of the figural form. All sessions will include short and sustained poses. Prerequisite: ART-321. [3 credits]

ATP-201 Introduction to Art Therapy

Explores the discipline of Art Therapy through a critical theoretical framework along with examining empirical evidence while providing an overview of Art Therapy as a discipline. The discipline of Art Therapy, its influences, its history, the nature of the discipline, and applications to clinical practice will be explored. This course will also focus on the developmental and healing aspects of art and the creative process, as well as an understanding of the basic principles of how our unconscious thoughts reach expression in images rather than words that can be used in clinical practice. Students will engage in art making experiences as a means to explore the creative process and its relationship to the psychological and emotional self and to understand the relationship of art making to the treatment process. Prerequisites: PSY-101. [3 credits]

ATP-310 Art Therapy Theory and Practice

Engages students in tangible exporation of the symbiotic, therapeutically significant relationship between art and psychology through didactic instruction and art-based experientials. Professional art therapists working in a variety of settings in the region will serve as guest lecturers, providing clarity as to the therapeutic needs of their clients, goals of Art Therapy with these populations, and demonstrations of their approaches. Materials and methods will be emphasized throughout the course and synthesized with supporting pschological theory and practice relative to the treatment populations explored. Development of empathic responsiveness and self-awareness through experiential learning, small group and dyadic collaboration, and written and art-based self-reflection will be central. Prerequisite: ATP-201. [3 credits]

ATP-470 Practicum in Art Therapy

Provides professionally supervised art therapy field experience opportunities for advanced students who have met prerequisite coursework identified within the major. Engages student in an initial assessment of goals related to the field of art therapy and possible graduate study, facilitating identification of a placement that might best provide for the individuals' aptitudes and interests. Serves

as an outcomes course for the art therapy major. As such, through the creation of a capstone research paper and presentation, professional portfolio, ethics paper, and assessment of skills, students will integrate and demonstrate mastery of their comprehensive knowledge and skills comprising the discipline of art therapy. Requires student to meet academic and background requirements for chosen placement and to attend a seminar in addition to work within the practicum site. Students will accrue a total of 200 hours within
the practicum site.

Prerequisites: ATP-201, PSY-305, PSY-207, PSY-210, ATP-310, PSY-306 and technical standards as evaluated by the Program Director; senior art therapy major, consultation with program director. Not open to liberal arts majors; minimum grade of C must be earned in this course. [4 credits]

MAT-215 Basic Statistics

Introduces the basic ideas of statistics: descriptive statistics, central tendency variability, probability distributions, sampling, estimation, hypothesis testing, correlation and regression, multinomial experiments, contingency tables and analysis of variance. A statistical software package is used. Designed for students in a variety of fields that rely on regular statistical analysis in decision-making. Fulfills general education requirement in mathematics. Prerequisite: Placement in MAT 215 or successful completion of MAT 100 or MAT 103 is recommended. [3 credits]

PSY-101 Introductory Psychology

Examines psychology's perspective on human behavior through many human experiences: learning and memory, perception, motivation and emotion, personality, social interaction, normal and abnormal behavior, and human development. Draws from experience and fosters application to the students' own lives. This is a foundational course, and it meets prerequisite requirements for most psychology courses. Fulfills general education requirement in social science. Lecture and lab. [4 credits]

PSY-205 Theories of Personality

Explores the structure, processes and development of personality from major theoretical perspectives, including psychoanalytic, neoanalytic, humanistic, behavioral, social behavioral and trait approaches. Emphasizes the comprehension, application and contrast of theories of personality and the enhancement of the student's critical thinking skills. Prerequisite: PSY-101. [3 credits]

PSY-207 Psychopathology

Considers and studies intensively the wide range of disordered behaviors from the different scholarly perspectives that comment on "abnormality." Explores the nature of abnormality; the relationships between body and mind, and brain and behavior; and the significance of abnormal personal patterns

to human relationships. Prerequisites: PSY-205, PSY-210. [3 credits]

PSY-210 Research Methods

Introduces the basic methods of research design and report writing in the behavioral sciences. Descriptive, correlational, and experimental research strategies will be discussed. Students design original research and select appropriate data analyses. Ethical issues in each type of research design will be explored. Lecture and laboratory. Prerequisites: MAT-215 and PSY-101. Satisfies the technological competency requirement. [4 credits]

PSY-233 Human Growth and Development

Explores the principles of developmental psychology from infancy through adulthood and includes general consideration of developmental tasks through the lifespan. Prerequisite: PSY-101. [3 credits]

PSY-306 Theories and Techniques of Counseling

Introduces counseling perspectives, models, ethics and counseling skills for students interested in the helping professions. Surveys major theoretical paradigms and emphasizes mastery of basic communication skills useful in interpersonal relations settings. All students participate in lectures, class demonstrations, role playing and peer practice by using depart-mental counseling suites. This is the foundation course for PSY-406 Advanced Therapeutic Techniques. Prerequisites: PSY-210, PSY-205, and PSY-207 and Technical Standards as evaluated by the department. [3 credits]

PSY-409 Psychometrics

Provides opportunities for students to learn the theoretical and statistical principles related to the construction and use of psychological tests. Students will learn the standard administration, scoring, and interpretation of a borad battery of standardized cognitive and psychological assessment instruments. Students will become aware of the ethical issues related to cognitive and psychological testing. Student will be required to complete a clinical psychological assessment report analyzing and interpreting psychometric data. This course serves as an upper level research course. Lecture and laboratory. Prerequisites: PSY-210, PSY-205 and PSY-207 and Technical Standards as evaluated by the department. [4 credits]

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Behavioral Neuroscience (Major)

Psychology Department

Maria Mouratidis, Psy.D., Chair
Sean Coyne, Ph.D.
Irena Fedorovsky, Psy.D.

Degrees offered

Major

Campuses

Main Campus

Women's College

The Behavioral Neuroscience is an interdisciplinary Major designed to serve those Women's College students interested in the biological basis of behavior with primary emphasis on brain-behavior relationships. The Program of Study provides a core of Biology, Chemistry, Psychology, and Neuroscience courses. Students explore neurobiology and the neural correlates of behavior, sensation and perception, cognition, animal behavior, genetics, and development grounded in the disciplines of Psychology and Biology. Emphasis is placed on biological and psychological research techniques. In her junior or senior year, the student will integrate the two areas in her practicum, a field experience designed to fit each student's specific interest.

The Behavioral Neuroscience Major prepares the student for masters or doctoral graduate work in the growing field of neuroscience or immediate entry into a career as a research technician. The addition of two semesters of physics

provides excellent preparation for medical school, veterinary school, or graduate school. Behavioral Neuroscience is not eligible to be considered as a Double Major or a Minor if taken in conjunction with the Biology Major or Minor. Those students interested in medical or veterinary school are provided with further specialized advising to prepare them for competitive admissions to such programs.

Behavioral Neuroscience Majors are required to earn a minimum of a C grade in all required courses for their major. Due to the need for carefully scripted movement through the prerequisites and laboratory courses, students with an interest in this Program should contact the Department Chair in their first year to facilitate graduation in four years.

Program of Study

Required Courses (Credits)

BIO-111 Fundamentals of Biology (4)
BIO-230 Unity and Diversity of Life (4)
BIO-239 Genetics (4)
BIO-341 Vertebrate Anatomy (4)
BIO-413 Neurobiology (4)
PSY-101 Introductory Psychology (4)
PSY-210 Research Methods I (4)
PSY-325 Learning and Motivation (4)
PSY-340 Quantitative Methods (4)
PSY-212 Cognition (3)
PSY-220 Introduction to Neuroscience (3)
PSY-223 Biopsychology (3)
PSY-323 Sensation and Perception (4)
PSY-461 Practicum (4) or PSY-463 Independent Research Consisting of a Data Collection Project (3)
CHM-110 General Chemistry I (4)
CHM-111 General Chemistry II (4)
CHM-210 Organic Chemistry I (4)
MAT-110 Discrete Mathematics (3)
MAT-215 Basic Statistics (3)

MAT-243 Linear Algebra (3)
PHY-101 General Physics (4)

Students interested in medical school should take Organic Chemistry II, Physics 102, and Calculus I and II.

It is important that students confer closely with her advisor to facilitate graduation in four years. See Biology, Chemistry, and Psychology Departmental sections for course descriptions.

Four-year Plan

Below is a sample Program of Study for the Behavioral Neuroscience Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
NDMU-100 Perspectives on Education	3	General education/electives	6
PSY-101 Introduction to Psychology	4	BIO-239 Genetics	4
BIO-111 Fund of Biology	4	CHM-111 General Chemistry II	4
CHM-110 General Chemistry I	4	MAT-215	3
[15 credits]		[17 credits]	
Second year			
PSY-210 Research Methods	4	PSY-340 Quantitative Methods	4
BIO-230 Unity & Diversity of Life	4	PSY-325 Learning & Motivation	4
CHM-210 Organic Chemistry I	4	PSY-223 Biopsychology	3
PHL-201 Introduction to Philosophy	3	PHY-101 General Physics	3
PSY-212 Cognition	3		
[18 credits]		[14 credits]	

Third year			
BIO-341 Vertebrate Anatomy	4		
MAT-110 Discrete Mathematics	4		
PSY-220 Introduction to Neuroscience	3	PSY-323 Sensation & Perception	4
BIO-413 Neurobiology	4	PSY-461 Practicum or PSY-463 Independent Research	4
General education/electives	3	General Education/Electives	3
[18 credits]		[15 credits]	
Fourth year			
		MAT-243 Linear Algebra	3
General education/electives	9	General education/electives	12
[15 credits]		[15 credits]	

Careful attention to course sequencing is required since courses are offered on rotating years and to ensure that prerequisites are taken.

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2020-2021

Biology (Major, Minor)

Biology Department
Kenneth Sossa, Ph.D., *Chair*

Jennifer Kerr, Ph.D.

Hangkyo Lim, Ph.D.

Paul J. Weldon, Ph.D.

Rebecca Zordan, Ph.D

Degrees offered

Major
Minor

Campuses

Main Campus

The Biology Department of the College of Arts, Sciences, and Business offers a Major and Minor in Biology to students in the Women's College. It also offers Women's College students preparation for pharmacy, medical, dental, veterinary, graduate schools, and secondary teaching certification. The Department provides a broad view of the biological sciences consistent with the liberal arts tradition of the University.

Summary

The Biology Program of Study incorporates emerging areas of biology; it also integrates these with traditional organismal studies. Small classes, lectures, and seminars explore current trends and provide a climate for individualized learning. Laboratory facilities offer opportunities for hypothesis-driven experimentation that demands student initiative and creativity. In addition, independent student

research is embedded in many courses within the Major. Students may pursue basic or applied research either on campus or at universities or research institutions local, national, and international.

The Program of Study prepares students for employment opportunities in research laboratories, medical and government facilities, pharmaceutical companies and other industries.

The General Education Requirement in the Natural Sciences may be fulfilled by taking BIO-104 Chesapeake Bay, BIO-107 Human Biology, BIO-110 Exploring Concepts in Biology, BIO-111 Fundamentals of Biology, BIO-115 Environmental Science, BIO-116 Conservation Biology or BIO-150 Principles of Evolution (Adult Undergraduate only).

Biology majors must maintain a minimum cumulative grade point average of 2.0 in all courses taken to complete the requirements of the Major. Grades of "C" or better in BIO-111 , BIO-230 and BIO-239 are required to complete the Biology Major.

The Biology Program of Study offers a broadly based approach to biological systems, ranging from molecular and cellular to ecological and evolutionary biology.

Required Courses for a Major In Biology

BIO-111 Fundamentals of Biology (4)
BIO-230 Unity and Diversity of Life (4)
BIO-239 Genetics (4)

Six courses from the following, including either BIO-307 or BIO-311 and at least three at the 400-level

BIO-201 Human Anatomy & Physiology I (4) & BIO-202 Human Anatomy & Physiology II (4) count as one of six courses
BIO-307 Ecology (4)
BIO-311 Evolution (4)
BIO-340 Microbiology (4)
BIO-341 Vertebrate Anatomy (4)
BIO-343 Animal Behavior (4)
BIO-345 Nutrition (3)
BIO-403 Immunology (3)
BIO-410 Cell and Molecular Biology (4)
BIO-411 Special Topics (3)
BIO-413 Neurobiology (4)
BIO-415 Developmental Biology (4)

BIO-425 Biochemistry I (4)
BIO-426 Biochemistry II (4)
BIO-431 Animal Physiology (4)
BIO-473 Biological Research (3-4)

All the following

BIO-451 Senior Seminar (3)
CHM-110 and CHM-111 General Chemistry I, II (8)
CHM-210 and CHM-211 Organic Chemistry I, II (8)
One course in Mathematics (MAT-107 Elementary Functions, MAT-215 Basic Statistics or MAT-211 Calculus I) (3 or 4)

It is strongly recommended students intending to take upper-level chemistry courses or preparing for graduate school take
MAT-212 Calculus II (4) and PHY-101 and PHY-102, General Physics I, II (8)

Secondary Education Certification—Approved Program in Biology

All requirements for the Major. Upper level courses must include both BIO-307 Ecology and BIO-311 Evolution. Students are required to take PHY-101 General Physics I. PHY-102 General Physics II is strongly recommended. In addition, students take the professional education courses offered by the Education Department.

Minor in Biology

BIO-111 Fundamentals of Biology

BIO-239 Genetics

BIO-230 Unity and Diversity of Life

Plus three additional Biology courses at the 300/400 level, including BIO 202; at least one of which must be a laboratory course.

Pre-Medical/Pre-Dental/Pre-Veterinary Programs

All required courses for a Major in Biology plus General Physics I and II (PHY-101, PHY-102), Mathematics through Calculus I (MAT-211), and Biochemistry I and II. The following course choices strongly recommended: Vertebrate Anatomy, Microbiology, Animal Physiology, Immunology and Cell and Molecular Biology. Calculus II (MAT-212) and Basic Statistics (MAT-215) are highly recommended.

Pre-Pharmacy and Biology-Pharmacy Accelerated (3-4) Program

See Pharmacy Studies for a detailed description of program.

Liberal Arts

The student follows the Program of Study that is outlined in the Liberal Arts section of the Catalog. Students should select courses with the assistance of a faculty adviser and be aware that course cycling will impact upper-level course selection.

Biology Four-Year Plan

Within the Program of Study for the Biology Major, many alternatives of a Four-Year Plan are possible; please consult a department representative to discuss options. Students should select courses with the assistance of a faculty adviser and be aware that course cycling will impact upper-level course selection.

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Business (Major, Minor)

Business and Economics Department

Heather L. Carpenter, Ph.D. *Chair*
Ademar Bechtold, Ph.D.
Lawrence Beyer, C.F.A., M.B.A.
Deborah Calhoun, M.B.A., Ph.D.
Jeffrey Hillard, D.B.A.
Charles E. Yoe, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus
Online

The Business and Economics Department offers a major in Business to students in the Women's College, College of Adult Undergraduate Studies, and NDMU Online. It also offers majors in International Business and Marketing Communications in the Women's College. Minors in Business and Entrepreneurship are offered in the Women's College and College of Adult Undergraduate Studies. The Business major includes a broad range of courses that provide the student with a strong foundation of knowledge in business and economics within the liberal arts curriculum. In addition to gaining a thorough understanding of core business concepts, students are taught to act ethically, think critically and creatively, and communicate effectively. Students do not just

read about the latest theories and practices in business, they experience and experiment with them in real business situations. Consulting assignments and internships, as well as use of simulations and the case method, actively engage students in their learning.

Summary

The Program of Study in Business is designed to ensure all Notre Dame Business graduates meet the following core competencies identified by major employers in the Baltimore/Washington corridor:

- Integrate quantitative and qualitative skills to solve problems and support decision-making,
- Demonstrate effective leadership skills in a team environment,
- Communicate effectively in all business environments with different types of media, and,
- Use technology to enhance business productivity and the quality of decision-making

Graduates of the Business Program of Study work in a variety of fields such as accounting, banking, marketing research, project and product management, human resource management, health care administration, nonprofit management, information systems, marketing, portfolio management, investments, law and many types of entrepreneurial adventures.

The Academic Program in Business

Undergraduate Degree

The undergraduate Business degree is offered in three instructional formats.

1. 16-week traditional semester via the Women's College - primarily face-to-face class meetings with 5 to 25 students enrolled.
2. 8-week hybrid course format in weekday evenings from 6:00 pm - 8:45 pm - College of Adult Undergraduate Studies - combining eight face-to-face class meetings along with additional learning online. Students are not required to be online at the same time. Class sizes vary from 5 to 25 students.
3. 8-week totally online course format - NDMU Online - 24/7 IT and library support available - Students rarely required to be online synchronously. Class sizes do not exceed 20 students.

Courses

Class sizes are small and interactive. NDMU faculty are committed to helping students succeed and value greatly student experiences and contributions. Students should expect their thinking to be challenged in a productive and respectful manner. Per Federal guidelines and university policy, each 3 credit course, regardless of course length or format, involves a minimum of 37.5 hours of instruction

and at a minimum of 75 hours of student work outside of class time.

Foundational Business Courses

Courses in Management, Finance, Marketing, Economics, International Business, Law and Accounting provide a solid foundation in the fundamentals of business. [30 credits]

Skills-Based Courses

Courses in data analysis, professional communication, business research, teamwork, negotiation and leadership enhance the technical skills necessary to compete in the workplace. [15 credits]

Advanced Business Policy and Practicum

These two courses enable students to apply the knowledge and skills learned throughout the degree program to strategic issues in business management and in the workplace. The successful completion of Advanced Business Policy, the capstone course, is required of all business majors and should be taken during the student's last semester of study. The four-credit practicum course is required for all Women's College and Adult Undergraduate business majors as well as NDMU Online students who do not have at least two years of full-time professional work experience. The practicum includes a 120-hour internship. [3 to 7 credits]

Business Elective Courses

Students complete their degree requirements either by completing courses for a concentration in accounting, or by completing at least two 400-level Business Elective courses. The upper-division elective courses challenge students to address complex business problems in a chosen field of interest such as finance, management, marketing, international business and human resource management. Students are required to complete two business elective course but are encouraged to take additional business electives if possible. [6 credits]

Accounting Concentration

Intermediate and advanced accounting courses are offered for those WC students interested in preparing for the Certified Public Accountants (CPA) exam. Business students must complete 12 credits of intermediate and advanced accounting courses to fulfill their accounting concentration requirements. Students preparing to take the CPA exam are encouraged to complete as many accounting courses as possible. [12 credits]

A grade of C or better is required for all courses in the Business major or Business minor. Transfer students must complete a minimum of five courses in the Business Major regardless of the number of credits accepted in transfer.

Business Minor

The Business and Economics Department works closely with students in other majors interested in a Minor in Business. Students with a Business minor are better prepared to understand and respond to the business environment in which their career fields operate. Flexibility of the Business minor ensures students have the ability to choose those business courses most helpful in their career fields. The Business minor comprises six courses (18 credits) and requires the student complete at least one course in Economics and BUS-416 Managing Financial Resources. No more than three courses from the student's major may be applied to the completion of the Business minor. No more than nine credits may be transferred into the minor.

Entrepreneurship Minor

The Entrepreneurship minor provides an introduction to both business entrepreneurship and "social entrepreneurship" for students from any major area of academic study. A social entrepreneur is someone who recognizes a social problem and uses entrepreneurial principles to organize, create and manage a venture to promote social change. The Entrepreneurship minor provides students with an opportunity to develop a business plan for either a social or for-profit entrepreneurial organization appropriate for pursuing investors or grants. The Entrepreneurship minor provides all students whose professional plans would benefit from entrepreneurial perspectives and skills a chance to develop their problem-solving, negotiation, organizing, ambiguity and risk tolerance skills. The minor requires the completion of 7 courses (21 credits): BUS-302 Principles of Management, BUS-303 Principles of Marketing, BUS-416 Managing Financial Resources, BUS-401 Entrepreneurship I, BUS-402 Entrepreneurship II, plus two elective courses offered by several departments on campus and chosen and approved in consultation with the Chair of the Business and Economics Department. Business majors do not take BUS-416. No more than three courses from the student's major may be applied to the completion of the Entrepreneurship minor.

Five-Year Option: B.A./M.A.

The Five-year Option enables a full-time WC undergraduate Business major or minor student to complete the Bachelor of Arts and the Master of Arts in Leadership and Management degrees in five years. A student wishing to pursue a five-year integrated program must meet with her advisor and the Chair of the Business and Economics Department before she registers for the fall semester of her senior year to plan her Program of Study and to determine program eligibility and review program requirements.

Study Abroad

Study abroad opportunities exist for all three student groups. They range from a full semester abroad to a 10-day study tour led by NDMU faculty during winter, spring or summer break.

Required Core Courses for Major in Business (Credits)

BUS-225 Data Analysis for Business Decisions I (3)
BUS-253 Financial Accounting
BUS-254 Managerial Accounting
BUS-302 Principles of Management (3)
BUS-303 Principles of Marketing (3)
BUS-304 Legal Environment of Business I (3)
BUS-310 Professional Communications (3)
BUS-321 Corporate Financial Management (3)
BUS-334 Teamwork and Negotiation (3)
BUS-350 International Business (3)
BUS-360 Business Research (Women's College and Adult Undergraduate only) (3)
BUS-325 Data Analysis for Business Decisions II (3)
BUS-400 Leadership (3)
BUS-432 Advanced Business Policy (capstone) (3)
BUS-461 Business Practicum (Required for Women's College) (Required for Adult Undergraduate & NDMU Online only when student has less than 2 years of FT professional experience) (4)
ECO-211 Introduction to Macroeconomics (3)
ECO-212 Introduction to Microeconomics (3)
ECO-402 Money and Banking (3)

Computer competency is required. A student may demonstrate this competency by one of two methods:

1. complete CST-130 Introduction to Microcomputer Applications (or a comparable course) with a grade of "C" or better, or,
2. earn a passing score of 70 percent on the CST-130 Challenge Exam. Business majors must fulfill the General Education Math Requirement with MAT-100, MAT-103, MAT-107 (College Algebra courses), or Calculus.

Students are required to complete either the accounting concentration or at least two of the 400-level business elective courses listed below.

Business Electives (6 Credits)

BUS-105 Introduction to Business and Entrepreneurship (3)
BUS-401 Entrepreneurship I (3)
BUS-406 Leading Innovation and Change (3)

BUS-436 Socially Responsible and Sustainable Business Practices (3)
BUS-442 International Finance (3)
BUS-451 Women in Leadership (3)
BUS-482 Consumer Behavior (3)
BUS-483 Integrated Marketing Communications (3)
BUS-484 Investment Management (3)
BUS-485 Advanced Financial Management (3)
BUS-486 Human Resources Management (3)

Accounting Emphasis (12 Credits)

BUS-337 Intermediate Accounting I (3)
BUS-338 Intermediate Accounting II (3)

Select a minimum of two courses from the following:

BUS-305 Legal Environment of Business II (3)
BUS-335 Cost Accounting (3)
BUS-340 Tax Accounting (3)
BUS-341 Corporate Tax Accounting (3)
BUS-412 Auditing (3)
BUS-421 Advanced Accounting Theory I (3)

Four-Year Plan

Below is a sample Program of Study for the Business Major.

Students should select courses with the assistance of a faculty advisor.

See Course Description for prerequisites and corequisites.

Fall		Spring	
First year			
NDMU-100 First Year Seminar	3	BUS-334 Teamwork and Negotiation	3
ECO-212 Microeconomics	3	ECO-211 Macroeconomics	3
ENG-101 College Writing	3	Foreign Language (if required)	3
BUS-105 Create Your Future: Introduction to Business and Entrepreneurship	3	General Education/Electives	6

Foreign Language	3	Computer Competency Completed	
[15 credits]		[15 credits]	
Second year			
BUS-253 Financial Accounting I	3	BUS-254 Managerial Accounting II	3
BUS-302 Principles of Management	3	BUS-310 Professional Communication	3
BUS-225 Data Analysis for Business Decisions I	3	BUS-325 Data Analysis for Business Decisions II	3
General Education/Electives	6	General Education/Electives	6
[15 credits]		[15 credits]	
Third year			
BUS-303 Principles of Marketing	3		
BUS-321 Corporate Financial Management	3	BUS-350 International Business	3
BUS-304 Legal Environment of Business I	3	BUS-400 Leadership	3
Gen. Ed./Electives and/or Accounting concentration and/or Business electives	6	Gen. Ed./Electives and/or Accounting concentration and/or Business electives	9
[15 credits]		[15 credits]	
Fourth year			
ECO-402 Money and Banking	3	BUS-432 Advanced Business Policy	3
BUS-360 Business Research	3	BUS-461 Business Practicum	4
Business Elective or Accounting Concentration	3	Business Elective or Accounting Concentration	3
General Education/Electives	6	General Education/Electives	6

[15 credits] [16 credits]

Note: Business electives in management, marketing, finance, international business or human resources management may be taken in junior year if prerequisites are completed.

Accreditation

Accreditation Council for Business Schools & Programs (ACBSP)

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

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2020-2021

Catholic Studies (Minor)

Religious Studies Department

Sr. LaReine-Marie Mosely, SND, Ph.D., *Program Director*
Najeeb Hadaad, Ph.D.
Mari Rapela Heidt, Ph.D.
Fr. John McCloskey, OFM Cap, D.Min., Chaplain

Degrees offered

Minor

Campuses

Main Campus

The Catholic Studies Minor is offered to students in the Women's College. It is an interdisciplinary program that provides students with opportunities to encounter the Catholic intellectual tradition in a variety of academic disciplines, including the arts and literature, the natural and social sciences, and philosophy and theology. Students will engage the wealth and depth of Catholic thought and culture in the past and present, and probe issues of faith, reason and culture raised by the dialogue of Catholicism with other fields of inquiry. Courses in the Minor highlight the distinctive contributions of Catholic intellectuals and scholars and reflect on the challenges facing Catholics in the contemporary world. Students will gain a solid interdisciplinary foundation for understanding the interaction between Catholic faith and culture, as well as for appreciating the richness, diversity, and vitality of the Catholic intellectual mission.

The Minor in Catholic Studies consists of seven courses and 21 credits, including Introduction to Catholic Studies and Seminar in Catholic Studies. Introduction to Catholic Studies will introduce

students to the discipline of Catholic Studies, and Seminar in Catholic Studies will serve as a capstone for the specific distribution of courses that each student chooses for her course of study.

A student wishing to Minor in Catholic Studies is encouraged to meet with the Program Coordinator to design an appropriate Program of Study to complement her Major and to receive information about course cycling.

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2020-2021

Chemistry (Major, Minor)

Chemistry Department
Jocelyn McKeon, Ph.D., Chair
Angela R. Sherman, Ph.D.
Zulma Jimenez, Ph. D.

Degrees offered

Major
Minor

Campuses

Main Campus

The Program of Study in Chemistry at Notre Dame is designed to give students a broad view and deep understanding of the chemical sciences. Introductory courses offer the student a solid foundation in chemical principles, while laboratory experiences introduce her to the techniques and practices of modern chemistry. Advanced courses focus on important areas and methods of chemistry such as chemical identification and analyses, data reduction and interpretation, experiment design, synthesis, physicochemical measurements, instrumentation, quantum mechanics, computational chemistry, simulation and modeling, technical writing, and the chemical literature.

Summary

The Chemistry Department of the School of Arts, Sciences, and Business offers a Major and Minor in Chemistry to students in the Women's College. It also offers Women's College students preparation for pharmacy, medical, dental, veterinary, and graduate schools, as well as for secondary teaching certification. Chemistry, the study of matter and energy, is a challenging discipline that prepares

students for many careers including but not limited to: research, pharmaceutical sciences, biotechnology, medicine, engineering and education. Interdisciplinary opportunities may be created by using the Chemistry degree in the context of other fields (including law, business, technical and science writing, and information science).

Juniors and seniors are encouraged to integrate their course experiences by conducting original research under the supervision of one of the faculty. In addition, students are advised to explore chemical work experience through an internship in a government, industrial or medical laboratory in the area.

Students may be invited to be inducted into the Gamma Theta chapter of the Gamma Sigma Epsilon Chemistry Honor Society, or they may join the Student Affiliates of the American Chemical Society. The activities available to students include pursuing internships at institutions in the region, contributing to professional conferences and symposia, attending meetings of the Maryland Section of the American Chemical Society (held on campus and locally), participating in chemistry department seminars and other events, and sponsoring social events. Special opportunities exist for students to work as student lab assistants and in the Department's preparation and stockrooms. Scholarships and awards include the Sister Denise Dooley Scholarship, Anne Dulea Award, CRC Press Chemistry Achievement student award, and the Maryland Section of the American Chemical Society student award.

Students interested in the Chemistry Major, including those who would like to transfer from another institution, should contact a department representative prior to arrival on campus. Students should declare the Major and indicate choice of Program by the beginning of their second semester of study.

For students interested in a career in pharmacy, Notre Dame's School of Pharmacy offers the Doctor of Pharmacy (Pharm.D.) program and a 3-4 (B.A./Pharm.D.) program for Chemistry majors. A 3-2 dual degree program in engineering is also available. Chemistry majors may pursue the B.A. or B.A./M.A.T. program in secondary education as well.

Chemistry Majors and Minors must complete all courses required for the Major/Minor with a minimum grade of C.

Required Courses for a Major in Chemistry

CHM-110 and CHM-111 General Chemistry I and II (8)
CHM-210 and CHM-211 Organic Chemistry I and II (8)
CHM-301 and CHM-302 Physical Chemistry I and II (8)
CHM-303 Analytical Chemistry (4)

CHM-305 Instrumental Analysis (4)
CHM-325 Survey of Biochemistry **OR** CHM-425 Biochemistry I (4)
CHM-350 Chemical Literature (1)
CHM-450 Chemistry Seminar (2)
MAT-211 and MAT-212 Mathematics through Calculus II (8)
PHY-101 and PHY-102 General Physics I and II (8)

ONE course chosen from:

CHM-401 Advanced Topics in Chemistry (4)
CHM-407, CHM-408 Chemical Research I, II (8)
CHM-426 Biochemistry II (4)
CHM-463 Independent Study in Chemistry (4)

Special advanced courses offered at cooperating colleges/universities may be allowed with permission of department advisor and chair. No more than two 300- and/or 400-level chemistry courses (with a minimum grade of C) from a cooperating institution may be used to fulfill requirements for the major.

One course chosen from:

MAT-213 Calculus III (3)
MAT-315 Differential Equations (3)
PHY-201 Modern Physics (3)
CST-295 C++ Object-oriented Programming (3)

Another advanced math/physics or computer course may be substituted with permission of the Chair.

Minor in Chemistry

CHM-110 and 111 General Chemistry I and II (8)
CHM-210 and 211 Organic Chemistry I and II (8)

Choice of two courses with laboratory (with prerequisite) from the following:

CHM-301 Physical Chemistry I
CHM-302 Physical Chemistry II
CHM-303 Analytical Chemistry
CHM-305 Instrumental Analysis
CHM-325 Survey of Biochemistry
CHM-401 Advanced Topics in Chemistry
CHM-425 Biochemistry I or CHM-426 Biochemistry II.

All 300-level and 400-level courses must be taken at Notre Dame.

Pre-Medical, Pre-Dental and Pre-Veterinary Programs

Students complete all chemistry courses listed under the Chemistry Major. Students may substitute one advanced science course (approved by the faculty advisor and program coordinator) for CHM-302, CHM-305 or one of the four credit option courses.

Additional requirements:

BIO-111 Fundamentals of Biology (4)

Three 4-credit courses from the following list:

BIO-415 Developmental Biology
BIO-340 Microbiology
BIO-341 Vertebrate Anatomy
BIO-431 Animal Physiology
CHM-425 Biochemistry I and/or CHM-426 Biochemistry II

Students following this program of study should consider the Minor in Biology.

Students should consult the American Medical Association Bulletin, the admission requirements of American dental schools, and individual medical, dental and veterinary school bulletins or admission officers for more specific requirements. Students also should contact the Pre-Professional Program Advisor early in their course of studies.

Secondary Education Certification—Approved Program in Chemistry

Students who wish to prepare for teaching in secondary schools complete the courses listed under the Chemistry Major along with BIO-111 Fundamentals of Biology and PHY-155 Introduction to Astronomy. In their senior year, pre-service teachers are encouraged to complete CHM-407 Chemical Research I as one of the option courses. One other course substitution may be made when appropriate. In addition, students complete professional education courses offered by the School of Education for the B.A. or B.A./M.A.T. Program.

Dual Degree Program in Chemistry and Engineering

Qualified students with an interest in one of the engineering disciplines, especially chemical engineering or materials science, may obtain a Bachelor of Arts Degree in Chemistry from Notre Dame and a Bachelor's Degree in Engineering from one of our partner schools. Students complete their first three years of study at Notre Dame taking general and advanced courses toward the

Chemistry degree. See the Engineering section for specific program information.

Liberal Arts

The student follows the Program of Study outlined in the Liberal Arts section of the catalog

B.A. Chemistry — Pharmacy (Pharm.D.) Options

Students may wish to complete a degree in Chemistry prior to entering a Doctor of Pharmacy (Pharm.D.) program. This option allows the student to present a strong application and provides a second degree. Many applicants to Pharm.D. programs already hold an undergraduate degree. Students may improve their prospects for admission by using this option and it provides additional career paths. To do so, students complete required courses for the Chemistry Major as indicated (including Calculus II and Physics II). Students prepare for applying to a School of Pharmacy by completing necessary additional prerequisites in sciences (*e.g.* biology courses) and other specific courses in the liberal arts. Students take these courses based on the admission requirements of the Pharmacy School to which they will apply.

Students wishing to apply to the Notre Dame of Maryland University School of Pharmacy must complete additional courses as indicated in the Pharmacy Studies section. The student consults with their academic advisor or the Pre-pharmacy Coordinator no later than junior year to assess academic readiness to take the Pharmacy College Admission Test (PCAT) exam. The student should then follow the appropriate School of Pharmacy application procedure.

Accelerated B.A./Pharm.D. Program (3 + 4)

The Department of Chemistry offers Women's College students an opportunity to earn a bachelor's degree on an accelerated basis in combination with their pursuit of the Doctor of Pharmacy degree at the School of Pharmacy. Consult the Pharmacy Studies section of the Catalog for more information.

Four-Year Plan

Below is a sample Program of Study for the Chemistry Major.

Students should select courses with the assistance of a faculty advisor.

See Course Descriptions for a list of required courses and description of course and program options.

Fall	Spring
First year	
NDMU-100 Perspectives in	

Education	4	ENG-101 College Writing	3
BIO-111 Fundamentals of Biology (recommended for certain programs)	4	RST-105 Introduction to Biblical Studies	3
CHM-110 General Chemistry	4	CHM-111 General Chemistry II	4
MAT-211 Calculus I	4	MAT-212 Calculus II	4
[16 credits]		[14 credits]	
Second year			
CHM-210 Organic Chemistry	4	CHM-211 Organic Chemistry II	4
PHY-101 Physics I	4	PHY-102 Physics II	4
COM-106 Fundamentals of Oral Communication	3	Religious Studies (300/400)	3
History	3	Philosophy (200)	3
Foreign Language	3	Physical Education	1
[17 credits]		[15 credits]	
Third year			
CHM-301 Physical Chemistry I	4	CHM-302 Physical Chemistry II	4
CHM-350 Chemical Literature	1	CHM-401/408/325/426 Advanced Topics/Research/Biochemistry I II	4
CHM-407/425 Research/Biochemistry I	4	Literature	3
Philosophy (300/400)	3	Fine Arts	3
General Education/Electives	6	General Education/Electives	3
[18 credits]		[17 credits]	
Fourth year			

CHM-303 Analytical Chemistry	4	CHM-305 Instrumental Analysis	4
MAT-213/315/PHY-201 or CST-295	3	CHM-450 Chemistry Seminar	2
Social Science	3	Electives/Internship	9
General Education/Electives	6	[15 credits]	

[16 credits]

Courses

BIO-111 Fundamentals of Biology

Focuses on the structure and function of the fundamental unit of life, the cell. Examines basic biological molecules, membrane structure and function, basic metabolism, photosynthesis, cellular reproduction, evolution, genetics and introductory systematics. In weekly laboratory exercises, students design and conduct experiments to answer scenario-based questions. Includes independent small-group laboratory research project that culminates in a student research symposium. Three hours lecture and four hours laboratory. Designed for students with a strong high school background in biology, chemistry and mathematics. Prerequisite: Satisfactory score on the NDMU Placement Exam or BIO-110 with minimum grade of C, or permission or chair. For STEM majors only. Fulfills general education requirement in natural sciences. [4 credits]

BIO-340 Microbiology

Examines the world of microorganisms and their occurrence and roles in nature. Focuses on the study of structure, growth, pathogenicity and genetics of microbes as well as their interactions in microbiome and biofilm communities. In the laboratory, students will learn sterile technique, staining, and culture techniques required for the isolation, identification, and enumeration of microbes, microbial metabolism, microbial genetics and will investigate various factors affecting microbial growth, including antiseptics, disinfectant, and antimicrobial drugs. An independently designed and executed, small-group research project is completed in the laboratory and culminates in a student research symposium. Three hours lecture and four hours laboratory. Prerequisite: BIO-239 and CHM-111, each with a minimum grade of C or permission of the instructor. [4 credits]

BIO-341 Vertebrate Anatomy

Examines the major evolutionary trends in structure and function of the vertebrates. Analyzes the anatomy of fishes, amphibians, reptiles and mammals in the context of phylogeny, ecology and the

physical and chemical environment. Laboratory exercises involve examination of commercially prepared specimens to develop the skills for dissection. Three hours lecture and three hours laboratory. Prerequisite: BIO-230 Unity and Diversity of Life with a minimum grade of C or permission of the instructor. [4 credits]

BIO-415 Developmental Biology

Focuses on the comparative mechanisms by which a single cell gives rise to a complex, multicellular organism. Uses the perspective of classical embryology, modern cell biology and molecular genetics. Includes recent advances in developmental biology with emphasis on species comparisons and evolutionary relationships. Includes small student groups that independently design, implement, analyze and present a semester-long research project that culminates in an audiovisual presentation in a simulated symposium-style format. Three hours lecture and three hours laboratory. Prerequisites: BIO-239 Genetics, BIO-341 Vertebrate Anatomy and CHM-210, each with a minimum grade of C or permission of instructor. [4 credits]

BIO-431 Animal Physiology

Investigates how specific physiological functions and animal behavior have underlying biochemical, cellular and organ system structural designs. Focuses on comparative physiology in the context of how animal systems can be influenced by environmental conditions and how these have been modified through evolution. Includes small group projects in which students independently design, implement, analyze and present semester-long research projects in the form of a simulated symposium. Three hours lecture and three hours laboratory. Prerequisite: BIO-341 Vertebrate Anatomy and CHM-211, each with a minimum grade of C or permission of instructor. [4 credits]

CHM-110 General Chemistry I

Focuses on fundamental chemical concepts and principles with emphasis on inorganic compounds. Explores descriptive and quantitative aspects of chemistry, including atomic and molecular structure, chemical bonding, states of matter, solutions, basic thermodynamics, electrochemistry, equilibrium, acids and bases, and kinetics. Laboratory is coordinated with lecture and emphasizes basic techniques such as titration, spectroscopy, and quantitative and qualitative analysis, along with inorganic synthesis and calculator-based experiments. Three lectures, one discussion period and one laboratory each week. High school algebra required. Satisfies the general education requirement in natural science. [4 credits]

CHM-111 General Chemistry II

Focuses on fundamental chemical concepts and principles with emphasis on inorganic compounds.

Explores descriptive and quantitative aspects of chemistry, including atomic and molecular structure, chemical bonding, states of matter, solutions, basic thermodynamics, electrochemistry, equilibrium, acids and bases, and kinetics. Laboratory is coordinated with lecture and emphasizes basic techniques such as titration, spectroscopy, and quantitative and qualitative analysis, along with inorganic synthesis and calculator-based experiments. Three lectures, one discussion period and one laboratory each week. High school algebra required. Prerequisites: CHM-110 with a minimum grade of C or permission of Chair. Permission of the instructor is required to enroll in CHM-111 if the prerequisite CHM-110 was not fulfilled at Notre Dame. [4 credits]

CHM-210 Organic Chemistry I

Focuses on functional group classification, nomenclature, synthesis, and reactions with a strong emphasis on reaction mechanisms of organic compounds. Laboratory is coordinated with lecture material and stresses basic techniques such as distillation, recrystallization, extraction, and chromatography, along with organic synthesis using macroscale applications. Three lectures, one discussion and one laboratory period per week. Prerequisites: CHM-111 with a minimum grade of C or permission of Chair. [4 credits]

CHM-211 Organic Chemistry II

Focuses on functional group classification, nomenclature, synthesis, reactions, and spectroscopic analysis with a strong emphasis on reaction mechanisms of organic compounds. Laboratory is coordinated with lecture material and stresses basic techniques such as distillation, recrystallization, extraction, and chromatography, along with organic synthesis using microscale applications. Laboratory also includes an introduction to organic structure determination using a variety of spectral methods, including nuclear magnetic resonance spectroscopy, infrared spectroscopy and mass spectrometry. Three lectures, one discussion and one laboratory period per week. Prerequisites for: CHM-210 with a minimum grade of C or permission of Chair. Permission of the instructor is required to enroll in CHM-211 if the prerequisite CHM-210 was not fulfilled at Notre Dame. [4 credits]

CHM-301 Physical Chemistry I

Provides a detailed view and in-depth analysis of the following topics: physicochemical properties of matter in the gaseous, liquid, and solid states; kinetics and thermodynamics of chemical reactions; behavior of solutions; phase equilibria; electrochemistry; introductory-level quantum mechanics; computational chemistry; atomic and molecular structure; and spectroscopy. The relationship between microscopic structure and macroscopic behavior of matter is explored in laboratory activities and characterized in mathematical terms. Three lectures, one four-hour laboratory each week. Prerequisites: CHM-211, MAT-211 and 212 with minimum grade of C. Permission of instructor if

prerequisites are not satisfied. [4 credits]

CHM-302 Physical Chemistry II

Provides a detailed view and in-depth analysis of the following topics: physicochemical properties of matter in the gaseous, liquid, and solid states; kinetics and thermodynamics of chemical reactions; behavior of solutions; phase equilibria; electrochemistry; introductory-level quantum mechanics; computational chemistry; atomic and molecular structure; and spectroscopy. The relationship between microscopic structure and macroscopic behavior of matter is explored in laboratory activities and characterized in mathematical terms. Three lectures, one four-hour laboratory each week. Prerequisites: CHM-301 with minimum grade of C. Permission of instructor if prerequisites are not satisfied. [4 credits]

CHM-303 Analytical Chemistry

Examines principles and practices of quantitative analysis as applied to gravimetric, volumetric, electrochemical and instrumental methods. Emphasizes acid-base, precipitation, redox and complexation chemistry. Statistical methods are used to evaluate the precision and accuracy of data and results. Covers laboratory determinations of representative chemical compounds and use of proper techniques and laboratory practices. Three lectures, one four-hour laboratory each week. Prerequisite: CHM-110, 111 or equivalent with a minimum of C or permission of instructor. [4 credits]

CHM-305 Instrumental Analysis

Examines principles and practices of analytical chemistry using instrumentation. Includes spectroscopic, chromatographic and electrometric techniques. Topics covered include visible, ultraviolet, infrared and atomic spectroscopies; gas and liquid chromatographies; potentiometric, voltammetric and polarographic methods; nuclear magnetic and mass spectrometries; and computer simulations. Analysis of data and presentation of results in journal article format are important features of the course. (Analysis graphics and spreadsheet software are used for this activity.) Three lectures and one four-hour laboratory each week. Prerequisites: CHM-211 and CHM-303 with a minimum grade of C or permission of instructor. [4 credits]

CHM-325 Survey of Biochemistry

Provides an overview of biochemistry. Includes the study of proteins, enzymatic mechanisms and kinetics, energy production, and basic metabolic pathways. Three lectures and one laboratory period per week. Prerequisite: CHM-211 with minimum grade of C or permission of instructor. [4 credits]

CHM-350 Chemical Literature

Designed to familiarize the student with technical writings, peer-review of publications, the major

reference works and journals of chemistry, and to develop skills in effective use of the literature. The course covers effective use of chemistry reference works, databases, abstracts and journals; strategies for online searches; construction and use of bibliographies; proficient use of computer technology and software; analysis and evaluation of chemistry literature. Students use online searching of Chemical Abstracts and other electronic databases via computer and engage in information retrieval using a variety of sources and the Internet. One meeting per week; significant number of out-of-class task-oriented assignments. Co-requisite: 300- or 400-level CHM course or permission of instructor. [1 credit]

CHM-401 Advanced Topics in Chemistry

Explores a variety of topics within the chemical sciences and related interdisciplinary subjects. New/rapidly emerging areas of chemistry are studied and other important topics that emerge in other chemistry courses are explored in more detail and integrated into new areas. Topics may include heterocyclic chemistry, green chemistry, atomic probe microscopy and nanoscience, materials chemistry and nanotechnology, interface analysis and surface science, chemistry and art, molecular modeling, and bioanalytical chemistry. Group activities promote interpretation and synthesis of complex chemical topics. Three meetings and one discussion session per week; laboratory activities are included. Prerequisite: A 300-level CHM lab course with minimum grade of C or permission of instructor. [4 credits]

CHM-407 Chemical Research I

Conducts original laboratory research investigating a topic in the chemical sciences. Includes preliminary literature study, design and execution of experimental work along with presentation of results in written and oral formats. Includes a significant amount of laboratory work each week (six to eight hours), written progress reports and weekly conferences. Junior/senior standing in the major. Admission by permission of faculty member and department chair. Course may not be used for the liberal arts major or for a chemistry minor. [2-4 credits]

CHM-425 Biochemistry I

Focuses on biomolecules, enzyme kinetics, the biochemistry of energy production, nucleic acids, and a description of basic metabolic pathways and their integration in functioning organisms. Three hours lecture and three hours laboratory each week. Prerequisites: BIO-111, CHM-211 with minimum grade of C or permission of instructor. [4 credits]

CHM-426 Biochemistry II

Focuses on biomolecules, enzyme kinetics, the biochemistry of energy production, nucleic acids, and a description of basic metabolic pathways and their integration in functioning organisms. Three hours

lecture and three hours laboratory each week. Prerequisites: CHM-425 with minimum grade of C or permission of instructor. [4 credits]

CHM-450 Chemistry Seminar

Includes presentations about internship experiences, laboratory research and literature findings of current topics in chemistry. In this capstone course, students learn to develop professional communication skills through a research paper, peer review, and presentations. Students attend chemistry seminars or professional meetings given at area institutions as part of this course. Evaluations and summaries of talks are required. Students give a formal presentation to faculty, guests and students during the department's Spring Seminar Series. Two meetings per week. Prerequisite: chemistry major; CHM-350. [2 credits]

CHM-463 Independent Study in Chemistry

Emphasis is on individual study of a specified chemistry topic under the direction of a faculty member. Choice of topic is made in consultation with the student's major advisor and is selected to meet a specific programmatic need. Topics may include medicinal or pharmaceutical chemistry, forensic chemistry or industrial chemistry. Includes significant literature review and study. Laboratory work may be required. Presentation of findings in written and oral formats. Includes significant work each week, written progress reports and weekly conferences. Permission of department chair required. May not be used to satisfy the liberal arts major. [Variable credits (1-4) with typically 3-4]

CST-295 C++ Object-Oriented Programming

Introduces object-oriented programming including objects, classes, inheritance and polymorphism. Includes high-level structures such as pointers and arrays as well as data structures with stacks and queues. Prerequisite: CST-171 or MAT-211. Satisfies the technological competency requirement. [3 credits]

MAT-211 Calculus I

Introduces functions, limits, continuity, differential calculus of polynomial, rational, exponential and logarithmic functions, as well as basic integration techniques. Applications are considered throughout the course with an emphasis on the life sciences. Weekly laboratory is an integral part of the course. Graphing calculators used to explore topics covered. Fulfills the General Education Requirement in Mathematics Prerequisite: Placement in MAT 211 or successful completion of MAT-107. [4 credits]

MAT-212 Calculus II

Studies trigonometric functions, integration by parts and tables, improper integrals, functions of two

variables, partial derivatives, double integrals, differential equations, geometric and power series, basic convergence tests, Taylor polynomials and series, and Fourier polynomials and series. Applications are considered throughout the course with an emphasis on the life sciences. Weekly laboratory is an integral part of the course. Graphing calculator is used to explore topics covered. Prerequisite: Calculus I or placement into MAT-212. [4 credits]

MAT-213 Calculus III

Covers visualization of functions of two variables, contour graphs, vector geometry, partial derivatives, gradient vector, directional derivatives, constrained optimization, double integral in rectangular and polar coordinates, triple integrals in rectangular, cylindrical and spherical coordinates. Applications are considered throughout the course. Mathematica is used to explore topics covered. Prerequisite: Calculus II or placement into MAT-213. [3 credits]

MAT-315 Differential Equations

Introduces the solution, applications and theory of ordinary differential equations. Topics include: solutions of differential equations, initial value problems, boundary value problems, Laplace transforms and series solutions. Prerequisite: MAT-212. [3 credits]

PHY-101 General Physics I

Studies the fundamental physical laws of nature and their use in understanding natural phenomena. Course provides a knowledge base for study in all areas of science and mathematics. Topics include kinematics, dynamics of motion, Newton's laws, rotational mechanics and conservation of energy and momentum. Development of the concepts of vector algebra and calculus are provided as needed. Three lectures, one three-hour laboratory weekly. Fulfills general education requirement in natural science. [4 credits]

PHY-102 General Physics II

Continues studies of the fundamental physical laws of nature and their use in understanding natural phenomena. Topics include classical wave motion, acoustics, optics, electricity and magnetism. Development of the concepts of vector algebra and calculus are provided as needed. Three lectures, one three-hour laboratory weekly. [4 credits]

PHY-201 Modern Physics

Traces the development of ideas and theories that have shaped physics in the last 100 years. Topics include relativity, quantum theory, atomic and nuclear structure, particle physics and cosmology. Course can be used to fulfill minor in physics. Prerequisites: PHY-102 and MAT-212. [3 credits]

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Communication Arts (Major, Minor)

Communication Arts Department
Britt Christensen, Ph.D., *Chair*
Pamela O'Brien, Ph.D.
Fran Mindel, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus

The Communication Arts Department of the College of Arts, Sciences and Business offers a Major and Minor in Communication Arts to students in the Women's College. The Program provides an intensive study of communication between and among persons via the mass media and in cyberspace. The Department mission is to enable students to be knowledgeable creators and astute consumers of messages within our increasingly complex, technological society. The core curriculum aims to develop the student's talents in communicating effectively in print, in visuals, in speech, and with diverse types of media. By offering additional choices through a series of electives, the Program also encourages students to design a specialty within the communication fields, such as advertising, video and digital media, public relations, journalism, or corporate communication. Through internships, practicums, and advanced courses, the student learns in more depth about the theory and practices of the specific communication area of the student's interest.

Summary

Department facilities include a digital, wireless green screen studio with computer-based nonlinear editing, ENG equipment for video field work, the campus streaming radio station, NDMU radio, and student-run newspaper, ***Columns***. Classes meet frequently in the department's Macintosh laboratory for sessions on writing, digital publishing, digital design work, and multimedia presentations.

Early internships during the sophomore and junior years may be taken to explore various career areas in which students may be interested. All Communication Arts majors must complete an advanced practicum with an approved organization as part of their senior year experience.

Graduates in Communication Arts have been employed in settings as varied as C-SPAN, Animal Planet, SmartCEO magazine, Baltimore Magazine, the Baltimore Office of Promotion and the Arts, and The Johns Hopkins Bayview Medical Center. They serve as advertising media planners, Webmasters, media relations experts, television producers, newspaper editors and sports information directors. An active Advisory Board of department graduates assists the faculty in preparing students for careers. The Department sponsored the first student chapter of the Association for Women in Communications in the State of Maryland.

The General Education requirement in Fine Arts may be fulfilled by any of the following courses: COM-325, COM-330 or COM-351.

The General Education proficiency in Oral Communication may be fulfilled by COM-106 or COM-206. COM-106 is designed specifically for non-Communication Arts majors; Communication Arts majors and Minors must complete COM-206.

The General Education Requirement in Gender Studies may be met by completing COM-330, COM-382 or the honors course COM-329. COM-329 also fulfills the requirement in history.

The General Education Requirement in Cross-cultural Studies may be met by completing COM-303. Communication arts Majors and Minors must complete all courses for the Major/Minor (including departmental electives) with a grade of C or higher.

Program of Study

Required Courses for a Major in Communication Arts (Credits)

COM-101 Introduction to Media Writing (3)
COM-131 Mass Media and Society (3)
COM-201 Interpersonal and Team Communication (3)
COM-206 Speaking in Professional Settings (fulfills general education requirement for majors) (3)
COM-210 Social Media (3)

COM-310 Media Literacy (3)
COM-313 Digital Media Skills (3)
COM-314 Reporting and Writing News (3)
COM-356 Communication Research Methods (3)
COM-441 Mass Communication Law (3)
COM-461 Communication Arts Practicum (4)

Students also take four additional courses of their choice to prepare for specific careers in communication. Students interested in digital production are strongly encouraged to enroll in DMA-201 Time-Based Media.

Minor in Communication Arts

COM-101 Introduction to Media Writing (3)
COM-131 Mass Media and Society (3)
COM-201 Interpersonal and Team Communication (3)

Plus three communication arts electives of the student's choice, two of which must be at the 300- or 400-level (9)

N.B. Majors and Minors must complete COM-206 Speaking in Professional Settings with a grade of C or higher to fulfill the communication proficiency requirement in General Education.

Four-Year Plan

Below is a sample Program of Study for the Communication Arts Major.

Students should select courses with the assistance of a faculty advisor. The plan is intended as a guide only. Many variations are possible.

Fall		Spring	
First Year			
COM-131 Mass Media and Society	3	COM-101 Introduction to Media Writing	3
Foreign Language	3	COM Elective	3
Natural Science	4	Mathematics	3
ENG-101 College Writing	3	RST-201 Introduction to Biblical	3

		Studies	
NDMU-100 First Year Seminar	3	History or Social Science	3
[16 credits]		Physical Education	1
		[16 credits]	
Second Year			
COM-201 Interpersonal and Team Communication	3	COM-206 Speaking in Professional Settings	3
COM-210 Social Media	3	COM elective	3
PHL-201 Introduction to Philosophy	3	History or Social Science	3
English Literature	3	PHL or RST 300/400 level	3
General Education/Course in minor	3	General Education/Course in minor	3
[15 credits]		[15 credits]	
Third Year			
COM-314 Reporting and Writing News	3	COM-356 Communication Research Methods	3
COM Elective	3	COM-310 Media Literacy	3
Course in Minor	3	COM-313 Digital Media Skills	3
Gender Studies/Cross-Cultural	3	Gender Studies/Cross-Cultural	3
PHL or RST 300/400 level	3	Ethics/Values Requirement	3
[15 credits]		[15 credits]	
Fourth Year			
COM-441 Mass Communication Law	3	COM-461 Practicum	4

COM Elective	3	General Education/Minor/Electives	9-11
General Education/Course in Minor	6	[13-15 credits]	
Internship	3		
[15 credits]			

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NDMU Catalog

2020-2021

Computer Information Systems (Major, Minor)

Mathematics, Physics, and Computer Studies Department

Alexandra Chaillou, Ph.D., *Chair*
Thomas Narock, Ph.D.
Kyongil Yoon, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus

The Computer Information Systems Program of Study provides the tools needed for career options in diverse fields such as applications development, system and/or software support, computer programming, software engineering, information systems management, systems analysis and design, Web page development and maintenance, and database support.

Summary

Computer Information Systems (CIS) is the study of the effective and efficient use of computer technology to advance the missions of organizations. A Major or Minor in Computer Information Systems or a Minor in Computer Science prepares students to effectively implement computer resources for organizations. It requires the ability to learn and utilize constantly evolving computer technology and social media. The curriculum reflects the basic activities of computer information systems: analyzing, planning, programming, developing, implementing and evaluating new uses of computer technology. Courses in Computer Information Systems prepare students for teamwork and leadership and stress the importance of workplace and life skills including written and verbal communication.

Based on recommendation of the Association of Computing Machinery, the goals of the CIS program are:

1. Foster a broad business and real world perspective in technology;
2. Develop strong analytical and critical thinking skills;
3. Enhance interpersonal communication and team skills, and encourage ethical principles;
4. Model creative information technology solutions that enhance organizational performance.

The Computer Studies Program of Study in the School of Arts, Sciences, and Business offers a Major and Minor in computer information systems to students in the Women's College. The Computer Information Systems Minor can be paired with any Major and is particularly useful with a Major in Business. In addition, a Minor in Computer Science is offered in the Women's College.

A minimum grade of C is required in all computer information systems courses for Computer Information Systems Majors and Minors, and in all Computer Science courses.

Required Courses for a Major in Computer Information Systems (Credits)

CST-141 Fundamentals of Information Systems (3)
CST-171 Programming Concepts (3)
CST-261 Web Page Design (3)
CST-295 C++ Programming (3)
CST-321 Java Programming (3)
CST-385 Systems Analysis (3)
CST-421 Database Concepts (3)
CST-489 Computer Studies Seminar (3)
ECO-211 or ECO-212 (3)
BUS-302 or 303 (3)
MAT-215 Basic Statistics (3)

Two electives from:

CST-355 Project Management (3)
CST-356 Internet Communication (3)
CST-411 Topics in Computer Information Systems (3)
CST-481 Telecom & Networking (3)

Required Courses for a Minor in Computer Information Systems

CST-141 Fundamentals of Information Systems (3)

CST-171 Programming Concepts (3)
CST-261 Web Page Design (3)
CST-295 C++ Programming (3)
CST-385 Systems Analysis (3)
CST-421 Database Concepts or CST-489 Computer Studies Seminar (3)

Four-Year Plan

Below is a sample Program of Study for the full-time Computer Information Systems Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
CST-141 Fundamentals of Information Systems	3	CST-171 Programming Concepts	3
NDMU-100 Perspectives in Education	3	ECO-211 Macroeconomics or ECO-212 Microeconomics	3
ENG-101 College Writing	3	Literature	3
Foreign Language	3	General Education/Electives	6
General Education/Electives	3	Physical Education	1
[15 credits]		[16 credits]	
Second year			
CST-295 C++	3	CST elective	3
MAT-215 Basic Statistics	3	COM-106 Fundamentals of Oral Communication	3
History	3	Natural Science	4
BUS-302 Management or BUS-303 Marketing	3	RST-201 Introduction to Biblical Studies	3
General Education/Electives	3	CST-321 Java Programming	3

[15 credits]		[16 credits]	
Third year			
CST-261 Web Page Design	3	CST-385 System Analysis	3
Philosophy (200-level)	3	CST-elective	3
General Education/Electives	9	Religious Studies (300/400-level)	3
[15 credits]		General Education/Electives	6
Fourth year		[15 credits]	
CST-421 Database Concepts	3	CST-489 Computer Studies Seminar	3
Philosophy (300/400-level)	3	CST elective	3
Fine Arts	3	General Education/Electives	9
General Education/Electives	6	[15 credits]	
[15 credits]			

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Computer Science (Minor)

Mathematics, Physics, and Computer Studies Department

Thomas Narock, Ph.D.
Kyongil Yoon, Ph.D.

Degrees offered

Minor

Campuses

Main Campus

The Computer Science Minor can be paired with any Major and is frequently taken in combination with a Mathematics, Engineering, or Physics Major. A Minor in Computer Science is the study of algorithmic approaches to problem-solving. Computer Science enhances technical skills for scientific applications with mathematical and analytical skills. A Major and Minor in Computer Information Systems or a Minor in Computer Science prepares students to effectively implement computer resources for organizations.

Required Courses for a Minor in Computer Science

CST-171 Programming Concepts (3)
CST-261 Web Page Design (3)
CST-295 C++ Programming (3)
CST-321 Java Programming (3)
MAT-211 Calculus I (4)
MAT-212 Calculus II (4) or MAT-110 Discrete Mathematics (3)

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NDMU Catalog

2020-2021

Criminology (Major, Minor)

Criminology Department
Maria Mouratidis, Psy.D., *Chair*
Amy Grau, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus

The Criminology Program of Study in the School of Arts, Sciences, and Business offers a Major and Minor in Criminology and a Minor in Sociology to students in the Women's College. The Program provides students an opportunity to pursue studies leading to graduate school or a career in the administration of justice. The Program is structured around the study of both crime and deviance to ground students with an understanding of criminal behavior and the official reactions to such behavior. The curriculum draws on social science disciplines including Sociology and Psychology as well as applied field experiences to analyze criminal behavior. Criminology as a discipline examines evolution of criminological theory and societal factors at the micro and macro levels focused on the etiology crime and criminal behavior. Most courses include content related to criminal justice themes. Prepares students to pursue a wide range of career paths in law, corrections, policing, victim advocacy, child welfare and juvenile justice.

Criminology, as a discipline, is grounded in the liberal arts tradition, as an interdisciplinary field of study drawing on subjects such as history, psychology, sociology, political science, and biology. Students develop critical thinking and analytical skills applied to a range of issues related to crime and society. Students are challenged to critically evaluate criminal justice institutions through the lens of

social justice and to understand the impact they have on the lives of women, the poor and minorities, particularly in Baltimore City. The Sociology Minor supplements this mission by providing students with the intellectual tools to examine the roles of various social institutions.

Criminology, as a discipline, is concerned with uncovering the root causes and consequences of crime. A Criminal Justice curriculum studies the three main elements of the justice system: policing, courts, and corrections. Criminology provides a theoretical foundation to support the examination of patterns concerning deviant and criminal behavior, offenders, and victims. Throughout the criminology curriculum, students learn about the justice system but from a sociological perspective with a critical focus on the issues in how to seek justice and with commitment to improve the justice system.

Criminology Curriculum Goals and Learning Objectives

Goal 1: Develop a norm of social responsibility professionally and personally

1.1 Students will develop values.

1.2 Students will articulate the utility of the criminological perspective as one of several perspectives of social reality as it relates to the operation of the criminal justice system.

1.3 Students will explain the importance of reducing the negative effects of social inequality as it relates to the criminal justice system

Goal 2: Critically analyze the nature and operations of the criminal justice system and how this relates to social institutions, structures, and culture

2.1 Demonstrate skills in recall, analysis, application, synthesis, and evaluation.

2.2 Identify underlying assumptions in theoretical orientations or arguments

2.3 Identify underlying assumptions in particular methodological approaches to an issue.

2.4 Demonstrate knowledge of positivist approaches to the study of crime, including psychological, biological, and rational choice.

2.5 Demonstrate knowledge of constructionist approaches to the study of crime, including functionalism, conflict theory, feminist theory, and symbolic interactionism.

2.6 Demonstrate knowledge of the causes of crime and the methods and tools used to study, prevent and control crime.

2.7 Describe the institutions and actors involved in the apprehension, prosecution, punishment, and reintegration of those accused of crime.

2.8 Identity the legal, economic and political frameworks underlying the criminal justice system other social institutions, structures, and culture.

Goal 3: Evaluate and produce ethical research designs

3.1 Identify basic methodological approaches and describe the general role of methods in building criminological knowledge.

3.2 Compare and contrast the basic methodological approaches for gathering data.

3.3 Design a research study in an area of choice and explain why various decisions were made.

3.4 Identify and apply the principles of ethical criminological practice.

3.5 Use technical skills in retrieving information from the internet.

3.6 Use computers appropriately for data analysis.

Goal 4: Integrate academic learning with field experience

4.1 Apply theoretical paradigms, utilize criminological knowledge in field experience.

4.2 Practice good ethics in field experience.

Goal 5: Demonstrate competent scientific written and oral communication using APA style

5.1 Write in appropriate social science style and accurately convey data findings.

5.2 Demonstrate the ability to express ideas in a clear and coherent manner in oral presentations.

5.3 Students will be able to write in a competent and effective manner to communicate and apply concepts from criminology.

Student majoring in Criminology participate in a practicum or field experience with a criminal justice or social service agency that gives the student an opportunity to integrate theory, science and practice of criminology. The field experience is a capstone course that includes a seminar course directed by a faculty member designed to help students integrate the field experience with their classroom learning, as well as to prepare students for entry into graduate school or successful careers upon graduation. In addition to the practicum course, students complete a senior seminar on an advanced topic in the discipline or complete an independent research project. Students who choose the independent study option are mentored by a faculty to complete an original research project which involves original data collection, analysis, writing of a research report and delivering a presentation.

The Criminology and Social Deviance Program also offers minors in Criminology and Sociology. The

Criminology Minor provides students a basic understanding of criminal behavior and the criminal justice response in the context of today's society. Graduates will be prepared to succeed in an occupation involving interaction with people, including policymaking, community action, social research and social services. Many criminology majors choose to complete a minor in forensic psychology.

Students with a 3.2 grade point average overall and a 3.2 grade point average in their major courses may become active members of *Alpha Phi Sigma*, the national honor society in criminal justice.

Criminology courses that fulfill the General Education Requirement in Gender Studies: SOC-209, SOC-215, SOC-271, CRM-315, CRM-325.

All courses credited toward the Criminology Major or Minor must be completed with a grade of C or higher.

Technical Standards

A student must have abilities and skills in five areas for CRM 461: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but a student should be able to perform in a reasonably independent manner.

1. **Observation:** The student must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of all the other senses.
2. **Communication:** The student must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Student must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The student must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The student must be able to problem-solve, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The student must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Students must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The student must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion,

integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Students who may not meet the technical standards are encouraged to contact the NDMU Director of Accessibility and Health Promotion to discuss and identify what accommodations, if any, would need to be made in order that the student might be able to meet the standards.

Programs of Study

Required Courses for a Major in Criminology and Social Deviance (Credits)

CRM-101 Introduction to Criminology (3)
CRM-203 Theories of Crime and Social Deviance (3)
CRM-360 Research Methods and Crime Analysis (4)
CRM-461 Practicum (4)
PSY-210 Research Methods (4)
SOC-101 Introductory Sociology (3)
SOC-209 Race, Class and Gender (3)
One course from the following:

SOC-411 Advanced Topics (3)
SOC-463 Independent Research (3)

Six courses from the following, at least 3 at the 300 level:

CRM-130 Criminology at the Movies (3)
CRM-205 Policing and Society (3)
CRM-220 Criminal Law and Procedure (3)
CRM-230 Terrorism & Homeland Security (3)
CRM-240 Corrections in America (3)
CRM-310 The Criminal Justice System (3)
CRM-311 Special Topics in Criminology (3)
CRM-320 Juvenile Delinquency (3)
CRM-325 Violence Against Women (3)
CRM-330 Human Trafficking (3)
SOC-222 Social Problems or SOC-371 Honors: Social Problems (3)
SOC-301 Social Justice (3)
SOC-340 Deviance and Social Control (3)

Required Courses for a Minor in Criminology

CRM-101 Introduction to Criminology (3)
CRM-203 Theories of Crime and Social Deviance (3)
CRM-360 Research Methods and Crime Analysis (4)
SOC-101 Introductory Sociology (3)
Two courses from the following:

CRM-130 Criminology at the Movies (3)
CRM-230 Terrorism & Homeland Security (3)
CRM-240 Corrections in America (3)
CRM-310 The Criminal Justice System (3)
CRM-311 Topics in Criminology (3)
CRM-320 Juvenile Delinquency (3)
CRM-330 Human Trafficking (3)
SOC-222 Social Problems or SOC-371 Honors: Social Problems (3)
SOC-301 Social Justice (3)
SOC-315 Sociology of Law (3)
SOC-340 Deviance and Social Control (3)
Senior Experience: (choose one)

SOC-411 Advanced Topics (3)
SOC-463 Independent Research (3)

Four-Year Plan

Below is a sample Program of Study for full-time Criminology majors. Students should consult with the Program Coordinator for their academic plans as many courses are offered on alternating years.

FALL		SPRING	
First year			
ENG 101 College Writing	4	SOC-101 Introduction to Sociology	3
CRM-101 Introduction to Criminology	3	MAT-215 Basic Statistics	3
NDMU-100 Perspectives on Education	3	General Education/Electives	9
General Education/Electives	6	[15 credits]	
[16 credits]			
Second year			

CRM-203 Theories of Crime	3	CRM-360 Research Methods + Crime Analysis	4
SOC-209 Race, Class, Gender	3	Criminology Elective	3
PSY-210 Research Methods	4	General Education/Electives	9
General Education/Elective	6	[16 credits]	
[16 credits]			
Third year			
Criminology electives	6	Criminology electives	6
General Education/Electives	9	General Education/Electives	9
[15 credits]		[15 credits]	
Fourth year			
CRM-461 Practicum	4	Departmental Senior Elective	3
General Education/Electives	6	General Education/Electives	9
Criminology elective	3	[12 credits]	
[13 credits]			

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NDMU Catalog

2020-2021

Digital Media Arts (Major, Minor)

Communication Arts Department

Pamela O'Brien, Ph.D.,*Chair*
Debra Minick Franklin, Ph.D.
Britt Christensen, Ph.D.
Fran Mindel, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus

The Digital Media Arts Program of Study in the College of Arts, Sciences, and Business offers a Major and Minor to students in the Women's College. The Program provides a solid foundation in technology, a rich creative background in the arts and the communication skills necessary to convey ideas in the digital realm.

Summary

The curriculum of the Major is interdisciplinary, including courses in Art, Computer Studies, and Communication Arts. As the arts, the world of media and the business environment are increasingly dependent on digital communication competencies - the Digital Media Arts Program of Study will prepare students for positions with these employers.

The graduate in Digital Media Arts will be able to: create effective visual communications strategies that could assist individuals and businesses, use technology to address visual communication challenges, analyze the historical impact design and visual communications have had on our culture, evaluate the moral and ethical issues related to visual media, art, and technology, apply formal design

principles to solve visual communication problems, and work effectively as an individual and as a member of a creative team.

Students are strongly encouraged to complete PHL-320 Aesthetics or PHL-334 Business Ethics to complement their Program of Study and meet General Education Requirements.

Students will complete much of their work in the department's digital media lab, equipped with Macintosh computers and Adobe Creative Cloud. The campus video, art and photography studios also support instruction in this Program.

As the culminating experience in the Major, students complete a practicum in the form of an intensive, advanced internship. During the spring of their senior year, they are placed in an entry-level position in an area business in order to refine their professional competencies as they prepare to begin their careers.

Students must earn a minimum GPA of 3.0 in all Major courses taken to fulfill the requirements of the Digital Media Arts Major. ART 101 and ART 102 should be completed as early as possible in the student's Program of Study, ideally concurrent with DMA-101.

Required Courses for a Major in Digital Media Arts (33–42 Credits)

Visual Core (15 credits)

DMA-101 Graphic Design I (3)
ART-101 Drawing 1 (3)
ART-102 Color and Design (3)
ART-162 Digital Photography (3)
DMA-201 Time-Based Media (3)

Media Studies (6 credits)

COM-210 Social Media (3)
COM-310 Media Literacy (3)

Web and Animation (9 credits)

CST-261 Web Page Design (3)
CST-260 Web Animation (3)
DMA-360 Animation and Motion Graphics (3)

Digital Media Practicum (3 credits)

DMA-461 Digital Media Practicum (3)

Approved Electives

ART-321 Life Drawing (3)
ART-419 Digital Photography II (3)
COM-351 Art of the Film (3)
COM-401 Writing for the Web (3)
CST-295 C++: Object-Oriented Programming (3)
CST-321 JAVA Programming (3)
DMA-253 Graphic Design: Theory and Practice (3)
DMA-351 Graphic Design II (3)
DMA-375 Typography (3)
DMA-411 Topics in Digital Media (3)

Emphasis in Graphic Design

Students who wish to emphasize in graphic design within the Digital Media Arts Major complete the following three courses in place of the electives above.

DMA-253 Graphic Design: Theory and Practice (3)
DMA-351 Graphic Design II (3)
DMA-375 Typography (3)

Minor in Digital Media Arts

Students may declare a Minor in Digital Media Arts by competing 18 credits as follows:

DMA-101 Graphic Design I
DMA-201 Time-Based Media
DMA-360-Animation and Motion Graphics

Three additional courses (9 credits), one in Art, one in Computer Studies and one in Communication Arts, chosen from the approved list of program courses in consultation with the coordinator.

Four-Year Plan

Below is a sample Program of Study for the Digital Media Arts Major. Students should select courses with the assistance of a faculty advisor. This listing is intended as guide only.

First year

NDMU-100 First Year Seminar	3	Foreign Language	3

ENG-101	3	Literature	3
Foreign Language	3	COM-101 Oral Communication	3
ART-101 Drawing 1	3	ART-102 Color and Design	3
DMA-101 Graphic Design I	3	History	3
[15 credits]		[15 credits]	
Second year			
Foreign Language	3	PHL-200-level	3
MAT-110 Discrete Mathematics	3	Social Science	3
RST-201 Intro to Biblical Studies	3	COM-310 Media Literacy	3
ART-162 Digital Photography	3	CST-260 Web Animation	3
DMA-201 Time-Based Media	3	DMA-253 GD Theory	3
[15 credits]		[15 credits]	
Third year			
PHL-300/400-level	3	Religious Studies 300/400	3
Natural Science	4	General Electives/Minor	3
DMA-351: Graphic Design II	3	DMA-375 Typography	3
COM-210 Social Media	3	Major Elective	3
CST-261 Web Page Design	3	DMA-360 Motion Graphics	3
[16 credits]		[15 credits]	
Fourth year			
Physical Education	1	4 General Electives/Minor	9

4 General Electives/Minor	12	DMA-461 Practicum	3
[13 credits]		[12 credits]	

Courses

DMA-101 Graphic Design I

Explores graphic communication through understand-ing the elements and principles of design, as well as the design process, from idea development through final execution. Emphasizes two-dimensional design, color and content creation, while employing the design process of research, sketching and experimentation. [3 credits]

DMA-201 Time-Based Media

Provides experience in the fundamentals of time-based design. Students will create projects that deal with narrative elements, composition, motion, variables and type. Storyboard project planning and software animation will be covered. [3 credits]

DMA-253 Graphic Design, Theory and Practice

Offers an introduction to the theories and practices of graphic design. Provides a historical analysis of visual communication with emphasis on the development of the profession of graphic design and the relationship of commerce and technology to the history of graphic design. Formerly ART-253. [3 credits]

DMA-351 Graphic Design II

Advances computerized graphic design skills with an emphasis on Adobe InDesign. Students learn software-specific skills needed for full color graphic arts and pre-press production. Clear and precise visual communication, problem solving and presentation are stressed. Focus on portfolio development. Formerly ART-351. [3 credits]

DMA-360 Animation and Motion Graphics

Engages students in a more intensive investigation of animation through the analysis of motion and transformation with photograph, video, illustration, and animation in traditional and digital media, with a focus on Adobe After Effects. Students learn how images and type are choreographed to produce attractive and dynamic motion graphics. Prerequisite: DMA-201. [3 credits]

DMA-375 Typography

Investigates problem-solving strategies concerned with the selection, organization and presentation of text. Students will enhance digital typesetting skills to effectively present information in print and motion applications. Topics include origins of the alphabet, typeface classifications, abstract communication with letterforms and design with text. Formerly ART-375. Prerequisite: DMA-101 or permission. [3 credits]

DMA-401 Computer Animation

Engages students in an intensive investigation of animation through the analysis of motion in traditional and digital media. Students apply skills to various anatomical problems to find modeling and rigging solutions for character motion. Major emphasis is placed on proper identification of controls for the end user. [3 credits]

DMA-411 Topics in Digital Media

Surveys current topics of interest within the field of graphic design, video, animation, web and social media. Projects in typography, book design, motion, digital imaging and a variety of other methods will be addressed in different sessions to complete the course portfolio. May be taken more than once on different topics. Prerequisite: will differ depending on topic. [3 credits]

DMA-461 Digital Media Practicum

Structures a professional-level internship that places students in an entry-level position at a high-tech company in the Greater Baltimore area. Students will work under close supervision of faculty and the agency sponsor with the intention of gaining in-depth experience in the field. [3 credits]

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Economics (Minor)

Business and Economics Department

Heather L. Carpenter, Ph.D., *Chair*
Ademar Bechtold, Ph.D.
Charles E. Yoe, Ph.D, *Coordinator*

Degrees offered

Minor

Campuses

Main Campus

The Business and Economics Department of the College of Arts, Sciences, and Business offers a Minor in Economics to students in the Women's College. Economics is the study of the way individuals and societies choose to use scarce resources in both the private and public sectors. Economic concepts are applied to nearly every aspect of human activity from ensuring food safety; supporting transportation systems and health care services; shaping international trade policy, government monetary and fiscal policy; and evaluating political, social, environmental and other issues. As an indication of the importance of economics, it is the only social science for which a Nobel Prize is awarded.

Summary

Women's College and College of Adult Undergraduate Studies

Economists use their knowledge and skills to advise business firms, banks, and other financial institutions, government agencies, international organizations, environmental organizations, special interest groups, and others. The overarching goal of the Economics Program of Study is to enable students to "think like an economist." Thinking like an economist requires problem-solving skills and

creative thinking.

Economics graduates from Notre Dame have used their education and internship experiences as avenues to careers in local, state and federal government agencies, as well as in the private sector. Many also have used their classroom and practical experiences as stepping-stones to advanced degrees in economics, law, business and a variety of other fields. Our graduates are employed by organizations such as Motorola, Inc., Legg Mason, and the Federal Reserve Bank. Several own their own companies. Students have earned graduate degrees at institutions such as Johns Hopkins University, Virginia Polytechnic University, Georgetown University, the University of New York, and the University of Brussels, Belgium.

The following Economics courses satisfy the General Education Requirement in Social Sciences: ECO-211, ECO-212 and ECO-220.

ECO-404 fulfills the General Education Requirement in Cross-cultural Studies.

Economics Minors must have a minimum grade of C in all courses to satisfy the Minor.

Required Courses for the Minor in Economics

ECO-211 Introduction to Macroeconomics (3)
ECO-212 Introduction to Microeconomics (3)
ECO-311 Applied Macroeconomics or ECO411 Topics in Economics or ECO463 Independent Study in Economics (3)
ECO-402 Money and Banking (3)
ECO-404 International Economics (3)
ECO-440 Economics of the Environment and Natural Resources **or** ECO-330 Honors: Food Safety Risk Analysis (3)

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Engineering (Dual Degree)

Math, Computer Studies, and Physics Department

Brian Christy, Ph.D., *Program Coordinator, Mathematics, Physics and Computer Studies Department*

Degrees offered

Dual-Degree

Campuses

Main Campus

The College of Arts, Sciences, and Business has established a dual-degree program enabling qualified Women's College students to earn both a Bachelor of Arts degree from Notre Dame and a Bachelor of Science degree from either the G.W.C. Whiting School of Engineering at The Johns Hopkins University or the Fu Foundation School of Engineering and Applied Science at Columbia University.

Summary

This integrated dual-degree program will enable the student to broaden her knowledge of the liberal arts and sciences and to develop her professional experience in a selected field of engineering.

Graduates of the Program have positions with organizations such as NASA/Goddard Space Flight Center, NASA/Marshall Space Flight Center, Lockheed Martin, U.S. Naval Research Laboratories, CSX Corporation, Whiting-Turner Contracting Company, the U.S. Nuclear Regulatory Commission, Baltimore Gas and Electric Corp., U.S. Army Aberdeen Test Center, Thornton Tomasetti, and the Peace Corps.

Students in the Program will be admitted initially by Notre Dame where they will complete General Education Requirements and advanced work in a Major for the Bachelor of Arts degree, such as Chemistry, Computer Information Systems, Mathematics or Physics. Each student will then apply to

Johns Hopkins or Columbia University; admission is competitive and is not guaranteed. If admitted, the student will spend an additional two years completing the requirements for a Bachelor of Science degree in one of the following disciplines:

- **Biomedical Engineering** encompasses the application of engineering principles to medical and biological problems (available at Columbia University).
- **Chemical Engineering** relies upon the laws of chemistry, physics and mathematics to change the constitution of substances via chemical processes. Chemical engineers develop processes, design equipment, operate plants and guide applications, and work in the chemical, petroleum, metallurgy, plastics and pharmaceutical industries (The Johns Hopkins University or Columbia University).
- **Civil Engineering** reflects the breadth of the engineering disciplines in the planning and designing of the nation's buildings, bridges, transportation systems and environmental programs (The Johns Hopkins University or Columbia University).
- **Electrical and Computer Engineering** includes the fields of communications, control systems, electronics and digital systems (The Johns Hopkins University or Columbia University).
- **Materials Science and Engineering** is concerned with the characterization and manipulation of structure, properties, performance, processing and production of all materials (The Johns Hopkins University or Columbia University).
- **Mechanical Engineering** deals with the concerns of energy through useful mechanical devices (The Johns Hopkins University or Columbia University).

When the Bachelor of Science degree is awarded from the engineering school, the Bachelor of Arts degree from Notre Dame also will be granted.

Students with an interest in disciplines not represented in the above-itemized list or are interested in pursing the Field of Engineering at another institution should contact the Program Coordinator to determine the most appropriate instructional path to meet your educational interests.

Students with advanced standing, AP, CLEP, or articulated transfer credits are encouraged to contact the Program Coordinator to determine the most appropriate instructional path to meet your educational interests. Advanced or highly motivated students often complete NDMU requirements in less than 4 years. See below for a sample Program of Study.

Students who wish to pursue a dual degree will make preliminary application during their first year of study at Notre Dame. Because of its proximity to Notre Dame's campus, a student may complete select courses at Hopkins during her sophomore and junior years.

Transfer students planning to pursue the dual degree in Engineering should clearly indicate their desired participation on the Application.

Questions regarding eligibility for the Program should be directed to the Program Coordinator.

Programs of Study

Dual-Degree Programs in Physics and Civil, Computer, Electrical, or Mechanical Engineering

Dual-degree programs available in Physics and one of the following fields of engineering: Civil, Computer, Electrical, or Mechanical.

A student enrolled in this Program generally follows the Major requirements for Physics at Notre Dame through the junior year.

Required Courses

PHY-101 and 102 General Physics I, II (8)
PHY-201 Modern Physics (3)
PHY-316L Classical Mechanics (3)
MAT-211 , 212, 213 Calculus I, II, III (11)
MAT-214 Calculus of Vector Fields (1)
MAT-243 Linear Algebra (3)
MAT-315 Differential Equations (3)
CST-171 Programming Concepts (3) or CST-295 C++ Programming (3)
CHM-110, 111 General Chemistry I, II (8)
PHY-314 Quantum Physics I (3)
PHY-315 Electricity and Magnetism I (3)
ECO-212 Principles of Microeconomics (3)
PHY 463 Investigations in Physics (1-4)

Credit is earned for PHY 463 by completing one of the following:

- Internship
- Teaching Apprenticeship
- Research Experience

At least two other courses in either Physics, Mathematics, Computer Information Systems, or Engineering at the 300 level or higher (6)

Students interested in specific engineering fields should consult with the coordinator for additional course suggestions specific to their engineering field.

Dual-Degree Program in Chemistry and in Chemical or Materials Science and Engineering

A student enrolled in this Program follows the Major requirements for the Chemistry degree at Notre Dame through the junior year. Consult the department coordinator for Chemistry Program of Study requirements. Students should indicate their interest to the Department Coordinator and declare a Major in Chemistry. Depending on a student's interest and background, a dual degree in physics can also be considered. Students should discuss with the Program Advisor for more information.

Please take note of cycling of advanced courses and consult the engineering institution for additional requirements.

Required Courses

BIO-111 Fundamentals of Biology(4)
BIO-201 Human Anatomy and Physiology I *or* BIO-230 unity and Diversity(4)
CHM-110, 111 General Chemistry I and II (8)
CHM-210, 211 Organic Chemistry I and II (8)
CHM-301, 302 Physical Chemistry I and II (8)
CHM-303 Analytical Chemistry (4)
PHY-101, 102 General Physics I and II (8)
PHY-201 Modern Physics (3)
MAT-211, 212 Calculus I and II (8)
MAT-315 Differential Equations (3)
ECO-212 Principles of Microeconomics (3)

Dual-Degree Program in Chemistry and in Biomedical Engineering

A student enrolled in this Program follows a modified version of the Major requirements for Chemistry at Notre Dame. Students should indicate their interest to the Department Coordinator and declare a Major in Chemistry. Depending on a student's interest and background a dual degree in Physics can also be considered. Students should discuss this option with the program advisor for more information.

Please take note of cycling of advanced courses and consult the engineering institution for additional requirements.

Required Courses

BIO-111 Fundamentals of Biology
BIO-201 Human Anatomy and Physiology I or BIO-230 Unity and Diversity
CHM-110, 111 General Chemistry I and II (8)
CHM-210, 211 Organic Chemistry I and II (8)
CHM-301, 302 Physical Chemistry I and II (8)
PHY-101, 102 General Physics I and II (8)
PHY-201 Modern Physics (3)
MAT-211 , 212 and 213 Calculus I, II and III (11)

MAT-243 Linear Algebra (3)
MAT-315 Differential Equations (3)
CST-171 Programming Concepts (3) or CST-295 C++ Programming (3)
ECO-212 Principles of Microeconomics (3)

Five-Year Plan

Below is a sample Program of Study for the dual-degree Physics/Engineering Major. Students should select courses with the assistance of a faculty advisor.

See course descriptions for a list of required courses and description of course and program options.

Fall		Spring	
First year			
PHY-101 General Physics I + Lab	4	PHY-102 General Physics II + Lab	4
MAT-211 Calculus I + Lab	4	MAT-212 Calculus II + Lab	4
General Education/Program Elective	3	MAT-243 Linear Algebra	3
ENG-101 College Writing	3	CST 171 Programming Concepts	3
NDMU-100 Perspectives in Education	4	General Education/Program Elective	3
[18 credits]		[17 credits]	
Second year			
PHY-201 Modern Physics	3	PH 316L Classical Mechanics*	3
General Education/Program Elective	3	MAT-315 Differential Equations or elective	3
MAT-213 Calculus III	3	MAT-214 Calculus of Vector Fields	3
CHM-110 General Chemistry I	4	General Education	8
ECO-212 Principles of Microeconomics	3	[18 credits]	
[17 credits]			

Third year			
PH 314 Quantum Mechanics I*	3	Program Elective*	3
PH 315 Electricity and Magnetism	3	General Chemistry II	3
General Education/Program Electives	12	General Education/Program Elective	9
[18 credits]		Inv in Physics	1 - 3
		[17 - 19 credits]	
Fourth and Fifth Year: Engineering School			
Courses to be determined by program and school chosen			

NOTES:
Students interested in specific engineering fields should consult with their Program Coordinator for course suggestions when choosing Physics, Mathematics, Computer Science or Engineering courses at the 300/400-level.

**Courses with a designation of "L" are taught at Loyola. Notre Dame students take the courses through the Cooperative Program. For more information, contact the Program Coordinator.*

Compressed semester courses (Winterim, Fall 1, Fall 2, Spring 1, Spring 2, and Maymester) should be reserved for General Education Requirements. Upper Division Courses should be taken during a standard 16-week term.

See individual Program sections for course descriptions.

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English and Drama (Major, Minor)

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

Major
Minor

Campuses

Main Campus

The English Department of the College of Arts, Sciences, and Business offers a Major in English and Minors in English and Drama to students in the Women's College. Women's College students may also pursue a preparatory program for secondary certification in English. Students learn to respond to literature with critical thought, understanding, inquiry and imagination, sharing the many experiences recorded in literary works of all genres and periods. They also have an opportunity to develop their own literature through a strong writing program. Around the core of required English courses, each student can construct a Program with an emphasis on either literature or writing, or a balance of both. Special features of the English Department include opportunities in creative writing, drama, and a 10-day theatre trip to London.

Summary

The Director of the Academic and Career Enrichment Center places English Majors in elective internships in public relations firms, newspaper offices, schools, law firms and businesses requiring writing, editing and other English-related skills. These internships are available during the fall, spring, summer and Winterim terms.

Students regularly publish their creative work in outside publications. The department chapters of Sigma Tau Delta, The International English Honor Society, and Alpha Psi Omega, the American Honor Society for Theater, plan theatre excursions, lectures, literature readings, and service projects.

Graduates of the Department have completed advanced degrees at institutions such as the Yale School of Drama, The Johns Hopkins University, the Catholic University of America, the University of Delaware, American University and the University of Pittsburgh. Graduates are employed by a diverse number of organizations such as The Baltimore Museum of Art, Baltimore County Public Schools, the U.S. Department of Justice and the Johns Hopkins University Press.

Students may fulfill the General Education Requirement for literature by completing any of the following literature (ENG) courses: 205, 213, 215, 216, 220, 221, 222, 224, 226, 230, 238, 240, 242, 243, 250, 251, 270H, 275, 309, 310, 313, 314, 315, 316, 317, 318, 319, 320, 321, 323, 324, 327, 347, 360H 405, 410, 411 and 412.

English courses that satisfy the General Education Requirement in Cross-cultural Studies are ENG-221, 222, 226, 251, 323, 327 and 410. English courses that satisfy the General Education Requirement in Gender Studies are ENG-243, 275, 318, 412, and 440H. Drama courses that satisfy the General Education Requirement in Fine Arts are DRM-240 and 245.

Students must earn a Cumulative Grade Point Average of at least 2.0 in all courses taken to complete the requirements of the English Major.

Programs of Study

Required Courses for a Major in English (42 Credits)

Creative Writing (one course) (3)

ENG-201 Techniques in the Writing of Verse
ENG-202 Techniques in the Writing of Short Fiction
ENG-203 Playwriting
ENG-207 Techniques in Writing Creative Nonfiction

American Literature (one course) (3)

ENG-215 American Literature in the 19th Century

ENG-216 American Literature in the 20th Century

Required Courses (three courses) (9)

ENG-223 Literary Research
ENG-224 Literary Perspectives I (British Literature to 1800)
ENG-244 Literary Perspectives II (British Literature in the 19th and 20th Centuries)

Shakespeare (one course) (3)

ENG-317 Shakespeare: Chronicles and Comedies
ENG-319 Shakespeare: Tragedies and Romances

Required Courses (three courses) (9)

ENG-327 Contemporary World Literature
ENG-452 Senior Seminar
ENG-453 Literary Interpretation

Additional Courses(15)

Five courses in English electives, at least two at the 300- or 400-level (15).

Students may choose DRM-240 and/or DRM-245 as their 200 electives for either a Major or Minor in English.

Creative Writing Track (42 Credits)

Nine "core" courses as listed above (27)

Five additional courses in place of the five elective courses:

Second Techniques Course (choose one) (3)

ENG-201 Techniques in the Writing of Verse
ENG-202 Techniques in the Writing of Short Fiction
ENG-203 Playwriting
ENG-207 Techniques in Writing Creative Nonfiction
COM-101 Introduction to Media Writing

One workshop (choose one) (3)

ENG-302 Workshop in Creative Writing
COM-301 Feature Writing

COM-314 Reporting and Writing News

Upper-level genre course (choose one) (3)

ENG-355 Special Topics in Creative Writing
ENG-430 The Literary Essay
ENG-318 Modern and Contemporary Women Dramatists
ENG-320 Influence and Experiment in Modern Drama
ENG-405 Modernism in Fiction

Practicum (choose one) (3)

ENG-401 Writing Tutorial
IDS-361 Career Internship

Elective: One additional course from any of the four options above (3)

Secondary Education Certification: Approved Program in English

Students who wish to prepare for teaching in secondary schools take the required courses for a Major in English. They also take the professional education courses offered by the Education Department. The Education Department requires students also complete English courses in which some adolescent, ethnic and non-Western literatures are taught. The Education Department recommends students complete courses in Drama and Film.

Minor in English

Students who desire a Minor in English complete six English courses beyond ENG-101. Three of the six courses must be at the 300- or 400-level.

Drama Emphasis or Minor

English majors who wish to complete a Drama Emphasis or Minor complete the following seven courses:

DRM-240 Acting Techniques
DRM-245 Directing Techniques
DRM-320 Techniques in Theatre Practice
ENG-203 Playwriting
ENG-220 Introduction to Drama
ENG-318 Modern and Contemporary Women Dramatists, or
ENG-320 Influence and Experiment in Modern Drama
DRM-320 Techniques in Theatre Practice (focus in stagecraft area)

Students also have the option of a student-designed Drama Major in conjunction with courses taken at Lancaster University in the United Kingdom.

Liberal Arts Majors With English Track

Students who desire to Major in Liberal Arts with a track in English may select any courses from English Department offerings.

Four-Year Plan

Below is a sample Program of Study for the English Major. Students should select courses with the assistance of a faculty advisor.

See course descriptions for a list of required courses and description of course and program options.

Fall	Credits	Spring	Credits
First year			
ENG-101 College Writing	3	English elective	3
ENG-215 or 216	3	General Education/Electives	12
General Education/Electives	6	[15 credits]	
NDMU 100	3		
[15 credits]			
Second year			
ENG-224 Lit Perspectives I	3	ENG-223 Literary Research	3
Creative Writing	3	ENG-244 Lit Perspectives II	3
General Education/Electives	9	General Education/Electives	9
[15 credits]		[15 credits]	
Third year			
ENG-317 or ENG-319 Shakespeare	3	ENG-453 Lit Interpretation	3

English Elective	3	ENG-327 Contemporary World Lit	3
General Education/Electives	9	General Education/Electives	9
[15 credits]		[15 credits]	
Fourth year			
English elective (300/400-level)	3	ENG-452 Seminar	3
English elective (300/400-level)	3	English elective (300/400-level)	3
General Education/Electives	9	General Education/Electives	9
[15 credits]		[15 credits]	

Courses

DRM-240 Acting Techniques

Helps students develop their acting potential and sharpen their skills in interpreting scripts through individual and group exercises, improvisations, monologues and scene studies. Central to the conduct of the course will be relaxation and breathing exercises, oral projection, movement and gesture. Fulfills general education requirement in fine arts. [3 credits]

DRM-245 Directing Techniques

Explores fundamentals of script analysis, conceptualization, visualization, composition, blocking and the role of theatre director. Practical application of learned techniques and completed playbook are required. Students are encouraged to direct productions of original student work and actively participate in campus productions. Fulfills general education requirement in fine arts. [3 credits]

DRM-320 Techniques in Theater Practice

Focuses on particular aspects of theatre: voice, movement, stage combat, improvisation, period acting, makeup techniques, costume design, lighting design, set design or other elements. Practical application of the selected element or elements leads students to develop expertise in the area on

which they are focusing. Design courses entail both design technique and practical application. A course focused on acting practices requires reading, research and application techniques in a theatre environment. This is an upper-division course in theatre practice, allowing students to achieve competence in a particular area of theatre. For classes in various acting techniques, DRM-240 is recommended. [3 credits]

ENG-101 College Writing

Provides students with an understanding that clear thinking is fundamental to clear writing. It also demonstrates every stage of the composing process: generating and organizing ideas, prewriting and drafting, critiquing, revising, final editing and proofreading. In addition, students work to accomplish clarity, unity, coherence and emphasis in sentences, in paragraphs, and in the overall structure of an essay. They develop techniques of style and tone toward more fluent and appealing prose and strive to sharpen their analytical, critical and editing skills by interacting with other students about their own writing and about the writing of professionals. Students learn to use standard English and develop a sensitivity to sentence structure and diction and to appreciate effectively written prose and recognize characteristics that make such prose effective. To fulfill the general education requirement in composition a minimum grade of C is required. [3 credits]

ENG-201 Techniques: Writing Poetry

Reviews and practices fundamental techniques of writing poetry. Provides experience with writing in a variety of verse forms and styles, from traditional to contemporary, from lyrical writing to free verse, and from metaphorical to fairly direct styles. Explores the means through which written expression can be made more emphatic, figurative, memorable and evocative. Course will be a workshop experience. Students will complete a portfolio of work. Prerequisite: ENG-101. [3 credits]

ENG-202 Techniques in Writing Short Fiction

Introduces a step-by-step approach to writing a short story. Develops the techniques of writing fiction, including development of theme, setting, plot and character, through the exploration of the craft. Course will be a workshop experience. Students will complete a portfolio of work. Prerequisite: ENG-101. [3 credits]

ENG-203 Playwriting

Explores creative techniques and the craft of writing plays. Requires students to present and rewrite work which is read, acted out and discussed for dramaturgical effectiveness. Each student writes a "10-minute" play and either a one-act play or the equivalent portion of a full-length play. Staged reading, production issues and submission of play manuscripts are covered. Extensive review of work in progress by peers and instructor in workshop setting. Prerequisite: ENG-101. [3 credits]

ENG-205 Short Fiction

Examines the short story with emphasis on the elements of fiction, focusing especially on plot, character, setting, point of view and theme. Introduces students to stories by a variety of authors-traditional and contemporary, ethnic and mainstream, American and international. Broadens analytical and critical ability through guided discussion and short papers that respond to the literature. Fulfills general education requirement in literature. [3 credits]

ENG-207 Techniques in Writing Creative Nonfiction

Combines the study and writing of various sub-genres of creative nonfiction. Allows writers to explore a wide range of prose types, from travel writing to memoirs to scientific exposition. Provides students with the ability to apply the art and craft of writing to different contexts according to their interests and future goals. Students produce a portfolio of work. Prerequisite: ENG-101. [3 credits]

ENG-213 Contemporary American Literature

Examines and interprets representative works from contemporary authors. Analyzes and compares major movements such as Modernism and Postmodernism. Assists students in building an informed critical response to literature. Fulfills general education requirement in literature. [3 credits]

ENG-215 American Literature in the 19th Century

Introduces and assists students in interpreting representative works from major authors, including Hawthorne, Douglass, Thoreau and Dickinson. Analyzes and compares major movements such as Romanticism and Realism. Fulfills general education requirement in literature. [3 credits]

ENG-216 American Literature in the 20th Century

Examines and interprets representative works from major authors including Chopin, Faulkner, Williams and Morrison. Analyzes and compares major movements such as Realism, Modernism and Postmodernism. Provides students with a basic background in contemporary literature. Fulfills general education requirement in literature. [3 credits]

ENG-220 Introduction to Drama

Studies drama as a genre to be read and performed, making much of the course experiential. Texts span the centuries from the Greek classical age to the 20th century, represent themes ranging from intense tragedy to light comedy, and exemplify both traditional and experimental forms rooted in different cultures. Fulfills general education requirement in literature. [3 credits]

ENG-221 Growing Up in Literature

Examines the coming-of-age theme in literature. Readings include some full-length novels and/or memoirs by American and international writers, but most readings are short stories focused on children and adolescents in international settings. Students relate the coming-of-age theme to theories of professional psychologists. They also study variations in the literary treatment of the theme and the causes of these variations, especially the influence of familial, social and cultural milieu. This course would be of particular interest to prospective teachers. Fulfills general education requirements in literature and cross-cultural studies. [3 credits]

ENG-222 African American Literature

Examines form and style, issues of audience, and historical, social, economic and racial issues and contexts in African American fiction, poetry, autobiography and drama. Builds student ability to analyze literature. Fulfills general education requirements in literature and crosscultural studies. [3 credits]

ENG-223 Literary Research

Introduces students to the methods and processes of literary research, bibliography and scholarly writing. Students identify and use the latest Internet research tools along with other standard sources in English and American literature and apply their skills to selected literary texts. Provides students with instruction and practice in identifying an original research project, finding and incorporating literary criticism into their own writing, and presenting their work to other students. Majors only. [3 credits]

ENG-224 Literary Perspectives I: British Literature to 1800

Surveys the origins and development of British literature through 1800, introducing students to representative works from the Middle Ages, the Renaissance, and the Restoration and 18th Century. Traces pervasive themes, techniques, and genres that develop across periods. By building a foundation in the understanding of literary history, the course establishes a basis for later in-depth study at the 300-level. Fulfills general education requirement in literature. [3 credits]

ENG-226 African Literature

Examines fiction and drama of African writers from two perspectives: the colonial writing of Conrad and Cary and the post-colonial variant view of contemporary African writers from diverse cultures, including Achebe, Soyinka, Gordimer and Okri. Fulfills general education requirements in literature and cross-cultural studies. [3 credits]

ENG-230 Gothic Fiction

Examines the origins and conventions of the Gothic tradition in literature and studies representative works by Mary Shelley, Charles Brockden Brown, Emily Bronte, Edgar Allan Poe and others. Students practice and refine the skills of interpretive reading, discussion and writing as they address literary

elements such as plot, character, setting, point of view and theme. Fulfills general education requirement in literature. [3 credits]

ENG-238 Detective Fiction

Traces the history of the art of detective fiction from more intellectual short stories of Poe and Doyle through the early "hard-boiled" private eye fiction and the "cozies" of the 1930s and 1940s to the many varieties of today. Identifies adaptations of the genre in pre-1950 radio broadcasts and later films and TV shows. Through charts, short papers and presentations students analyze artistry in plotting, characterization, formulaic devices, and literary techniques of effective short stories and novels in comparison with less well-constructed examples of the genre. Fulfills general education requirement in literature. [3 credits]

ENG-242 Comedy and Humor: Celebration And Satire

Explores comedic literature across periods and genres, from the Middle Ages to the present day. Investigates the social, political, and cultural effects of humor and laughter. Readings may range from jokes, insults and other forms of popular culture to drama, poetry, film, and the comic novel. Fulfills the general education requirement in literature. [3 credits]

ENG-243 Literature by Women

Requires students to analyze, interpret and write critically about a select number of texts by and about women to investigate how women represent ourselves. The course contributes to students' critical skills by teaching them to read and write about literature, and it introduces diversity into the curriculum by presenting authors who are often omitted from the literary canon. Students will discuss texts and question what we read, as well as write about the texts with critical engagement. Fulfills general education requirements in literature and gender studies. [3 credits]

ENG-244 Literary Perspectives II: British Literature in the 19th and 20th Centuries

Traces pervasive themes, literary theories, and the development of genres in English literature during the Romantic and Victorian periods and in the 20th century. Interprets selected works of these periods in the context of social, political, and literary history, analyzing ways in which literature has been shaped by literary movements and world events. Traces signs of modernism and postmodernism as they are reflected in 20th century authors. [3 credits]

ENG-250 Reading Poetry

Focuses on the basic poetic elements: speaker, theme, diction, imagery, figures of speech, tone, patterns of sound and rhythm, meter, rhyme and various poetic forms. Examines poems by a variety of poets-traditional and contemporary, ethnic and mainstream, American and international. Teaches

students to analyze and scan poems. Fulfills general education requirement in literature. [3 credits]

ENG-251 Honors: Ethnic American Literature

Studies works by writers of different ethnic groups in 20th century America, with emphasis on African-American, Asian-American, Jewish-American, Native-American and Latino/a writings. The course will provide interdisciplinary approaches to literature; readings will come from several literary genres, including novels, short stories and poetry, but students will also read theory and criticism relevant to recent work in ethnic studies. The course will teach students to read and write about literature, and it will introduce many of the important works of 20th century American minority literature. Prerequisite: Morrissy scholar or permission. Fulfills general education requirements in literature and cross-cultural studies. [3 credits]

ENG-275 American Women Writers

Requires students to read, analyze, interpret and write critically about a select number of texts by 20th-century American women writers. Students will learn to enjoy and appreciate the literary artistry of representative women writers; to identify common concerns of women writers of the past century; to experience vicariously the lives of diverse women and evaluate the social, cultural, economic and political forces that shape those lives; to recognize different approaches of women's portrayal of women; to understand how American feminism has developed and how it is manifested in these writings; and to develop their critical reading and writing skills. Fulfills general education requirement in literature and gender studies. [3 credits]

ENG-302 Workshop in Creative Writing

Provides advanced practice in the writing of poetry, fiction, creative nonfiction or plays. Participants choose to work in the craft of specific genres. Students share in reading and discussing the submitted artifacts. Revision is emphasized as a significant function of the creative process as students produce a portfolio of work. Prerequisite: ENG-201, 202, 203 or 207, or presentation of a suitable manuscript. [3 credits]

ENG-309 English Literature of the Renaissance

Focuses on English literature in the 16th and 17th centuries, from the beginning of the Tudor period in 1485 through the era of the Commonwealth. Analyzes links between literature and life in Britain during a time of cultural rebirth and political turmoil. Explores non-Shakespearean drama, representative essays of the time, and newly evolving Elizabethan fiction and Utopian fantasy. Compares varied poetic techniques in epics of Spenser and Milton, in popular ballads, and in the lyrics of the cavalier and metaphysical poets. Fulfills general education requirement in literature. [3 credits]

ENG-310 English Literature Before 1485

Examines the roots of English literature from the fifth-century Anglo-Saxon period through the Middle Ages to the beginning of the Tudor reign in the 15th century. Traces images of the heroic life from the folk-epic hero Beowulf through the evolution of Arthurian traditions in the later Middle Ages. Explores other aspects of medieval life through student-selected research projects on such topics as illuminated manuscripts, medicine, archeology, history, drama or whatever else ppeals to individual students. Demonstrates the relationship between modern English and Middle English through oral reading and analysis of selected passages from Chaucer's anterbury Tales. Fulfills general education requirement in literature. [3 credits]

ENG-313 Honors: Thomas Hardy: Novelist and Poet

Provides an in-depth study of English writer Thomas Hardy (1840-1928). Hardy is known as a Victorian novelist and a modern poet; his work thus crosses literary (generic) and historical boundaries. Hardy wrote 14 novels, 50 short stories, roughly 1,000 poems, one epic drama, seven volumes of published letters, an auto-biography, and a number of essays on literary and sociological topics. Students will read selected novels and poems as we trace Hardy's career and examine literary topics such as serial publication, the circulating library, and censorship, along with themes such as the Victorian "Woman Question," the part-real, part-invented land of Wessex, social class, law, and the "ache of modernism" in his later novels. Students will engage in primary (letters, notebooks, etc.) and secondary (critical) research as they explore these and other topics in two research projects during the semester. The course emphasizes the process of writing a research paper. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in literature. [3 credits]

ENG-315 English Literature: 19th Century

Examines selected works of major Romantic and Victorian authors in the context of these two literary periods. Students will read selections by Coleridge, Wordsworth, Keats, Browning, the Bronte sisters and many others, and will examine 19th-century literary theories and pervasive themes as these inform the poetry, nonfiction prose and fiction of the period. Fulfills general education requirement in literature. [3 credits]

ENG-316 English Literature: 20th Century

Studies major writers and literary techniques and themes characteristic of 20th-century Britain. The course examines modernism and postmodernism and the way in which the literature has been shaped by literary movements and world events. Students will have the opportunity to read selected poems, novels, essays and short plays by authors ranging from Hardy and Yeats to A. S. Byatt and Iris Murdoch. Fulfills general education requirement in literature. [3 credits]

ENG-317 Shakespeare: Chronicles and Comedies

Examines selected Shakespearean chronicles and comedies in light of earlier drama which set patterns for Shakespeare and his contemporaries. Explores ways in which Shakespeare?s chronicle plays portray British history and political theory during the Hundred Years War and the Wars of the Roses. Demonstrates the range of character development, comic techniques and vivid language in his comedies. Provides opportunities for students to view major film versions of the plays and to practice their own dramatic skills in group presentations of selected scenes from the comedies. Fulfills general education requirement in literature. [3 credits]

ENG-318 Great Women Dramatists

Explores the development of the role of women on stage from Ibsen and Shaw up through contemporary work by important women playwrights such as Glaspell, Churchill, Duras, Fornes and others who have impacted contemporary drama. As part of the course experience, students attend local area productions. Fulfills general education requirement in literature and gender studies. [3 credits]

ENG-319 Shakespeare: Tragedies and Romances

Examines selected Shakespearean plays. This study is preceded by an overview of earlier drama that set patterns of tragedy and romance that Shakespeare used and adapted. Provides opportunities for students to view major film versions of the plays and to practice their own dramatic skills in group presentations of selected scenes. Fulfills general education requirement in literature. [3 credits]

ENG-320 Influence and Experiment in Modern Drama

Studies important theatre movements and innovative voices of 20th century drama in the Western world. The development of contemporary theatre is traced in the experimental work of Strindberg, Kaiser, Apollinaire, Pirandello, Pinter, Brecht and Beckett, among others. Students attend local area productions. Fulfills general education requirement in literature. [3 credits]

ENG-321 Voices of Dissent and Affirmation in 19th Century American Literature

Examines and interprets representative works from major authors, including Irving, Hawthorne, Emerson, Douglass and Twain. Analyzes and compares major movements such as Romanticism, Realism and Naturalism. Identifies, describes, compares and contrasts genres of fiction, nonfiction and poetry. Fulfills general education requirement in literature. [3 credits]

ENG-323 Modern Irish Literature

Examines the literature of the Irish Renaissance: the works of W. B. Yeats, Lady Gregory, J. M. Synge, James Joyce, Sean O'Casey and others. Explores the literature in the context of Irish myth

and legend, religious and political influences, nationalism and revolution. Fulfills general ducation requirement in literature and cross-cultural studies. [3 credits]

ENG-324 Honors: The Irish "Troubles": Literature, History and Film

Examines, from a variety of perspectives, the Irish "Troubles;" that is, the violent political conflicts between Irish and English in the early 20th century and between Catholics and Protestants in Northern Ireland in the late 20th century. Explores literary and cinematic treatments of the conflict and compares them with historical accounts in order to arrive at a better under-standing of the "Troubles." Students will discuss the treatment of the "Troubles" in the plays of Sean O'Casey and Brian Friel, the poetry of W.B. Yeats and Seamus Heaney, the fiction of Frank O'Connor, Liam O'Flaherty, Eugene McCabe and others, and the memoir, Guerilla Days in Ireland by Tom Barry. Students will also view several films, including "Michael Collins" and "Bloody Sunday." Prerequisite: Morrissy scholar or permission. [3 credits]

ENG-327 Contemporary World Literature

Introduces an understanding and appreciation of the diversity of contemporary literatures from different cultures by presenting authors who are often omitted from the literary canon. Students will attain a global view of basic social issues as they are represented in literature and will focus on the common elements of humanity as well as on the differences across diverse cultures. The class will examine the themes of hope and despair, peace and war, joy and anguish, and the distances between these through fiction, autobiography and essay. We will also examine the different cultural perceptions of literature and its purposes. Fulfills general education requirement in literature and cross-cultural studies. [3 credits]

ENG-347 Hrs: "New Woman" Literature

This course will examine selections from the body of writing known as New Woman literature in England during the 1880s and 1890s, along with selected works from American and European writers. New Woman novels, essays, and plays address what was called "the Woman Question" and its primary issues, e.g., women's independence, the "nature" of women, women's roles and responsibilities, the effects of women's independence, sexual relations and gender differences. The course will follow the development of the New Woman character and will examine common conflicts and themes among the various representative works. Prerequisite: Morrissy Scholar or permission. Fulfills General Education requirement in literature and gender studies. 3 credits.

ENG-355 Special Topics in Creative Nonfiction

Focuses on an author, group of authors, subgenre, period or theme in creative nonfiction as literature, as determined by the faculty member, so that students will be able to gain familiarity with the author, group of authors, sub-genre, period ortheme and be able to distinguish its critical features from others

in the field. Students may repeat the course if it is offered on a topic that they have not previously studied. For anyone who opts to repeat the course, the second topics course counts only as an elective and may not count toward completion of the student's major or minor requirements. Prerequisite: ENG-207 or permission of instructor. [3 credits]

ENG-401 Writing Tutorial

Provides student the opportunity for intense work on a single extended work or collection of shorter works under the direction of one English faculty member. Allows student to recognize the importance of revision in the writing process. Before enrolling in this course, the student is expected to have demonstrated proficiency in one of the creative writing genres and to have obtained the consent of her prospective tutorial director. The minimum prerequisite for this course is the successful completion of the relevant writing workshop, depending on the writing genre that the student wishes to pursue. With the consent of the instructor, the writing tutorial may be continued for two semesters, with three credits applicable to degree requirements each term. Prerequisite: ENG-302 or ENG-307 and permission of instructor. [3 credits]

ENG-410 Topics in Literature: Cross-Cultural Studies

Investigates the social and cultural dimensions of literature written by and about peoples of other countries or of regional or minority cultures within the United States. Topics may focus on literature from English-speaking countries or on literature in translation by writers from nonwestern countries. Topics will reflect cultural diversity as represented in selected works of literature. The topic will be announced before registration each semester when the course is offered, and the course itself can be taken more than once on different subjects. Fulfills general education requirement in literature and cross-cultural studies. [3 credits]

ENG-411 Topics in Literature

Provides students with the opportunity of in-depth study of such literary topics as the following: a significant writer or group of writers, a literary period or movement, a particular genre or themes related to a geographic region. The topic will be announced before registration each semester when the course is offered, and the course itself can be taken more than once on different subjects. Fulfills general education requirement in literature. [3 credits]

ENG-412 Topics in Literature: Gender Studies

Investigates gender as it is represented and constructed in literature by examining such literary topics as the following: a significant writer or group of writers; a literary period or movement; a particular genre or geographic region. The topic will be announced before registration each semester when the course is offered, and the course itself can be taken more than once on different subjects. Fulfills general education requirement in literature and gender studies. [3 credits]

ENG-452 Senior Seminar

Requires students to examine, in a seminar format, a major literary topic or author(s). Students will employ the skills learned in Literary Research and Literary Interpretation: using library esources and databases, demonstrating an understanding of the variety of theories and approaches to literary criticism, and synthesizing critical research with their own original argument and interpretation regarding a text. Students will demonstrate their ability to present their research both orally and in clear, coherent prose. Majors only. [3 credits]

ENG-453 Literary Interpretation

Studies the nature and practice of literary interpretation and evaluation. Examines both traditional methods, such as textual, genre and historical criticism, and contemporary approaches, including "new" criticism, psychological, Marxist, feminist and reader-response criticism. Students learn to analyze literary works from the perspective of these specific approaches. [3 credits]

ENG-463 Independent Study

Requires students to create a production project in acting, directing or stagecraft. A student could direct a full-scale stage production, design either lighting or set for a show, perform as a lead actor in a production, or serve as dramaturg for a major production. These projects would be under the direction of a faculty member. For directing, a completed playbook would be required. For design projects, completed sketches and/or models would be required. For acting, an intense written examination of the role would be required. For dramaturgy, a paper outlining the extent of the research and the conclusions would be presented to the director. Prerequisite: Permission of the instructor. [1, 2 or 3 credits]

Notre Dame of Maryland University
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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Entrepreneurship (Minor)

Business and Economics Department
Heather Carpenter, Ph.D., Chair
Ademar Bechtold, Ph.D.
Lawrence Beyer, C.F.A., M.B.A.
Deborah Calhoun, M.B.A., Ph.D.
Jeffrey Hillard, C.M.A., C.P.A., D.M.
Charles E. Yoe, Ph.D.

Degrees offered

Minor

Campuses

Main Campus

The Entrepreneurship Minor provides an introduction to both business entrepreneurship and "social entrepreneurship" for students from any major area of academic study. A Social Entrepreneur is someone who recognizes a social problem and uses entrepreneurial principles to organize, create, and manage a venture to promote social change.

Summary

The Entrepreneurship Minor provides students with an opportunity to develop a business plan for either a social or for-profit entrepreneurial organization that is appropriate for pursuing investors or grants. The Entrepreneurship Minor provides all students whose professional plans would benefit from entrepreneurial perspectives and skills a chance to develop their problem-solving, negotiation, organizing, ambiguity and risk tolerance skills.

The Minor requires the completion of 7 courses (21 credits): BUS-302 Principles of Management,

BUS-303 Principles of Marketing, BUS-416 Managing Financial Resources, BUS-401 Entrepreneurship I, BUS-402 Entrepreneurship II, plus two elective courses offered by several departments on campus and chosen and approved in consultation with the Chair of the Business and Economics Department. Business majors do not take BUS-416. No more than three courses from the student's Major may be applied to the completion of the Entrepreneurship Minor.

Curriculum

Required Courses

BUS-302 Principles of Management
BUS-303 Principles of Marketing
BUS-416 Managing Financial Resources
BUS-401 Entrepreneurship I
BUS-402 Entrepreneurship II

Elective Courses

Choose two approved elective courses offered by several departments on campus in consultation with the Chair of the Business and Economics Department.

Note: Business Majors do not take BUS-416. No more than three courses from the student's Major may be applied to the completion of the Entrepreneurship Minor.

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

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Forensic Psychology (Minor)

Psychology Department

Maria Mouratidis, Psy.D., *Chair*
Adem Can, Ph.D.
Irena Fedorovsky, Psy.D.

Degrees offered

Minor

Campuses

Main Campus

The Minor in Forensic Psychology assists students in developing counseling and communication skills to prepare them to interface with diverse populations, including victims and offenders. Graduates with this Minor will be prepared to succeed in an occupation involving interaction with people, including policy making, community action, social research and social services.

Graduates of the Program are employed in psychology-related careers and in a variety of human service, education, research and business organizations, including Sheppard Pratt Hospital, the Baltimore County Department of Health, Grassroots Crisis Intervention Center, Kennedy Krieger Institute, Americorps, Booz Allen Hamilton, the National Institutes of Health and the National Institute on Drug Abuse.

Courses

PSY-101 Introductory Psychology

Examines psychology's perspective on human behavior through many human experiences: learning and memory, perception, motivation and emotion, personality, social interaction, normal and abnormal behavior, and human development. Draws from experience and fosters application to the students' own lives. This is a foundational course, and it meets prerequisite requirements for most psychology courses. Fulfills general education requirement in social science. Lecture and lab. [4 credits]

PSY-101L Lab: Introductory Psychology

This lab is a co-requisite for PSY 101 focused on concept development and discipline specific skills.

PSY-130 Psychology At the Movies

Explores the impact of psychological themes and theories on popular movies within the context of culture. Consists of an intensive, didactic experience that introduces the student to related psychological research and applications as they apply to a specialty field within psychology. Special emphasis is given to the comparison of cultural and cross-cultural elements embedded and transmitted through the filmmaker's story. [3 credits]

PSY-165 Human Sexuality

Examines the role of sexuality in human behavior. Through integration of biological and psychological aspects, attempts to survey the breadth of human sexuality, alternative life styles and deviations. Includes individual differences through the life span. [3 credits]

PSY-203 Child and Adolescent Development

Surveys development from conception through adolescence. Explores methods of developmental research, major developmental theories, ways to analyze evidence generated through research, social and behavioral traits and the impact of cultural context on development. Applies concepts to teaching, parenting and working with children. Prerequisite: PSY-101 or status as an elementary education major. PSY-101 is strongly recommended for elementary education majors and will improve student performance in this course. [3 credits]

PSY-205 Theories of Personality

Explores the structure, processes and development of personality from major theoretical perspectives, including psychoanalytic, neoanalytic, humanistic, behavioral, social behavioral and trait approaches. Emphasizes the comprehension, application and contrast of theories of personality and the enhancement of the student's critical thinking skills. Prerequisite: PSY-101. [3 credits]

PSY-208 Multicultural Psychology

Explores the major ethnic groups and the particular psychological issues and needs relevant to specific groups. The impact of culture, race, and ethnicity on theory, research, and practice are examined. Issues related to diversity, tolerance and social behavior are explored. Specific consideration related to sex/gender differences within various cultures and ethnicities will be integral. Prerequisites PSY 101. Fulfills cross-cultural and/or gender studies requirement. [3 credits]

PSY-209 Social Psychology

Investigates the diverse mechanisms through which people influence the individual, particularly cultural socialization, stereotyping and prejudice, membership in formal and informal groups, and in close relationships. Examines topical areas of influence including attitudes, perceptual processes, conformity, conflict and aggression, roles and norms, and helping behavior, with a focus on gender. Emphasizes critical thinking about research and application of concepts to life experience. Prerequisite: PSY-101. Fulfills general education requirement, not the social science requirement for Morrissey only. [3 credits]

PSY-210 Research Methods

Introduces the basic methods of research design and report writing in the behavioral sciences. Descriptive, correlational and experimental research strategies will be discussed. Students design original research and select appropriate data analyses. Ethical issues in each type of research design will be explored. Lecture and laboratory. Prerequisites: MAT-215 and PSY-101. Satisfies the technological competency requirement. [4 credits]

PSY-210L Lab: Research & Stat Methods

This lab is a co-requisite for PSY 210 focused on concept development and discipline specific skills.

PSY-212 Cognition

Investigates the nature of thinking, including attention, perceptual organization, memory, imagery, concept formation, problem solving and language. Emphasis is placed on both research and practical applications of the decision-making process, strategies for problem solving and the facilitation of memory. Prerequisite: PSY-101. [3 credits]

PSY-220 Introduction to Neuroscience

This course is an introduction to the human nervous system exploring bio-behavioral relationships of the brain, mind, and behavior from a multidisciplinary perspective. Topics will include the sturcture and

function of the nervous system, sensory and motor functioning, cognition, motivation, emotion, consciousness, neuroplasticity, behavioral genetics and nervous system disorders. Prerequisites: BIO-111 or PSY-101. [3 credits]

PSY-223 Biopsychology

Presents a current understanding of the brain and its relationship to the behaviors of species from simple organisms to humans. Content includes the study of the anatomy and function of neural systems and their relationship to major disorders of the central nervous system. Contemporary techniques of neural investigation are included. The relationship between biopsychology and other content areas within psychology such as cognitive processes, human development, clinical psychology, learning, motivation and perception are high-lighted. Prerequisites: PSY-101 or BIO-111 with a minimum grade of C.

PSY-233 Human Growth and Development

Explores the principles of developmental psychology from infancy through adulthood and includes general consideration of developmental tasks through the lifespan. Prerequisite: PSY-101. [3 credits]

PSY-260 Positive Psychology

Focuses on the theoretical underpinnings and practical application of positive psychology. Students explore the fundamentals of positive psychology including human strength, virtues, positive emotions, happiness, love, humanity, leadership, spirituality, mindfulness, prosocial behavior, humane leadership, and approaches for living a healthy and meaningful life. Students learn how to apply and integrate these concepts into their understanding of the development of health lifestyles. They will also study their role in mitigating pathology, and analyze how these fundamentals are exhibited in work and community settings. Prerequisite: PSY 101 [3 credits]

PSY-271 Hrs: Psychology of Gender Roles

An analysis of the social sources and psychological mechanisms that shape gender role differentiation. Special attention will be given to the political, ideological behavior and social construction of gender. Historical and cross-cultural data will be used to demonstrate patterns of inequality. The psychological and social impact of gender inequality will be examined. Prerequisite: Morrissy scholar or permission. Fulfills general education requirements in social science and gender studies. [3 credits]

PSY-304 Adulthood and Aging

Explores developmental change over the adult life course in physical, cognitive and social domains. Examines issues of continuity and change and the impact of gender, ethnicity, and social and cultural

context on the developing person. Gives special emphasis to the mature adult and the process of aging. Prerequisites: PSY-210, PSY-233. [3 credits]

PSY-306 Theories and Techniques of Counseling

Introduces counseling perspectives, models, ethics and counseling skills for students interested in the helping professions. Surveys major theoretical paradigms and emphasizes mastery of basic communication skills useful in interpersonal relations settings. All students participate in lectures, class demonstrations, role playing and peer practice by using depart-mental counseling suites. This is the foundation course for PSY-406 Advanced Therapeutic Techniques. Prerequisites: PSY-210, PSY-205, and PSY-207 and Technical Standards as evaluated by the department. [3 credits]

PSY-306L Lab: Theories and Techniques of Counseling

This lab is a co-requisite for PSY 306 focused on concept development and discipline specific skills.

PSY-311 Special Topics

Provides a contemporary approach to analyzing and evaluating current topics in psychology or behavioral neuroscience through a critical theoretical framework along with empirical evidence. Topics vary. May be repeated with different topics for a maximum of 6 credits. Prerequisites: PSY 101 and PSY 210 (or an equivalent research methods course approved by the psychology department chair) or by permission of the psychology department chair [3 credits].

PSY-323 Sensation and Perception

Investigates the structure and function of sensory receptors and the organization of sensory input for the basic senses of vision, audition, taste, smell and touch. Lecture and laboratory. Prerequisite: PSY-210. [4 credits]

PSY-323L Lab: Sensation & Perception

This lab is a co-requisite for PSY 323 focused on concept development and discipline specific skills.

PSY-325 Learning and Motivation

Develops knowledge and research skills in learning and the experimental analysis of behavior in both animals and humans. Covers theoretical issues, basic principles and experimental procedures. Emphasizes biological explanatory mechanisms. Practical applications of basic principles are considered. Lecture and laboratory. Prerequisite: PSY-210. [4 credits]

PSY-325L Lab: Learning and Motivation

PSY-340 Quantitative Methods

Builds on the content of Research Methods I (PSY-210) to provide hands-on research and data analysis experience using more advanced techniques. Explores multivariate research designs and analysis including multifactor analysis of variance, multiple regression, factor analysis and selected non-parametric techniques. Students design and conduct a research project, write an APA research report, create a poster presentation and use professional statistical analysis software. Lecture and laboratory. Prerequisite: PSY-210. [4 credits]

PSY-340L Lab: Quantitative Methods

This lab is a co-requisite for PSY 340 focused on concept development and discipline specific skills.

PSY-342 Assessment and Evaluation

Surveys the theory and use of a variety of assessment instruments, including personality, aptitude, vocational, intelligence and interest testing. Evaluates the role of tests and questionnaires in placement and counseling. Prerequisites: PSY-101; statistics highly recommended. Students cannot take both PSY 342 and PSY 409 for credit. [3 credits]

PSY-343 Animal Behavior

Studies animal behavior from many perspectives, including the role of genetics and the environment, hormonal influences and neurobiology of behavior. Consideration of evolutionary causes and consequences. Topics include the organization and development of behavior, foraging and feeding, anti-predator behavior, mating and reproductive behavior, parenting, social behavior and animal communication. Three hours lecture, three hours laboratory/field experience. Prerequisites: BIO-230 or PSY-101. [4 credits]

PSY-343L Lab: Animal Behavior

This lab is a co-requisite for PSY 343 focused on concept development and discipline specific skills.

PSY-360 Industrial Organizational Psychology

Examines the methods, practices, and theories of industrial-organizational psychology as a specialty of psychology that focuses on individuals and structures in the workplace. Requires students to apply qualitative and quantitative methods to analyze the effectiveness and fairness of personnel

management decisions in such areas as candidate selection, performance appraisal, employee training, and employee attitudes and behaviors. Prerequisites: PSY-101 and PSY-210 or BUS-360. [3 credits]

PSY-370 Principles of Learning

Develops knowledge and practical skills in learning and the analysis of behavior applied to the work environment. Covers theoretical issues, basic principles and approaches to learning. Explores how behavioral principles are involved in employee relations and performance management. This course is for IOP majors. Not open to PSY majors. Prerequisites: PSY-101 and PSY 210 or BUS 360. Students cannot take both PSY 370 and PSY 325 for credit. [3 credits]

PSY-371 Hrs:Women and Her Symbols

Explores symbols and symbolism related to women through interdisciplinary lenses of psychology, philosophy, literature, politics, sociology, religious and cultural traditions, and art. Students will critically examine, analyze, and discuss the use of symbols in understanding women from psychological and spiritual perspectives. The use of symbols will be explored through theories, scientific evidence, cultural and religious rituals, art, and literature. Students will complete an integrative project. Prerequisite: Morrissey Scholar or permission from instructor and Morrissey Program Director. Fulfills gender studies requirement. [3 credits]

PSY-375 Sex and Gender

Explores the evidence for the cultural and biological influences on sex differences-the development of gender identity, gender role and sexual orientation. Investigates the impact of the cultural construct of gender on attitudes and behavior. Prerequisites: PSY-101 and junior standing. Fulfills general education requirement in gender studies. [3 credits]

PSY-380 Qualitative Methods

Explores the nature of qualitative methodologies, identifies which types of research questions are most appropriate for qualitative methods, and examines the assumptions underlying qualitative methods. Course focuses on the acquisition and application of qualitative analytic skills. Students complete a project involving the application of qualitative research skills. Prerequisites PSY-210 (or equivalent research course determined by the psychology department chair). [4 credits]

PSY-380L Lab: Qualitative Methods

This lab is a co-requisite for PSY 380 focused on concept development and discipline specific skills.

PSY-390 Career Counseling

Provides a practical and theoretical basis in personal and career development. Topics focus on occupational-educational information, career exploration techniques, vocational choice theory, and ethical standards, all within a context of diverse populations. Applications include computer-assisted career development and inventories. Prerequisite: PSY-101. [3 credits]

PSY-406 Advanced Therapeutic Techniques

Links the practice and application of techniques that flow from basic theoretical personality models. Expands the skills of students with clinical aptitude, background and interests. Therapeutic techniques from various clinical models are examined and tested. Communication, refocusing and redirection, behavioral assessment and change are explored. Prerequisites: PSY-205, PSY-207 and PSY-306 and Technical Standards as evaluated by the department. Conference and permission of instructor required. [3 credits]

PSY-406L Lab: Advanced Therapeutic Techniques

This lab is a co-requisite for PSY 406 focused on concept development and discipline specific skills.

PSY-409 Psychometrics

Provides opportunities for students to learn the theoretical and statistical principles related to the construction and use of psychological tests. Students will learn the standard administration, scoring, and interpretation of a borad battery of standardized cognitive and psychological assessment instruments. Students will become aware of the ethical issues related to cognitive and psychological testing. Student will be required to complete a clinical psychological assessment report analyzing and interpreting psychometric data. This course serves as an upper level research course. Lecture and laboratory. Prerequisites: PSY-210, PSY-205 and PSY-207 and Technical Standards as evaluated by the department. [4 credits]

PSY-409L Lab: Psychometrics

This lab is a co-requisite for PSY 409 focused on concept development and discipline specific skills.

PSY-411 Advanced Topics

Explores in depth a focused topic in psychology, based on instructor's area of specialization. Topic changes from year to year, with recent offerings including Psychology of Religion, Attachment, Psychopharmacology, Forensic Psychology, Health Psychology, Applied Behavioral Analysis and Culture of Violence. All students give a seminar paper and complete a major research paper.

Prerequisite: will be noted for specific course, based on topics. Prerequisite: PSY-210, senior status as a psychology major. Not open to minors. [3 credits]

PSY-420 History and Systems of Psychology

Considers, through an analytical approach, the history and development of the ideas that shaped psychology as a scientific discipline. Seminar-style deliberation concerning development of the foundational ideas of the field of psychology. Examines how the system of psychology is presently structured. Specific attention is given to the role of women in the development of psychology. Reading of original material from basic theorists in the field is required. Prerequisite: Status as senior psychology major or minor. [3 credits]

PSY-427 Study Tour: Women Surviving Trauma and Building Peace

Examines the dynamics of trauma and resilience through service-learning working with women recovering from trauma, cultivating resilience, and building peace following the Balkan Wars. Students will explore psychological processes through the lens of psychological theories, including psychodynamic and social psychology, and analyze the impact of gender, attitudes and values in the experience of stress, trauma, coping, and resilience. Students will deepen their understanding of the attitudes, values, cultural and gender factors influencing the experience of and recovery from trauma of women through direct service and through emersion into the local cutlture. Students will reflect upon the psychological factors that contribute to resilience, conflict resolution, and peace building in the context the attitudes and values related to the culture of the region and the role of women in these processes. Fulfills an upper leve course requirement for the psychology major, and the general edcuation requirements for cross-cultural studies and gender studies. [3 credits]

PSY-461 Practicum I

Provides opportunities for field experience for qualified students under professional supervision. Allows for consultative meeting with practicum coordinator concerning career goals and aspirations, which then determine the nature of a placement most consistent with student abilities and interests. Offers students an additional opportunity for advanced training and increased levels of professional responsibility through Practicum II. Requires students to meet academic and background requirements for chosen placement and to attend an academic seminar in addition to fieldwork. Prerequisite: junior psychology major status and conference with coordinator. Not open to liberal arts majors or psychology minors. Prerequisites: Technical Standards as evaluated by the department. Cannot retake if student receives a failing grade. [4 credits] Students will not be permitted to repeat PSY 461 or PSY 462 if they receive a failing grade (D or F) or are removed from their practicum site due to an ethical violation. Ethical violations are defined by the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. Ethical violations may include plagiarism. The practicum requirement cannot be waived or completed through another institution.

PSY-462 Practicum II

Provides opportunities for field experience for qualified students under professional supervision. Allows for consultative meeting with practicum coordinator concerning career goals and aspirations, which then determine the nature of a placement most consistent with student abilities and interests. Offers students an additional opportunity for advanced training and increased levels of professional responsibility through Practicum II. Requires students to meet academic and background requirements for chosen placement and to attend an academic seminar in addition to fieldwork. Prerequisite: junior psychology major status and conference with coordinator. Not open to liberal arts majors or psychology minors. Prerequisites: Technical Standards as evaluated by the department. Cannot retake if student receives a failing grade. [4 credits] Students will not be permitted to repeat PSY 461 or PSY 462 if they receive a failing grade (D or F) or are removed from their practicum site due to an ethical violation. Ethical violations are defined by the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. Ethical violations may include plagiarism. The practicum requirement cannot be waived or completed through another institution.

PSY-463 Independent Research/Independent Study

Independent study of a topic and development of a project of a student's choice. Includes directed readings, literature review and clinical study or data collection and analysis. Mentored and supervised by a faculty member of the department. Each student completes a major research paper and oral presentation. Prerequisites: PSY-210, PSY-340 and acceptance for supervision by a department member. [3 credits]

PSY-464 Directed Research

Students participate in the work of faculty by serving as members of a research team for one semester. May include input on project design, instrument development, data collection and analysis, literature review and development of a research report. Requirements: 10 hours/week including a one-hour conference or team meeting and one major written assignment to be determined in conjunction with the faculty supervisor. Prerequisites: PSY-210, PSY-340 and acceptance for supervision by a department member. [3 credits]

PSY-527 Study Tour: Women Surviving Trauma

Examines the dynamics of trauma and resilience through service-learning working with women recovering from trauma, cultivating resilience, and building peace following the Balkan Wars. Students will explore psychological processes through the lens of pschological theories, including psychodynamic and social psychology, and analyze the impact of gender, attituded and values in the experience of stress, trauma, coping, and resilience. Students will deepen their understanding of the attitudes, values, cultural and gender factors unfluencing the experience of and recovery from trauma of women through direct service and through emersion into the local culture. Students will reflect upon

the psychological factors that contribute to resilience, conflict resolution, and peace building in the context the attitudes and values related to the culture of the region and the role of women in these processes. [3 credits]

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NDMU Catalog

2020-2021

French (Minor)

Department of Classical and Modern Foreign Languages Department

Rachel L. Burk, Ph.D., Chair
Thérèse Marie Dougherty, SSND, Ph.D.
Marcela Valencia, Ph.D.

Associate Faculty in French
Alexandre Labat, M.A.

Degrees offered

Minor

Campuses

Main Campus

Bienvenue à notre programme de français! Our program of study integrates exciting interactive technology, small classes, communication-focused coursework and individualized attention. Our students take French from the classroom into the NDMU community and the larger world via study abroad, service learning, language-exchange partners, internships and a partnership with the Alliance Française of Baltimore.

The French Minor requires 21 credit hours (7 courses) beginning at the 200-level. Students who place out of LFN-233 and 234 will take 27 credits (six courses). All Minors, including native speakers, must take LFN-301 and LFN-302. Students who place into the 300-level must complete a minimum of 18 credits (six courses) in order to minor in the language. They may substitute one 300-level literature, culture or linguistics course for 233/234.

Required Courses for The French Minor

Language Skills:

LFR-233 French for Oral Proficiency (3)
LFR-234 French for Written Proficiency (3)
LFR-301 Advanced French Conversation and Composition I (3)
LFR-302 Advanced French Conversation and Composition II (3)

Introduction to the Discipline:

LFN-201 The World of Language (taught in English) (3)
LFR-258* Readings in French and Francophone Literature (3)

**For native speakers who have successfully completed a literature course in English, LFR-258 should be replaced by one 300-level literature course in French.*

Culture and Civilization:

LFR-358 French and Francophone Culture and Civilization (3)

International studies Majors who minor in language are not required to take a culture course. They may complete the Minor with 18 credits (six courses).

Students who place into the 300-level must complete a minimum of 18 credits (six courses) in order to minor in French. They may substitute one 300-level literature, culture or Linguistics course for LFR-233/234.

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2020-2021

History (Minor)

History and Political Science Department

Anne E. Henderson, Ph.D., *Chair*
Therese Marie Dougherty, SSND, Ph.D. (Joint appointment with language department)
Jennifer L. Erdman, Ph.D.
David G. Hoovler, Ph.D.

Degrees offered

Minor

Campuses

Main Campus

Summary

The Minor in History equips students to analyze and interpret events of the past with the goal of building a better future. It offers a strong grounding in political and cultural history in the United States and the world. The Minor is distinctive for its focus on the role of women in history, as well as issues of justice and peace throughout human history. It offers unique perspectives on historical problems of war, revolution, genocide, racism, religious intolerance, and violence against women, and provides students with experiential learning opportunities to explore the contemporary implications of these issues.

Students must earn a minimum Cumulative Grade Point Average of 2.0 in all courses taken to complete the requirements of the History Minor.

The following courses fulfill the General Education Requirement in History: HIS-101, 103, 104, 200, 203, 206, 207, 208, 211, 215, 216, 219, 221, 222, 228, 230, 233, 235, 252, 260, 261, 290, 303, 312, 317, 320, 323, 325, 327, 328, 331, 335, 338, 340, 346, 350, 352, 355, 370, 372, 373, 390, 402, 404 and 410.

History courses which satisfy the General Education Requirement in Cross-cultural Studies: HIS 160,

207, 211, 222, 228, 233, 252, 290, 317, 320, 325, 327, 328, 331, 335, 337, 338, 346, 370.

History courses which satisfy the General Education Requirement in Gender Studies: HIS-215, 261, 290, 303, 323, 350, 352, 355, 402.

Programs of Study

Minor in History

The Department offers a Minor in History consisting of a minimum of 18 credits of course work in history. HIS-101 Dynamics of History, HIS-228 World History Since 1500 or HIS-456 Junior/Senior Seminar in History is required. The other courses are chosen in consultation with the department chair. Students who wish to Minor in History should consult the department chair.

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2020-2021

Interactive Communication Strategies (Major, Minor)

Communication Arts Department
Britt Christensen, Ph.D.,*Coordinator*
Pamela O'Brien, Ph.D.
Fran Mindel, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus

The Interactive Communication Strategies Program of Study combines vital coursework from Business, Computer Studies, and Communication Arts into a coherent curriculum applicable to the smallest of entrepreneurial start-ups or the largest of global corporations. The Program of Study stresses technological proficiency, organizational planning as well as strong writing, speaking, and critical thinking skills.

Summary

The Interactive Communication Strategies Program of Study in the School of Arts and Sciences offers a Major to students in the College of Adult Undergraduate Studies. Integrating courses in Business, Communication Arts and Computer Studies, the Major in corporate communication serves students whose primary interest is the communication function in organizations and prepares them to succeed in managerial positions in diverse types of organizations. Using their expertise in technology, graduates of this program are able to communicate effectively through organizational channels and to exercise leadership in helping organizations achieve desired strategic goals.

Organizations and their managers face many challenges in a world changing at an ever-increasing

pace. Effective, timely, and accurate communication networks, communication processes, and information management are critical strategic imperatives for every organization. The Internet, global markets, and 24/7 competition place increased importance on the manager's role in communication and information management in every organization, from the largest corporations, to the entrepreneurial start-up, to the government agency, to the university or to the non-profit sector.

The Major enables students to meet these challenges through an understanding of theoretical models and principles from the fields of Communication, Computer Studies, and Management. Students test the practical applications of their learning to current professional problems and concerns of the workplace. The Program emphasizes the design and implementation of communication and information management plans with an emphasis on managerial roles and responsibilities. Proficiency in the application of technology to organizational planning and operations is stressed, as well as strengthening student writing, speaking, and critical thinking skills.

The educational goals of the Corporate Communication Major are as follows:

- Provide a multidisciplinary curriculum based in the liberal arts,
- Prepare students for the complexities of managing communication and information technology in today's organizations,
- Present a unique and diversified curriculum that will prepare students for professional positions and provide current professionals with opportunities for career advancement, and,
- Expose students to the ethical standards required in the management and communication of information

The curriculum supports students who aspire to management roles in diverse organizational areas, such as communication, information technology, entrepreneurship and administration. This degree program has direct linkages to positions in training and development, public administration, business, customer services, institutional administration, education, sales, marketing, consulting, operations, information technology and strategic planning.

Some Corporate Communication courses are online.

A Minor in Corporate Communication is available by completing two courses listed in each area: business, communication arts and computer studies.

Students must earn a minimum grade of C in all courses taken to complete the requirements of the Major.

Program of Study

The Corporate Communication Major requires 39 credits (13 three-credit courses).

Course descriptions may be found in their respective discipline listings.

Required Courses for the Major in Corporate Communication

COM-206 Speaking in Professional Settings (Fulfills the general education requirement in oral communication.)
COM-313 Digital Media Skills
COM-401 Writing for the Web
COM-403 Organizational Communication
COM-430 Strategic Communication
CST-260 Web Animation
CST-261 Web Page Design
CST-355 Project Management [Prerequisite: CST-261]
CST-356 Internet/Intranet Information Management
BUS-302 Principles of Management
BUS-303 Principles of Marketing
BUS-310 Professional Communications [Prerequisite: ENG-101 or permission of instructor]
BUS-334 Teamwork and Negotiation

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2020-2021

International Business (Major)

Department

Deborah Calhoun, M.B.A. Ph.D, *Chair*
Ademar Bechtold, Ph.D.*Coordinator*

Degrees offered

Major

Campuses

The International Business Major is offered to students in the Women's College. Students completing the Major acquire the business, trade, cultural, international affairs, and language skills to become successful leaders in the competitive global marketplace.

Summary

Women's College

The world of business is changing as national economies merge into an interdependent and global economic system where more firms, large and small, become international in scope. The International Business Major provides a strong foundation of knowledge and skills to deal with the complexities that arise from doing business in different countries. International Business students learn how to take advantage of globalization of production and markets to minimize costs and to maximize value added for their companies. They learn how to evaluate exports, imports, licensing, joint ventures and foreign investment opportunities by gaining knowledge of the rules governing international trade and investment, by developing strategies to deal with government interventions, and by learning how to manage risks associated with converting dollars into foreign currencies.

Students who complete the International Business Major will think globally about employment,

production, sales, and investment opportunities. They will apply techniques and theories from major areas of business to global enterprises and analyze the current global trade and investment environment and its links to the political economy and the global monetary system. Graduates will be able to communicate and work effectively with people in other countries and cultures, as well as to formulate international business plans. They will be models of cross-cultural awareness through teaching, scholarship, and community outreach - with special emphasis on culture, ethics, and business practices and protocols in different countries.

Knowledge of international business has become important in several fields, including public relations, human resources, marketing, advertising, finance, and management. Students with an international business degree have many employment opportunities. These include marketing manager, brand manager, global logistics manager, project manager, public relations specialist, training specialist, labor relations manager, human resource manager, financial analyst, sales manager, import/export agent, entrepreneur, and management analyst.

A grade of C or better is required for all courses in the International Business Major.

Program of Study

Required Courses for a Major in International Business (Credits)

- BUS-253 Financial Accounting (3)
- BUS-225 Data Analysis for Business Decisions (3)
- BUS-302 Principles of Management (3)
- BUS-303 Principles of Marketing (3)
- BUS-321 Corporate Financial Management (3)
- BUS-334 Teamwork and Negotiation (3)
- BUS-350 International Business (3)
- BUS-442 International Finance (3)
- BUS-450 International Business Capstone (3)
- ECO-211 Introduction to Macroeconomics or ECO-212 Introduction to Microeconomics (3)
- ECO-404 International Economics (3)
- POL-103 Introduction to International Affairs (3)
- POL-351 Problems of Developing Nations or POL-440 Global Issues (3)
- POL-401 Political and Economic Globalization (3)
- Foreign language: one course beyond the general education requirement (3)
- Study Aboard, short term study tour or internship (3-4)

Computer Competency

A computer competency is required. A student may demonstrate this competency by one of two

methods: completing CST-130 Introduction to Microcomputer Applications (or a comparable course) or earning a passing score of 70% on the CST-130 Challenge Exam.

International Business Majors must fulfill the General Education Math Requirement with MAT-103 Applied Algebra, College Algebra or MAT-211 Calculus.

Four-Year Plan

Below is a sample Program of Study for the International Business Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
BUS-105 or elective	3	ECO-211 or ECO-212	3
General Education/Electives	6	Foreign language 102	3
POL-103	3	General education/Electives	6
Foreign language 101	3	[15 credits]	
[15 credits]			
Second year			
BUS-253	3	BUS-225	3
BUS-302	3	BUS-303	3
POL-351 and General Education	6	General Education/Electives	6
Foreign language 103	3	Foreign language 200 level	3
[15 credits]		[15 credits]	
Third year			
BUS-321	3	BUS-350	3
BUS-334	3	BUS-442	3
Internship or study tour	3	General Education/Electives	9

General Education/Electives	6	[15 credits]	
[15 credits]			
Fourth year			
POL-401	3	ECO-404	3
BUS-442	3	BUS-450	3
General Education/Electives	9	General Education/Electives	9
[15 credits]		[15 credits]	

Note: For course descriptions, see listings in Business, Economics, and Political Science Catalog sections.

Accreditation

Accreditation Council for Business Schools & Programs (ACBSP)

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

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

International Studies (Major)

History and Political Science Department

Anne E. Henderson, Ph.D., *Coordinator*

Degrees offered

Major
Minor

Campuses

Main Campus

The International Studies Program of Study in the College of Arts, Sciences, and Business offers a Major to students in the Women's College. The Program develops the global knowledge and skills students will need in order to thrive in an increasingly interconnected world. Core courses in International Studies are drawn from the Political Science and History, Business and Economics, and Modern Foreign Languages Departments. The Program fosters an understanding of different cultures as well as the institutions, ideas and policies that determine how nations relate to each other in the 21st century. An off-campus experience in the form of an internship, study abroad semester or study tour provides the student with opportunities to immerse herself in another culture and to apply her knowledge in a realistic setting while increasing her awareness of career possibilities in the field.

Summary

International Studies students choose a specialization in International Business or International Relations, and can Minor in Asian Studies or Latin American Studies. Students are strongly

encouraged to complete MAT-215 Statistics to satisfy their General Education Requirement in Mathematics and ECO-211 Macroeconomics for the Social Science General Education Requirement.

Students must earn a minimum cumulative grade point average of 2.0 in all courses taken to complete the requirements of the Major.

Programs of Study

Required Core Courses for a Major in International Studies (Credits)

POL-103 Introduction to International Affairs (3)
POL-401 Political and Economic Globalization (3)
HIS/POL 456 Senior Seminar

Four of the following five courses:

POL-440 Global Issues (3)
HIS/POL-325 Revolution and Terrorism (3)
HIS-404 U.S. Foreign Relations (3)
HIS/POL-330 European Foreign Relations Since 1815 (3)
POL-351 Problems of Developing Nations (3)

Off-campus experience (one of the following) (3+)

Internship (IDS-361, 461)
Study tour
Study abroad semester

Foreign language*

Two courses beyond the General Education Requirement (one may be a culture course in the foreign language) (6)

**International Studies students may take LEF-203 English: Conversation for International Students or LEF-204 English: Composition for International Students to fulfill the language requirement for the Major, or may be exempted from the language requirement if they test above LEF-203 or LEF-204.*

International Studies with a Concentration in International Business

In addition to the required Core courses:

BUS-261 Managing Financial Resources (3)
BUS-302 Principles of Management (3)

BUS-303 Principles of Marketing (3)
BUS-350 International Business (3)
ECO-212 Introduction to Microeconomics or
ECO-211 Introduction to Macroeconomics (3)
ECO-404 International Economics (3)

International Studies with a Concentration in International Business—Four-Year Plan

Below is a sample Program of Study for the International Studies—International Business Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
NDMU-100 Perspectives in Education	3	Philosophy (200-level)	3
ENG-101 College Writing	3	COM-106 Fundamentals of Oral Comm	3
POL-103 Introduction to International Affairs	3	MAT-215 Statistics	3
Foreign Language	3	ECO-211 Macroeconomics or ECO-212 Microeconomics	3
BUS-302 Principle of Management	3	BUS-303 Principles of Marketing	3
[15 credits]		[15 credits]	
Second year			
ECO-211 Macroeconomics or ECO-212 Microeconomics	3	RST-201 Introduction to Biblical Studies	3
Foreign Language	3	Foreign Language	3
Philosophy (300-level)	3	BUS-261 Managing Financial Resources	3
General education/Electives	6	Generation education/Electives	6
Physical Education	1	[15 credits]	

[16 credits]			
Third year			
Literature	3	Philosophy (upper-level)	3
Religious Studies (upper-level)	3	BUS-350 International Business	3
Major elective	3	HIS/POL-330 European Foreign Relations	3
Internship or study tour	3	POL-440 Global Issues	3
General Education/Electives	3	Major Elective	3
[15 credits]		[15 credits]	
Fourth year			
Major elective	3	POL-351 Problems of Developing Nations or HIS/POL-404 U.S. Foreign Relations	3
ECO-404 International Economics	3	HIS/POL-325 Revolution and Terrorism	3
POL-401 Political and Economic Globalization	3	Major elective	3
General Education/Electives	3	General Education/Electives	6
Internship or study tour	3	[15 credits]	
[14–16 credits]			

For course descriptions, see listings in the following programs: Business, Economics, History, Languages and Political Science.

International Studies with a Concentration in International Relations

In addition to the required Core courses:

POL-361 Methods in Political Science Research (3)

HIS/POL-430 International Organizations and World Politics (3)

Three of the following courses:

HIS/POL-252 Latin American History and Politics
POL-370 Model OAS
HIS-331 Modern China
HIS-335 Modern Japan
HIS-222 Europe, 1848-Present
HIS-338 Russia Since 1917
HIS-328 Post-Colonial Africa
HIS/POL-200 Genocide
HIS/POL 290 Women in Islamic Societies
ENV-220 Environmental Politics and Policy

International Studies with a Concentration in International Relations–Four-Year Plan

Below is a sample Program of Study for the International Studies—International Relations Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
NDMU-100 Perspectives in Educaiton	3	Philosophy (200- level)	3
ENG-101 College Writing	3	COM-106 Fundamentals of Oral Communication	3
POL-103 Introduction to International Affairs	3	HIS/POL-290 Women in Islamic Societies or HIS/POL-200 Genocide	3
Foreign Language	3	Foreign Language	3
General Education/Elective	3	MAT-215 Statistics	3
[15 credits]		[15 credits]	
Second year			
ECO-211 Macroeconomics or ECO-212 Microeconomics	3	POL-252 Latin America or HIS-335 Modern Japan	3
HIS-222 Europe, 1848–Pres	3	Foreign Language	3

Foreign Language	3	Natural Science	4
Philosophy (300-level)	3	Literature	3
Physical Education	1	RST-201 Introduction to Biblical Studies	3
General Education/Elective	3	[16 credits]	
[16 credits]			
Third year			
HIS/POL-325 Revolution/Terrorism or HIS/POL-404 U.S. Foreign Relations	3	HIS-331 Modern China	3
Foreign Language	3	Philosophy (upper-level)	3
Religious Studies (upper-level)	3	Internship or study tour	3
Physical Education	1	POL-351 Problems Developing Nations	3
General Education/Electives	6	General Education/Elective	3
[16 credits]		[15 credits]	
Fourth year			
POL-361 Methods in Research	3	POL-440 Global Issues	3
POL-430 International Organizations	3	HIS/POL-330 Europe Foreign Relations	3
HIS/POL-elective	3	POL-401 Political and Economic Globalization	3
Major elective	3	Internship or study tour	3
General Education/Elective	3	General Education/Elective	3
[15 credits]		[15 credits]	

For course descriptions, see listings in the following programs: Business, Economics, History, Languages and Political Science.

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NDMU Catalog

2020-2021

Latin American Studies (Minor)

Anne E. Henderson, Ph.D., Coordinator

The Latin American Studies Minor is an interdisciplinary program for students in the Women's College offering students the opportunity to focus on the rich diversity of the Latin American region. The combination of courses in the history, culture, politics, and economics of the region, combined with proficiency in Spanish, enhances student awareness and understanding of this complex area and its people.

The Program is designed for students who wish to specialize in Latin America and those for whom a deeper knowledge of the region would complement careers in business, education, foreign affairs, government, journalism, law, medicine, religion or humanitarian work.

The Minor consists of six courses (18 credits) and must include two courses in Spanish above the General Education Requirement (one skills course, and one literature or culture course). The remaining four courses may be selected from business, economics, history or political science, according to individual interests. No more than two courses applied to the student's Major may be applied to the Latin American Studies Minor.

Study abroad is strongly recommended. No more than two courses toward the Minor may be taken through any one study abroad program. One study tour to Latin America may count toward the Minor. One course or study tour from any area school participating in the consortium may count toward the Minor, subject to approval by the Notre Dame Minor advisor.

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Program of Study

One skills course in Spanish, chosen from

LSP-233 Spanish for Oral Proficiency

LSP-234 Spanish for Written Proficiency

LSP-301/302 Advanced Spanish Conversation and Composition I, II

One literature or culture course in Spanish, chosen from

LSP-258 Readings in Hispanic Literature
LSP-310 Survey of Masterpieces in Latin American Literature I
LSP-311 Survey of Masterpieces in Latin American Literature II
LSP-359 Latin American Culture and Civilization
LSP-401 Topics in Spanish
LSP-463 Independent Study

Four courses from the following list

BUS-350 International Business
ECO-307 Comparative Economic Systems
ECO-404 International Economics
ECO-411 Topics in Economics (if related to Latin America)
HIS-252 Latin American History and Politics
HIS/POL-325 Revolution and Terrorism
POL-351 Problems of Developing Nations
POL-370 Honors: Model OAS
POL-440 Global Issues
POL/HIS/LSP-427 Study Tour to Latin America

Independent Study courses in Latin American culture, history, political science, economics or business.

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2020-2021

Leadership in Hospitality and Event Management (Major)

Business and Economics Department

Contact Office of the Dean of the School of Arts, Sciences and Business

Degrees offered

Major
Minor

Campuses

Main Campus

The Leadership in Hospitality and Event Management program of study is designed to prepare graduates for a career in the exciting and fast field of hospitality, one of the fastest growing industries in the world. Courses are organized to provide theory and real-world application for entry-level, management level and entrepreneurial opportunities within the main sectors of the hospitality and event industry, providing opportunities and professional consideration in the following areas: tourism, hotel and lodging, meeting and convention, event planning, food and beverage services, and more! Variations in special topics courses, internships and availability of electives accommodate those with little to no experience, as well as those currently working in the industry. This program will prepare graduates for sustainable, lifelong employment in the hospitality field.

Curriculum

Major in Leadership in Hospitality

Foundation Courses

BUS-302 Principles of management
BUS-303 Principles of Marketing
BUS-416 Managing Financial Resources
ECO-211 Introduction to Macroeconomics
ECO-212 Introduction to Microeconomics

Core Courses in Major

HOS-190 Introduction to Hospitality and Event Planning
HOS-210 Professional Communication: Hospitality and Event Planning
HOS-230 Travel and Tourism
HOS-250 Food and Beverage Safety
HOS-360 Catering and Special Events
HOS-370 Lodging Management
HOS-380 Meeting and Convention Management
HOS-400 Hospitality Management Information Systems
HOS-450 Legal Environment: Hospitality and Event Management
HOS-470 Human Resources and Labor Relations
HOS-480 Supply Chain Logistics: Hospitality and Events

Minor in Leadership in Hospitality

HOS-190 Introduction to Hospitality and Event Planning
HOS-230 Travel and Tourism
HOS-360 Catering and Special Events *or* COM-375 Event Planning
HOS-370 Lodging Management *or* HOS-380 Meeting and Convention Management
BUS-302 Principles of Management
BUS-303 Principles of Marketing
Plus, an open-choice elective in business, communication or hospitality.

Sample Program of Study

Sample program of study for Leadership in Hospitality & Event Management to provide guidance. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First Year			
NDMU-100 First Year Seminar	4	BUS-303 Principles of Marketing	3

ENG-101 College Writing	3	HOS-250 Food and Beverage Safety Certification	3
ECO-212 Microeconomics (meets Social Science Requirement)	3	Foreign Language Requirement	3
HOS-190 Intro to Hospitality and Event Planning	3	Literature Requirement	3
Foreign Language Requirement*	3	Mathematics Requirement	3
[16 credits]		[15 credits]	

Second Year

BUS-302 Principles of Management	3	HOS-210 Professional Communication - Hospitality and Event Planning	3
HOS-230 Travel and Tourism	3	PHL-201 Introduction to Philosophy	3
RST-105 Religion and the Big Questions	3	History Requirement	3
COM-106 Fundamentals of Oral Communication	3	Fine Arts Requirement	3
Foreign Language Requirement	3	Natural Science Requirement	4
Physical Education Requirement	1	[16 credits]	
[16 credits]			

Third Year

HOS-370 Lodging Management	3	BUS-416 Managing Financial Resources	3
HOS-380 Meeting and Convention Management	3	HOS-360 Catering & Special Events	3
		ECO-211 Introduction to	

Gender Studies Requirement	3	Macroeconomics	3
Upper-Level Religious Studies Requirement	3	Upper-Level Religious Studies Requirement	3
Values Requirement	3	Cross-Cultural Studies Requirement	3
[15 credits]		[15 credits]	
Fourth Year			
HOS-400 Hospitality Management Information Systems	3	HOS-450 Legal Environment & Hospitality and Event Management	3
HOS-470 Human Resources and Labor Relations	3	Internship in the Hospitality Field	4
HOS-480 Supply Chain Logistics	3	General Electives & Business Course Electives	8
General Electives & Business Course Electives	6	[15 credits]	
[15 credits]			

*Number of credits required is 3 to 9, depending on the results of a language placement exam.

Additional Notes

- Students will complete two courses online in collaboration with University of Maryland Eastern Shore.
- Students who are interested in a BA/MS pathway to graduate studies at Morgan State University should inform the NDMU program director by the third year of study to plan to enroll in bridge courses in the senior year as part of the University partnership with Morgan.

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NDMU Catalog

2020-2021

Liberal Arts

Women's College and College of Adult Undergraduate Studies

Theresa Lamy, ***SSND Ph.D, Advisor***

Overview
Programs of Study
Option A
Option B
Option C

The School of Arts and Sciences offers the interdisciplinary major to students in the College of Adult Undergraduate Studies and the Women's College. This program of study encourages the student to develop a broad understanding and appreciation of the main areas of human knowledge and values. Under the guidance of an academic advisor, the liberal arts student is encouraged to develop an integrated approach to the study of liberal arts.

Through the liberal arts major, students select their courses to meet their interests and goals. For Option A, B and C discussed below, the major consists of 12 courses, six of which must be at the 300- or 400-level. The courses in the interdisciplinary major are exclusive of the general education requirements for the degree. The 12 courses required for the major must be completed with a grade of C or higher. A student with transfer credits must also meet the above requirements. All students, including transfer students, must take at least eight total courses in the liberal arts major at Notre Dame.

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Programs of Study

Option A

The student selects a primary track of seven courses (four of which must be upper-division) and a supporting track of five courses (including two upper-division courses). Students must take at least

two courses in each track at Notre Dame. The student is strongly advised to select the primary and supporting track prior to completion of 60 credits. Students in the Women's College may select from the following tracks:

Art	Economics	Philosophy
Biology	Education	Physics
Business	English	Political Science
Chemistry	History	Psychology
Classics	Mathematics	Sociology/Criminology
Computer Studies	Modern Languages	Religious Studies
Communication Arts/Digital Media Arts	Music	

Students in the College of Adult Undergraduate Studies may select from among the following tracks:

Art (supporting track only)	Education	Sociology/Criminology
Business	English	Religious Studies
Computer Studies	History	

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Courses Required for Option A (Credits):

Art

ART-120 Art of Europe and the Near East or
ART-121 Art of Europe & the United States (3)
Any one of the following
ART-101 Drawing I (3)
ART-102 Color and Design (3)
ART-103 Three Dimensional Design (3)
ART-109 Basic Photography (3)
ART-142 Painting I (3)

Biology

BIO-111 Fundamentals of Biology (4)
Either BIO-307 Ecology or BIO-311 Evolution (4)

Business

One course in economics.

Chemistry

Primary Track
CHM-110 and 111 General Chemistry I and II (8)
CHM-210 and 211 Organic Chemistry I and II (8)
CHM-303 Analytical Chemistry (4)
CHM-350 Chemical Literature (1)
One of the following
CHM-301 Physical Chemistry I (4)
CHM-305 Instrumental Analysis (4)
CHM-425 Biochemistry I (4)

Classics

Primary track
1 course in Latin or Greek, above the 103 level (3)
6 courses selected with the approval of the liberal arts advisor
Supporting track
1 course in Latin or Greek, any level (3)
4 courses selected with the approval of the liberal arts advisor

Communication Arts/Digital Media Arts

There are no required courses; confer with your advisor.

Computer Studies

CST-171 Programming Concepts (3)

Economics

ECO-211 Introduction to Macroeconomics (3)
ECO-212 Introduction to Microeconomics (3)

Education

Consult with liberal arts advisor for a list of required courses.

English

There are no required courses; confer with your advisor.

History

There are no required courses; confer with your advisor. (GEO-206 does not count as a history course.)

Mathematics

MAT-212 Calculus II (4)

Modern Foreign Languages

Choice of:

LFR-233 French for Oral Proficiency (3)
LFR-234 French for Written Proficiency (3)
One French culture or literature course (3)
Or
LSP-233 Spanish for Oral Proficiency (3)
LSP-234 Spanish for Written Proficiency (3)
One Spanish culture or literature course (3)

Music*

Choose two required courses
MUS-106 Music and Culture: Timeless Threads or
MUS-107 Music and Culture: Lasting Legacies (3)
MUS-148 Theoretical Studies I: Fundamentals (3)
Additional courses selected from the music minor curriculum.
Applied music courses do not count toward the required number of courses.

**Requires written permission from the department*

Philosophy

Choose one from the following
PHL-302 Philosophy of Human Nature

PHL-305 Philosophy of Religion (3)
PHL-321 Epistemology (3)
PHL-374 Metaphysics (3)

Choose one from the following
PHL-303 Ancient Philosophy (3)
PHL-304 Medieval Philosophy (3)
PHL-307 History of Modern Philosophy (3)
PHL-309 History of Contemporary Philosophy (3)
Must include ethics course if not taken as a general education values course.

Physics

PHY-101 General Physics I (4)
PHY-102 General Physics II (4)

Political Science

POL-101 Introduction to Political Science (3)

Psychology

PSY-210 Research Methods I (for first concentration only) (4)
Only courses with a PSY designation are acceptable. PSY-105, PSY-461 and PSY-462 do not count toward this concentration.

Sociology/Criminology

Primary Track
SOC-101 Introduction to Sociology or CRM-101 Introduction to Criminology (3)
SOC-209 Race, Class, and Gender (3)
PSY-210 Research Methods I (4)
SOC-350 Sociological Theory or CRM 303 Theories of Crime and Deviance (3)
Two additional courses in SOC or CRM at the 300 level (6)
One course in SOC or CRM at the 400 level (3)
Supporting track
SOC-101 Introduction to Sociology or CRM-101 Introduction to Criminology (3)
SOC-209 Race, Class, and Gender (3)
PSY-210 Research Methods I (4)
SOC-350 Sociological Theory or CR- 303 Theories of Crime and Deviance (3)
One course in SOC or CRM at the 400 level (3)

Religious Studies

RST-201 Introduction to Biblical Studies (3)
RST-315 Old Testament or RST-317 New Testament (3)
One systematic theology course (3)
One practical theology or religion and culture course (3)
One religious ethics course (3)

Students with a primary track in religious studies will be expected to participate in the religious studies capstone experience, which includes a portfolio preparation workshop and compilation of a portfolio, an interview with department faculty, and a presentation to department faculty, current religious studies students and alumnae. Students with a supporting track will be invited to participate in the capstone experience and required only to attend the presentations.

Option B

This option is open to any student but should be chosen by students who plan to continue to the Master of Arts in Teaching.

Two courses (of student's choice) from each of the following: English; science; mathematics; art or music; history or social sciences; plus two elective courses in liberal arts and EDU-402. Six of these 12 courses must be at the 300/400 level.

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Option C

The student selects a primary area of emphasis of seven courses (four of which must be at the 300- or 400-level) and a supporting area of emphasis of five courses (including two courses at the 300- or 400-level). Students must take at least two courses in each area of emphasis at Notre Dame. The student is strongly advised to select the primary and supporting areas of emphasis prior to completion of 60 credits.

Areas of Emphasis

Natural sciences and mathematics: includes courses in biology, chemistry, computer studies, mathematics, physics

Social sciences: includes courses in economics, political science, psychology, sociology and criminology

Arts and humanities: includes courses in art, classical and modern foreign languages, English, history, music, philosophy, religious studies

Professional studies: includes courses in business, nonprofit management, communication arts, digital media arts, education

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NDMU Catalog

2020-2021

Marketing Communications (Major)

Business and Economics Department and Communication Arts Department

Heather L. Carpenter, Ph.D., *Coordinator*
Pamela O'Brien, Ph.D.

Degrees offered

Major

Campuses

Main Campus

The Marketing Communications Major is an interdisciplinary Program of Study for students in the Women's College who are interested in pursuing careers in a dynamic and rapidly expanding field. Integrated Marketing Communications involves the coordination of a company's marketing and communication efforts towards the creation of messages that maximize consumer satisfaction at minimal cost. The Marketing Communications Major provides students with a comprehensive mix of real-world business skills and cutting-edge communication tools needed to succeed, whether employed in a start-up company or a global corporation.

Summary

Women's College

Underpinning the Marketing Communications Major is a liberal arts approach that allows students to draw the best from diverse disciplines. From Communication Arts, students receive a broad foundation in writing and speaking skills, as well as specific career training in a range of creative fields, such as advertising, public relations, event planning, and digital design. From Business, students acquire a broad knowledge base in key areas such as finance, research, teamwork, and negotiation, along with

a thorough mastery of the full spectrum of marketing strategies and promotional tactics. The variety of courses available in the Program allows students to develop a thorough knowledge of communication theories, processes and technologies while cultivating the necessary business experience and flexibility to adapt to current and future marketplace trends.

Through learning the language of marketing and the nature of markets, students will understand how building an organization's image and brands with an effective integrated marketing communications strategy is critical to its success. Students will complete promotions opportunity and communications market analyses, and study consumer and organizational consumer behavior. They will also assess the effectiveness of both traditional and non-traditional forms of communication, and create marketing communications plans as part of a systematic approach to defining uncontested market space. The development of teamwork, bargaining, and negotiation skills will be emphasized, along with knowledge of the basic accounting principles and financial statements needed for budgets and decision-making.

The Program culminates in a professional practicum through which students gain work experience analyzing, designing, implementing and reviewing integrated marketing communication plans for local businesses. Graduates from Notre Dame's Program learn to 1) effectively use data in the analysis of marketing problems and in the development of the subsequent marketing communications strategy, 2) evaluate and design effective communication plans for internal and external audiences either working individually or as a member of a team, and 3) create effective marketing messages that are ethical, socially responsible and well-reasoned using diverse media.

The Marketing Communications curriculum prepares students to work as corporate marketing communications professionals, account managers in advertising or direct marketing firms, event planners, public relations professionals, marketing representatives, trade show coordinators, publication managers, product managers, media buyers, sales promotion directors or internet marketing managers.

Program of Study

Required Courses for a Major in Marketing Communications (Credits)

BUS-303 Principles of Marketing (3)
BUS-334 Teamwork and Negotiation (3)
BUS-360 Business Research (3)
BUS-416 Managing Financial Resources (3)
BUS-482 Consumer Behavior (3)
BUS-483 Integrated Marketing Communications (capstone) (3)
COM-101 Introduction to Media Writing (3)
COM-210 Social Media

COM-319 Advertising and Analytics (3)
COM-331 Public Relations (3)
COM-375 Event Planning (3)
COM-401 Writing for the Web **or** CST-261 Web Page Design (3)
COM-461 Communication Arts Practicum **or** BUS-461 Business Practicum (4)
DMA-101 Graphic Design I (3)

Computer competency is required. A student may demonstrate this competency by one of two methods:

1. complete CST-130 Introduction to Microcomputer Applications (or a comparable course) with a grade of "C" or better, or,
2. earn a passing score of 70 percent on the CST-130 Challenge Exam.

Marketing Communication Majors may fulfill the General Education Math Requirement with BUS-225.

Students are encouraged but not required to take BUS105 Introduction to Business and Entrepreneurship.

Four-Year Plan

Below is a sample Program of Study for the Marketing Communications Major. Students should select courses with the assistance of a faculty advisor.

Fall		**Spring**	
First year			
COM-101 Introduction to Media Writing	3	BUS-334 Teamwork and Negotiation	3
BUS-105 Introduction Business and Entrepreneurship (recommended)	3	CST-130 Intro to Computer Applications	3
NDMU-100 First Year Experience	3	General Education Requirements	6
General Education Requirements	6	COM-210 Social Media	3
[15 credits]		[15 credits]	
Second year			

BUS-303 Principles of Marketing	3	COM-319 Advertising or COM-331 Public Relations	3
COM-106 Fundamentals of Oral Communication	3	BUS 225 Data Analysis for Business Decisions	3
General Education/Electives	6	General Education/Electives	9
DMA-101 Graphic Design	3		
[15 credits]		[15 credits]	
Third year			
COM-375 Event Planning	3	COM-319 Advertising & Analytics or COM-331 Public Relations	3
CST-261 Web Page Design	3	BUS-482 Consumer Behavior or BUS 483 Integrated Marketing Communication	3
General Education/Electives	9	General Education/Electives	6
[15 credits]		BUS 416 Managing Financial Resources	3
		[15 credits]	
Fourth year			
BUS-360 Business Research	3	BUS-461 Business Practicum or	4
IDS-361 Internship (recommended)	3	COM-461 Communication Arts Practicum	3
COM-401 Writing for the Web	9	BUS-482 Consumer Behavior or BUS-483 Integrated Marketing Communication	3
General Education/Electives		General Education/Electives	6

[15 credits]	[16 credits]

Note: Descriptions for the courses required as part of the Marketing Communications Major may be found in the Business, Communication Arts, Art, and Computer Studies sections of the Catalog.

Accreditation

Accreditation Council for Business Schools & Programs (ACBSP)

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

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NDMU Catalog

2020-2021

Modern Foreign Languages (Major)

MFL Department
Rachel Burk, Ph.D.
Thérèse Marie Dougherty, SSND, Ph.D.
Marcela Valencia, Ph.D.

Associate Faculty
Alexandre Labat, M.A.
Alejandro Sánchez-Aizcorbe, Ph.D.
Marta Izquierdo Robredo, M.A.
Joseph Wieczorek, Ph.D.

Degrees offered

Major

Campuses

Main Campus

Bienvenue à notre programme! ¡Bienvenidas a nuestro programa! Learn to speak two modern languages through individualized attention, integrated technology, and communication-focused coursework. Through language courses at NDMU and schools in the Baltimore College Consortium, students study and demonstrate proficiency in French or Spanish and a second modern foreign language. This Major is excellent preparation for foreign language teaching, working internationally, or studying diplomacy. Our students take their languages from the classroom into the NDMU community and the larger world via study abroad, service learning, language-exchange partners, and internships.

Summary

Foreign language courses cover essential language structures, practical communication, and cultural learning. Small classes, close relationships with professors, multimedia technology, and interactions with native speakers encourage general education students to speak, write, listen, and read in a foreign language while gaining perspectives on the larger world. Majors and minors in modern languages refine their language skills in two languages and at the same time immerse themselves in literature, history, film, art, and culture, locally and internationally.

General Education Language Requirement for WOM and CAUS

Native Speakers of English

Women's College students of traditional age, both first-year and transfer, may fulfill the general education foreign language requirement in one of three ways:

- **AP Exam**: Provide evidence of an earned grade of 3 or higher on the Advanced Placement Language or Literature exam
- **Language Department Placement Exam:** Place into the advanced level (301) on the language department placement exam. (These students may wish to satisfy the General Education Literature Requirement through a literature course in the foreign language.)
- **Coursework:** Complete one course at the intermediate level (103, 233 or 234), preferably building upon foreign language skills acquired

at the secondary level.

Students in the Women's College ages 25 years and older at the time of matriculation, as well as students in the College of Adult Undergraduate Studies, may fulfill the General Education Language Requirement in one of two ways:

- **Exam:** Provide evidence of completion of one semester of foreign language study through the Advanced Placement Language or Literature exam or the CLEP test (available in French, Spanish, and German through the College Board).
- **Coursework:** Complete one semester at the appropriate level (101,102,103 or higher).

Native speakers of English who are bilingual should consult with the Chair of Modern Foreign Languages for guidance regarding the language requirement.

Language courses that satisfy the general education language requirement are: 103, 233, 234 or any Latin course above the 102-level.

Languages Offered through 103-level

Courses at the 101, 102 and 103 levels in French, Latin, and Spanish are taught regularly on the NDMU main campus. Classes in other languages may be taken via the Baltimore College Consortium to fulfill the general education language requirement and as an elective.

Non-Native Speakers of English

International students may fulfill the general education foreign language requirement in one of three ways:

- **TOEFL Exam:** At entrance, provide evidence of a score of 550 or higher on the TOEFL exam, or 213 or higher on the TOEFL: BT Test or 80 or higher on the IBT Test.
- **English Language Institute Placement Exam:** At entrance, score on the advanced level on all parts of the language department's English Placement Test.
- **ELI Placement Exam:** Complete LEF-203, LEF-204 or LCL-331, based on the results of the English Placement Test.

Placement Testing

Placement testing will assure every student studies at a level consistent with her current abilities. Students at Notre Dame must complete one semester of foreign language at the intermediate level (103) or above. The sequence of foreign language courses offered is as follows:

101-102	Beginning Spanish I and II (do not fulfill the language requirement)
103	Intermediate Spanish I (Courses beginning at this level fulfill language requirement.)
233/234	Spanish for Oral/Written Proficiency
301-302	Advanced Conversation and Composition I and II

Placement result	**Courses needed to fulfill the language requirement**
101	101, 102, 103
Start a new language	101, 102, 103
102	102, 103
103	103
233	233
234	234

Students who have achieved a score of 3 or above on the Advanced Placement Language or Literature Test are considered to have fulfilled the language requirement. No additional courses are required.

Transfer students

Those who have studied a foreign language at the college-level satisfy the requirement with one course at the intermediate level. Beginning, college-level coursework in a foreign language serves as a prerequisite for 102 or 103. *Those students who have college level language credit must make this information known to their advisors!* Since course numbering varies, failure to do so may result in taking the same course twice and being denied credit.

Programs of Study: Modern Foreign Languages

To declare a Major or a Minor in the Department, a student must have a minimum grade of C in the course that satisfies the General Education language requirement. All courses in the Major and the Minor must be completed with a grade of C or above. Double major programs may be developed through consultation with academic advisors from each department.

The Languages Department strongly recommends that students who Major or Minor in foreign language study abroad. All such courses must be pre-approved by the University in advance of the study abroad year or semester.

The Modern Foreign Languages Major

Through language courses at NDMU and schools in the Baltimore College Consortium, students study and demonstrate proficiency in French or Spanish and a second modern foreign language. This Major is recommended for those who want to become foreign language teachers, work internationally, or study diplomacy.

Required Courses for the Modern Foreign Languages Major

The Modern Foreign Language Major requires 42 credit hours (14 courses) beginning at the 200-level in main language of French or Spanish. Students who place out of LSP-233 and 234 will take 39 credits (13 courses). All Majors, including native speakers, must take LFR/LSP-301 and LFR/LSP-302.

Introduction to the discipline

LFN 201 World of Language (taught in English)

French or Spanish

LFR/LSP-233 Oral Proficiency
LFR/LSP-234 Written Proficiency
LFR/LSP-301 Advanced Conversation & Composition I
LFR/LSP-302 Advanced Conversation & Composition II

Second Language

101 Beginning Language I
102 Beginning Language II
103 Intermediate
233 Oral Proficiency
234 Written Proficiency

Literature

LFR/LSP-258 Readings in _____ Literature
3__ Literature Course

Culture and Civilization

LFR/LSP-358 or 359 Culture and Civilization

LFN-450 Research Seminar

Options for 300- or 400-level courses

** prior departmental approval required**

Consortium (Loyola, Hopkins, Goucher, Towson, Morgan)
Study Abroad (strongly recommended)
Internship or Teaching Apprentice (strongly recommended)
Notre Dame Study Tour Abroad

Department of Classical and Modern Foreign Languages Course Offerings

Courses in Classical Studies, Comparative Literature, and ESL

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

410-435-0100
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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Mathematics

Mathematics, Physics, and Computer Studies Department

Alexandra L. Chaillou, Ph.D., *Chair*
Charles Buehrle, Ph.D.
Kristyanna Erickson, Ed.D.

Degrees offered

Major
Minor

Campuses

Main Campus

Mathematics students develop critical thinking skills, becoming analytical thinkers and problems solvers. They learn to use mathematical software and technologies, to problem solve, to communicate mathematically through proofs, data analysis, and programming, and to relate mathematics to a variety of other disciplines. Each student completes a capstone project that includes an essay reflecting on her growth as a mathematician and her expanded understanding of the discipline, as well as a presentation of an independent project of her choosing.

Built on the recommendations of the Mathematical Association of America's Committee on Undergraduate Programs in Mathematics, the goals of the mathematics program are:

1. develop mathematical thinking and communication skills;
2. develop skills with a variety of technologies; and

3. develop a broad view of the mathematical sciences.

Women's College

Overview
Major
Mathematics/Secondary Education Certification
Minor
Four-Year Plan
Course Descriptions

The Mathematics/Physics/Computer Studies Department of the School of Arts, Sciences and Business offers a Major or Minor in Mathematics to students in the Women's College. Students may also prepare for teaching mathematics through the Secondary Education Certification Program. Recognizing the role our fields plays in other disciplines, we offer courses for department majors and non-majors that serve the students of NDMU in the Catholic Liberal Arts tradition. As an integral part of the liberal arts, we provide the students at NDMU with an understanding of the physical world, quantitative and technologically based knowledge, and enable our students to become leaders in their future professions.

Mathematics Majors have completed graduate study at institutions such as University of Maryland Baltimore County, University of Maryland College Park, Boston College, Drexel University, George Washington University and Rochester University. Program graduates have positions with organizations such as CareFirst BlueCross BlueShield of Maryland, Aberdeen Proving Ground, the National Security Agency, Lockheed Martin Information Technologies, Arbitron and the Federal Bureau of Investigation.

Mathematics Majors often choose a Minor such as Computer Science, Business, Accounting or Physics. Recent students have successfully completed double majors such as Mathematics/Physics, Mathematics/Biology, Mathematics/Chemistry, and Mathematics/Art.

The General Education Requirement in Mathematics is normally fulfilled by a variety of 100- or 200-level mathematics courses.

Students must earn a minimum Cumulative Grade Point Average of 2.0 in all courses taken to complete the requirements of the Mathematics Major.

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Programs of Study

Required Courses for a Major in Mathematics (Credits)

MAT-110 Discrete Mathematics (3)
CST-171 Programming Concepts or CST-295 C++: Object Oriented Programming (3)
MAT-211 , 212, 213 Calculus I, II, III (11)
MAT-243 Linear Algebra (3)
MAT-301 Abstract Algebra (3)
MAT-303 Analysis (3)
MAT-311 Theory of Probability (3)
MAT-425 Simulation and Modeling (3)
MAT-455 History of Mathematics (3)
In addition to required courses, at least three electives from the following:
MAT-215 Basic Statistics (3)
MAT-305 Geometry (3)
MAT-307 Numerical Analysis (3)
MAT-309 Number Theory (3)
MAT-315 Differential Equations (3)
MAT-406 Complex Variables (3)
Recommended:
PHY-101, 102 General Physics I, II (8)
MAT-214 Calculus of Vector Fields (1)

Mathematics Capstone Experience

The capstone experience for each student majoring in Mathematics is twofold. In her final spring semester at the University, each Major writes an essay reflecting on her growth as a mathematician and on her expanded understanding of the discipline of Mathematics. In addition, in consultation with her faculty advisor, each Major develops a poster or presentation on a topic selected from one or more of her courses, or the selected topic may be related to an internship experience. This presentation should extend the topic beyond the coverage of the course(s).

The spring mathematics capstone presentation is open to interested faculty, students and guests as a celebration of each student's work and achievements.

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Mathematics/Secondary Education Certification—Approved Program in Mathematics

Students who wish to prepare for teaching in secondary schools complete the courses required for the Mathematics Program of Study, except that the following three elective courses—MAT-215 Basic Statistics, MAT-305 Geometry and MAT-309 Number Theory—are required, along with the professional education courses offered by the School of Education.

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Minor in Mathematics

MAT-211, 212 Calculus I, II (8)
MAT-243 Linear Algebra (3)

Three other courses in Mathematics from among MAT-110 and 200-level or higher courses, except MAT-214 Calculus of Vector Fields

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Four-Year Plan

Sample Program of Study for the Mathematics Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
MAT-211 Calculus I	4	MAT-212 Calculus II	4
** MAT-110 Discrete Mathematics	3	CST-171 Programming Concepts+	3
NDMU-100 First Year Seminar	3	General Education/Electives	9
General Education/Electives	6	[16 credits]	
[16 credits]			
Second year			
CST-295 C++: Object Oriented Programming+	3	MAT-243 Linear Algebra	3
MAT-213 Calculus III	3	MAT-215 Basic Statistics	3
PHY-101 General Physics I (recommended)	4	PHY-102 General Physics II (recommended)	4
General Education/Electives	6	General Education/Electives	6

[16 credits]		[16 credits]	
Third or fourth year: odd fall, even spring years			
**MAT-311 Theory of Probability	3	**MAT-303 Analysis	3
MAT-307 Numerical Analysis*	3	*MAT-305 Geometry	3
General Education/Electives	9	**MAT-425 Simulation & Modeling	3
[15 credits]		General Education/Electives	6
		[15 credits]	
Third or fourth year: even fall, odd spring years			
**MAT-301 Abstract Algebra	3	*MAT-309 Number Theory	3
* MAT-406 Complex Variables	3	*MAT-315 Differential Equations	3
General Education/Electives	9	**MAT-455 History of Mathematics	3
[15 credits]		General Education/Electives	6
		[15 credits]	

+ One of these two courses is required.
** Cycled elective course.*
*** Cycled required course.*

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Courses

MAT-100 Algebra Applications

Combines algebra preparation and applied algebra, designed to develop students' critical thinking and quantitative reasoning skills needed to understand everyday issues. Provides a thorough study of linear equations and functions as well as an exploration of a variety of nonlinear functions. Data analysis and mathematical modeling focus on real world problems from a variety of fields including

science, finance and business. Graphing calculator is used throughout the course. Students meet five times a week in 50-minute classes. Satisfactory completion is a prerequisite for MAT-215, Statistics or MAT-107, Elementary Functions. Available to Women's College students only. Satisfies the General Education Requirement in Mathematics. This course may not be completed for credit after successful completion of MAT-103. [4 credits]

MAT-103 Applied Algebra

Focuses on fundamental algebraic concepts and the solution of real world problems through the use of basic mathematical models. Provides a thorough study of linear functions as well as an exploration of a variety of nonlinear functions. Data analysis and mathematical modeling focus on real world problems from a variety of fields including science, finance and business. Graphing calculator is used throughout the course. Intended for students of science, finance and business who have limited algebraic skills. The course may be taken to prepare for MAT-107 Elementary Functions or MAT-215 Basic Statistics. Prerequisite: minimum of one year of high school algebra. Satisfies the General Education Requirement in Mathematics. This course may not be completed for credit after successful completion of MAT-100. [3 credits]

MAT-107 Elementary Functions

Provides preparation for study of calculus, and is also designed for pre-service elementary educators with a strong interest in mathematics. Covers polynomial, exponential, logarithmic and trigonometric functions and their applications. Graphing calculator is used throughout the course. Prerequisite: Successful completion of two years of high school algebra. Fulfills the General Education Requirement in Mathematics. [3 credits]

MAT-110 Discrete Mathematics

Introduces topics that find their applications in the field of computers and computing. Topics include: logic, proof, graphs, trees and counting techniques. This course is designed for Mathematics Majors, Computer Studies Majors and students with a particular interest in mathematics. [3 credits]

MAT-120 Sets, Logic and Numbers

Covers basic set theory and Venn diagram applications, an introduction to formal logic and valid argument forms, elementary number theory, and the arithmetic of integers and the rational numbers. Intended for pre-service elementary educators and others interested these topics. [3 credits]

MAT-121 Geometry and Graphs

Covers properties of angles, lines, triangles and quadrilaterals, constructions with a variety of tools, perimeter, area, volume and qualitative graphs. Intended for pre-service elementary educators and others interested in these topics. [3 credits]

MAT-122 Counting, Chance & Statistics

Covers fundamental counting rules and basic probability as well as the collection, analysis and interpretation of data. Statistical content includes sampling and experimental design, numerical and graphical presentation of data, regression lines and use of the normal curve. Intended for pre-service elementary educators and others interested in an introduction to statistics (possibly before taking MAT-215, BUS-215 or BUS-225). This course may not be taken after successful completion of MAT-215, BUS-215 or BUS-225. Fulfills the General Education Requirement in Mathematics. [3 credits]

MAT-125 Elementary Mathematical Models

Includes the application of linear, quadratic, exponential and mixed models to real world problems. Models are investigated numerically and graphically as well as algebraically. Graphing calculator is used throughout the course. Intended for pre-service elementary educators and others interested in these topics. Fulfills the General Education Requirement in Mathematics. Prerequisite: minimum of one year of high school algebra. [3 credits]

MAT-211 Calculus I

Introduces functions, limits, continuity, differential calculus of polynomial, rational, exponential and logarithmic functions, as well as basic integration techniques. Applications are considered throughout the course with an emphasis on the life sciences. Weekly laboratory is an integral part of the course. Graphing calculators used to explore topics covered. Fulfills the General Education Requirement in Mathematics Prerequisite: Placement in MAT 211 or successful completion of MAT-107. [4 credits]

MAT-211L Lab: Calculus I

This lab is a corequisite of MAT 211.

MAT-212 Calculus II

Studies trigonometric functions, integration by parts and tables, improper integrals, functions of two variables, partial derivatives, double integrals, differential equations, geometric and power series, basic convergence tests, Taylor polynomials and series, and Fourier polynomials and series. Applications are considered throughout the course with an emphasis on the life sciences. Weekly

laboratory is an integral part of the course. Graphing calculator is used to explore topics covered. Prerequisite: Calculus I or placement into MAT-212. [4 credits]

MAT-212L Lab: Calculus II

This lab is a corequisite of MAT 212.

MAT-213 Calculus III

Covers visualization of functions of two variables, contour graphs, vector geometry, partial derivatives, gradient vector, directional derivatives, constrained optimization, double integral in rectangular and polar coordinates, triple integrals in rectangular, cylindrical and spherical coordinates. Applications are considered throughout the course. Mathematica is used to explore topics covered. Prerequisite: Calculus II or placement into MAT-213. [3 credits]

MAT-214 Calculus of Vector Fields

Analyzes parametric curves and surfaces, vector fields, line integrals and their applications, the Fundamental Theorem of Line Integrals, Green's Theorem, flux integrals, divergence and curl, Stokes' Theorem and the Divergence Theorem. Mathematica is used to explore topics covered. Prerequisite: Calculus III. [1 credit]

MAT-215 Basic Statistics

Introduces the basic ideas of statistics: descriptive statistics, central tendency variability, probability distributions, sampling, estimation, hypothesis testing, correlation and regression, multinomial experiments, contingency tables and analysis of variance. A statistical software package is used. Designed for students in a variety of fields that rely on regular statistical analysis in decision-making. Fulfills general education requirement in mathematics. Prerequisite: Placement in MAT 215 or successful completion of MAT 100 or MAT 103 is recommended. [3 credits]

MAT-243 Linear Algebra

Studies systems of linear equations and their respective solution set. Material covered has use in such fields as physical and biological science, business, economics, computing and cryptography. Topics include matrices, vector spaces, linear transformations, determinants, eigenspaces and approximation techniques. Prerequisite: MAT-110 or MAT-211. [3 credits]

MAT-301 Abstract Algebra

Considers groups, rings and fields with emphasis on group theory. Topics include modulo groups,

cyclic groups, permutation groups, rings, integral domains and fields, isomorphism and homomorphism, and the Fundamental Theorem of Homomorphism for groups and rings. Prerequisite: MAT-243. [3 credits]

MAT-303 Analysis

Introduces the theory that underlies the Calculus. Topics include cardinality, the Completeness Axiom and the topology of the real numbers, convergence of sequences, limits and continuity, the derivative and the Mean Value theorem, convergence of infinite series, sequences and series of functions. Prerequisite: MAT-213. [3 credits]

MAT-305 Geometry

Explores several different geometries. Included are ways of classifying geometries by sets of axioms or by the type of transforms defined. Finite geometries, projective geometry, non-Euclidean geometries, topology and the geometry of inversion are investigated. Designed for Mathematics Majors or educators to be certified to teach Secondary Mathematics. Geometers Sketchpad or Geogebra is used throughout the course. Prerequisite: MAT-212. [3 credits]

MAT-307 Numerical Analysis

Introduces numerical methods. Topics include: numerical linear algebra, interpolation, numerical differentiation and integration, solution of nonlinear equation, numerical treatment of differential equations, and error analysis. Intended for mathematics, physics and engineering majors. Makes use of a mathematical software package such as Mathematica. Prerequisite: MAT-212. [3 credits]

MAT-309 Number Theory

Considers divisibility and unique factorization; congruencies and the Chinese Remainder Theorem; Diophantine Equations; Fermat's, Wilson's and Euler's theorems; perfect numbers; Pythagorean triples; primitive roots; and quadratic congruencies. Designed for Mathematics Majors or educators to be certified to teach Secondary Mathematics. Prerequisite: MAT-212. [3 credits]

MAT-311 Theory of Probability

Analyzes combinatorial methods; probability and sample spaces; random variables and their distributions (discrete and continuous); moment generating functions; and the relation between probability and statistics. Probability exposes students to the diverse possible applications in such fields as Mathematics, Science, Engineering, Psychology, Social Sciences and Management Science. Prerequisite: MAT-212. [3 credits]

MAT-315 Differential Equations

Introduces the solution, applications and theory of ordinary differential equations. Topics include: solutions of differential equations, initial value problems, boundary value problems, Laplace transforms and series solutions. Prerequisite: MAT-212. [3 credits]

MAT-406 Complex Variables

Introduces the theory and applications of functions of complex variables. Topics include: powers and roots, analytic functions, contour integrals, Taylor and Laurent series, singularities and residues. Intended for Mathematics, Physics and Engineering Majors. Prerequisite: MAT-213. [3 credits]

MAT-425 Simulation and Modeling

Considers mathematical models and their applications. Emphasizes model constructions to promote student creativity and to demonstrate the artistic nature of model building, including the ideas of experimentation and simulation. Prerequisite: MAT-212. [3 credits]

MAT-455 History of Mathematics

Focuses on the historical development of modern mathematics. Basic research techniques are reviewed. A research paper on an issue of significance in mathematics or a scholar important to the development of the field is required. Students develop oral presentations about their research. Prerequisite: MAT-212. [3 credits]

MAT-463 Directed Study in Mathematics

Supports guided study of special current topics of interest to the student and approved by the instructor. Prerequisite: MAT-212. [1, 2 or 3 credits]

MAT-501 Number and Operations for the Middle School Educator

An integration of the study of the rational numbers with reflection on the teaching and learning of arithmetic concepts in the spirit of the NCTM?s Principles and Standards of School Mathematics. Mathematical content includes rational numbers and their fundamental algorithms, the place of the rational numbers in the real number system, scientific notation as a means of expressing very large and very small numbers and number theory topics appropriate for the middle school. [3 credits]

MAT-503 Fundamentals of Algebra for the Middle School Educator

An integration of the study of algebra and its applications to the world around us with reflection on the

teaching and learning of algebraic concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content focuses on basic algebraic concepts including signed numbers and their operations, problem solving, quantitative and qualitative graphs, proportional reasoning, linear functions, and functions defined by tables and graphs. Algebra is presented as the study of patterns, as a symbolic language, as a tool for problem solving, and as a way of modeling and understanding the physical world. Graphing calculators are used throughout the course. [3 credits]

MAT-507 Algebraic Functions for the Middle School Educator

An integration of the study of algebraic functions and their applications to the world around us with reflection on the teaching and learning of algebraic concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content focuses on the function concept, function notation, function definition by equation, table and graph, rates of change, linear, quadratic and exponential functions and their applications. Graphing calculators are used throughout the course to explore functions and their properties numerically and graphically. Prerequisite: MAT-503 Fundamentals of Algebra for the Middle School Educator. [3 credits]

MAT-521 Geometry and Measurement for the Middle School Educator

An integration of the study of geometric shapes, spatial reasoning, and measurement with reflection on the van Hiele framework and the NCTM's Principles and Standards of School Mathematics. Mathematical content includes two-and three-dimensional shapes and their properties e.g. congruence, similarity and symmetry, spatial reasoning and transformations, the measurement process and techniques. Interactive software will be used in the exploration of these topics. [3 credits]

MAT-531 Data Analysis and Statistics for the Middle School Educator

An integration of the study of data analysis and statistics with reflection on the teaching and learning of data analysis in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content includes experimental design and data collection, displaying data, exploring and interpreting data, measures of center and spread, ways to investigate the association between two variables and misuses of statistics. Graphing calculators and spreadsheet software are used throughout the course. [3 credits]

MAT-532 Discrete Mathematics and Probability for the Middle School Educator

An integration of the study of discrete mathematics (sets, logic, counting) and probability with reflection on the teaching and learning of these concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content includes sets and their operations, logical connectives and quantified statements, types of mathematical arguments and proofs, counting techniques, the probability of simple and compound events, sample spaces, probability distributions,

and the use of simulations to generate data for determining probabilities and to test conjectures. Graphing calculators are used throughout the course. [3 credits]

MAT-533 Calculus for Middle School Educators

An integration of the study of calculus and its connections to the middle school curriculum with reflection on the teaching and learning of these concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematics content includes sequences and series, functions, differentiation, integration and applications. Graphing calculators are used throughout the course. [3 credits]

MAT-541 Number and Operations for Elementary School Educators

An integration of the study of the whole numbers and the integers with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Mathematical content includes place value, estimation, conceptual underpinnings of the conventional computational algorithms for whole numbers and extending these ideas to the integers. Early number concepts, how students develop number sense, how to judge when student-developed procedures are mathematically sound, common misconceptions and how to address these misconceptions are integral to this course. [3 credits]

MAT-542 Number and Relationships for Elementary School Educators

A continuation of Number and Operations for Elementary School Educators extending the ideas developed for whole numbers and integers to the rational numbers (represented as fractions and decimals) and the behavior of units under the four basic operations. Mathematical content also includes ratio and proportion as well as basic concepts of number theory. The mathematical content is integrated with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Common misconceptions related to this material and how to address these misconceptions are integral to the course. [3 credits]

MAT-543 Geometry and Measurement for Elementary School Educators

Mathematical content focuses on the development of visualization skills, familiarity with basic shapes, their properties, and the relationships between them (e.g., transformations, similarity and congruence), the communication of geometric ideas, the process of measurement, and working with length, area and volume. The mathematical content is integrated with the approach to the teaching and learning of these concepts found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Reflection on the van Heile model for the development of geometric understanding is integral to the course as is the consideration of relevant

common misconceptions and how to address them. [3 credits]

MAT-544 Data Analysis and Probability for Elementary School Teachers

An integration of the study of probability and statistics with the approach to the teaching and learning of these concepts found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Mathematical content includes designing data investigations, describing data in graphical and numerical formats, drawing conclusions, theoretical and empirical probability for simple events and two or more independent events, randomness and the difference between predicting individual events and predicting patterns of events. How students learn these concepts, associated misconceptions and how to address them are also considered in the course. [3 credits]

MAT-545 Patterns and Algebraic Thinking for Elementary School Educators

Mathematical content includes the study of patterns, representing and justifying the resultant generalizations using algebraic notation and other representations, expressing functional relationships in symbolic and graphical format, proportional reasoning, solving linear equations and inequalities through the application of basic properties of the real numbers. The mathematical content is integrated with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Common misconceptions related to this material and how to address these misconceptions are integral to the course. [3 credits]

MAT-546 Algebra for Elementary School Educators

A continuation of Patterns and A lgebraic Thinking for Elementary School Educators, extending the ideas considered there to functions defined by tables and graphs and to functions defined in either closed or recursive forms. Mathematical content also includes quantitative and qualitative graphs, proportional reasoning, linear and quadratic functions, the field properties of the real numbers, rates of change, and applications of algebraic concepts in problem solving. The mathematical content is integrated with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Common misconceptions related to this material and how to address these misconceptions are integral to the course. [3 credits]

MAT-575 Applied Statistics and Programming

Covers concepts of testing for use in professional sciences, including simple linear regression, correlation, multiple regression, fixed and random effects, analysis of variance, analysis of covariance, experimental design, multivariate methods and various statistical packages, including R. Prerequisite: MAT-576. [3 credits]

MAT-576 Data and Decision Modeling

Provides an application-oriented introduction to the modeling techniques used to structure the way we think about managerial decision situations. Methodologies considered include decision analysis, simulation, optimization and sensitivity analysis. Stochastic models are developed with applications to finance, operations management, logistics and resource allocation. [3 credits]

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Peace and Justice Studies (Minor)

History and Political Science Department

David Hoovler, Ph.D., *Coordinator*
Anne Henderson, Ph.D., *Department Chair*

Degrees offered

Minor

Campuses

Main Campus

The Peace and Justice Studies Minor is offered to students in the Women's College. It is an interdisciplinary program that increases consciousness about non-violent attitudes, beliefs and actions. Studying peace engenders an understanding of compassion and concern for justice, equity, fairness and respect.

In addition to fostering an understanding of the roots of violence and inequity, Peace and Justice Studies also teaches antidotes to violence and inequity. It leads to recognition of the roles of greed, hatred, fear, separation and objectification in promoting violence and inequitable relations. It directs the student to increased awareness of opportunities to act as a more responsible global citizen.

A Minor in Peace and Justice Studies can benefit students in a variety of careers including political science, public policy, the law, religion, counseling, conflict resolution, environmental issues, sociology, journalism, communication, history and ethics.

Requirements

The Peace and Justice Studies Minor consists of six courses (18 credits), including a 3-credit required Introduction to Peace and Justice Studies as well as a required 3-credit Senior Seminar. The remaining course requirements are one course devoted to roots of and antidotes to violence (violence

and conflict resolution), one course focused on the roots of and antidotes to inequity (inequity and social justice), one course focused on earth sustainability, and an experiential learning course.

A student wishing to declare a Peace and Justice Studies Minor is encouraged to meet with the Program Coordinator or Department Chair to design an appropriate course of study and to receive more detailed information on courses and course cycling.

Program of Study

Required Courses

IDS-160/HIS-160 Introduction to Peace and Justice Studies
IDS-450 Seminar Experience: Peace and Justice Studies
Experiential Learning Course — (consult with Program Coordinator)

One course on violence and conflict resolution:

HIS-200 Age of Genocide
HIS-340 History of the Holocaust
HIS/POL-325 Revolution and Terrorism
HIS-402 Women, War and Peace
HIS-404 United States Foreign Relations in the 20th Century
IDS-471 Honors: Politics and Ethics of War and Peace
POL-430 International Organizations and World Politics
RST-304 Christian Social Ethics
RST-345 Justice and Peace

One course on inequity and social justice:

HIS/POL-290 Women in Islamic Societies
PHL-322 Social and Political Philosophy
PHL-323 Feminist Philosophy
PHL-324 Critical Theories of Race
POL-351 Problems of Developing Nations
POL-401 Political and Economic Globalization
POL-430 International Organizations and World Politics
RST-304 Christian Social Ethics
RST-345 Justice and Peace
RST-411H Catholic Women Theologians

One course on Earth and sustainability:

BUS-436 Socially Responsible and Sustainable Business Practices
ENV-120 Earth's Biosphere
ENV-121 Earth's Physical Spheres
ECO-440 Economics of the Environment and Natural Resources
ENV/PHL-336 Environmental Ethics
POL-440 Global Issues

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Pharmacy Studies (Pre-Pharmacy, Pre-Professional)

Biology or Chemistry Department

Jim Culhane, Ph.D.
Jennifer Kerr, Ph.D.

Degrees offered

Major

Campuses

Main Campus

Pharmacists are health care professionals who provide complementary expertise to medical care practitioners. With the growing need for more healthcare professionals as the population ages, and with continuing sophistication of medications, pharmacists have become important members of the healthcare team. Students in the Women's College are offered several pre-pharmacy options that provide preparation for entrance into a Doctor of Pharmacy (Pharm.D.) program.

Summary

Women's College

Preparing for a Career in Pharmacy

Students in the Women's College are offered several pre-pharmacy options that provide preparation for entrance into a Doctor of Pharmacy (Pharm.D.) program. Pharmacists are health care professionals who provide complementary expertise to medical care practitioners. Their knowledge and skills are utilized in a wide range of practice settings, including but not limited to community pharmacies, health care organizations, the pharmaceutical industry, pharmacy education, managed

care, and governmental agencies. With the growing need for more healthcare professionals as the population ages, and with continuing sophistication of medications, pharmacists have become important members of the healthcare team.

The Doctor of Pharmacy degree, conferred by schools of pharmacy, is the entry point into a career in pharmacy. To prepare for admission to pharmacy school, students take a core curriculum including courses in the sciences, mathematics, social sciences, and humanities.

The Pre-pharmacy Program Coordinators will assist Women's College students in identifying the appropriate course curriculum that will prepare them for entrance into a Pharm.D. program, including the School of Pharmacy at Notre Dame. There are a number of avenues to this end, including successfully completing the necessary undergraduate prerequisites, then applying to a school of pharmacy, or completing an appropriately configured undergraduate degree, followed by application to a school of pharmacy. (The undergraduate degree is typically earned in a science-related field.) An accelerated B.A Pharm.D. track (3 + 4 undergraduate/professional curriculum) is available to qualified Women's College students through the School of Arts and Sciences and the School of Pharmacy.

Pre-Pharmacy Program

In the Pre-pharmacy Program Option, a student follows a curriculum (approximately 74 credits) to complete specific courses in Biology, Chemistry, Mathematics, Physics and Liberal Arts. Students should indicate their intent to participate in the Pre-pharmacy Program by noting this on their application for admission and subsequently on the Declaration of Major form. Each student should contact her advisor or the pre-pharmacy program coordinator in order to plan her Program of Study and learn about program requirements; this must be done prior to registration.

During the Program of Study, students take the Pharmacy College Admission Test (PCAT) and apply for admission to a particular pharmacy school. They follow all application guidelines presented by the school of pharmacy regarding application procedures, deadlines, recommendation letters and interviews. Each school of pharmacy determines its own admission standards. Students are responsible for determining the unique prerequisite courses that are required by the school of pharmacy to which they will apply.

The Pre-pharmacy Program of Study for students at Notre Dame is shown below. It must be noted that study in summer and Winterim may be needed to complete the program in a timely manner. All students who are interested in the Program should consult their advisors and the Pre-pharmacy Program Coordinator for specific advice and course approval. Representatives from Notre Dame's School of Pharmacy are also available to students for consultation.

Courses in the Pre-pharmacy Curriculum

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

Requirement of 74 credits are as follows:

ENG-101 College Writing (3)
English Literature Course (3)
COM-106 or 206 Oral Communication/Public Speaking (3)
PHL-330 or 339 Ethics/Medical Ethics (3)
ECO-211 or 212 Micro- or Macroeconomics (3)
MAT-211 or 212 Calculus I or II* (4)
MAT-215 Basic Statistics (3)
CHM-110,111 General Chemistry (8)
CHM-210, 211 Organic Chemistry (8)
BIO-111 Fundamentals of Biology (4)
BIO-201, 202 Human Anatomy and Physiology I, II (8)
BIO-340 Microbiology (4)
BIO-239 Genetics (4)
PHY-101 or 102 General Physics I or II* (4)
Social Sciences (6)
IDS-100 First-Year Seminar (3)

Plus three elective credits (3) from religious studies, fine arts, humanities, languages, business or interdisciplinary studies, excluding science, mathematics, physical education or health care courses. See Below.

* MAT-212 and PHY-102 are required to complete the Chemistry Major.

#Students who did not receive transfer credits at the time of admission and all students matriculating in the Women's College in Fall 2009 and thereafter cannot use credits for anatomy & physiology received from community colleges to satisfy the NDMU School of Pharmacy pre-requisite requirement. Additionally, such students are required to take 8 credits of anatomy and physiology at Notre Dame of Maryland University should they wish to apply to the NDMU School of Pharmacy.

Note: Transfer students intending to apply to Notre Dame School of Pharmacy should check with the Notre Dame School of Pharmacy office of admissions to determine if science courses taken at community colleges will meet prerequisite requirements.

Recommended Elective Courses in the Pre-pharmacy Curriculum

COM-221 Small Group Communication (3)

IDS-100L Emerging Leaders Lab (1)
LSP-210 Spanish for Health Professions (3)
PHL-302 Philosophy of Human Nature (3)
PHL -330 or 339 Ethics or Medical Ethics (3)
PHL-334 Business Ethics (3)
POL-102 Introduction to American Politics (3)
POL-217 Civic Participation and Leadership (3)
POL-401 Political & Economic Globalization (3)
POL-440 Global Issues (3)
PSY-167 Human Relations in a Culturally Diverse Society (3)
PSY-205 Theories of Personality (3)
PSY-233 Human Growth & Development (3)
RST-306 Christian Bioethics (3)
RST-311 World Religions (3)
RST-331 Comparative Religious Ethics (3)
RST-450 Judaism, Christianity and Islam (3)
RST-452 Buddhism and Christianity (3)
RST-347 Introduction to Spirituality (3)
RST-409 Death & Dying (3)

Earning a BA in Preparation for a Pharm.D. Degree

Students may decide to complete a degree in Chemistry or Biology and then apply to pharmacy school to pursue a Pharm.D. degree (appropriate pharmacy admission prerequisites are taken). This option allows the student to present a strong application and provides a second degree. Many applicants to Pharm.D. programs hold an undergraduate degree—students may improve their prospects for admission by using this option and it provides additional career paths. To complete an undergraduate degree in Chemistry or Biology, students should complete the following courses in the first semester: BIO-111 , CHM-110, ENG-101, IDS-100, MAT-211 . See the Chemistry and Biology department sections for other information and options.

The Accelerated 3+4 Year BA-Pharm.D. Program

Program Description

The Departments of Biology and Chemistry, together with the School of Pharmacy, provide an accelerated 3 + 4 year undergraduate - professional school education leading to the B.A. in Biology or Chemistry and the Doctor of Pharmacy (Pharm.D.) degrees. This Program of Study consists of three years of coursework in the Women's College (approximately 104 credits for Biology majors or 114 credits for Chemistry majors), followed by a four-year professional curriculum of Pharmacy (147

credits) in the School of Pharmacy.

Undergraduate Requirements for the BA in Biology or Chemistry-Doctor of Pharmacy Degree Program

Students who enter this Program of Study upon admission to Notre Dame must be matriculated Biology or Chemistry Majors in the College of Arts, Sciences, and Business. Students must complete the following courses with a minimum grade of 'C' for each course, an overall GPA of at least 3.0 and a science GPA of at least 3.0. Additional requirements are outlined below.

BA in Biology Coursework

Fall		Spring	
First year			
CHM-110	4	CHM-111	4
BIO-111	4	BIO-239 Genetics	4
MAT-211 Calculus	4	RST-201	3
IDS-100	3	LSP-101	3
COM-106	3	ENG-101	3
[18 credits]		[17 credits]	
Second year			
CHM-210	4	CHM-211	4
BIO-201 Human Anatomy & Physiology	4	BIO-202 Human Anatomy & Physiology	4
PHY-101	4	PHY-102	4
LSP-102	3	LSP-103	3
PHL-201	3	ECO-211/212	3
[18 credits]		[18 credits]	
Third year			

BIO-340 Microbiology	4	BIO-300/400*	4
RST-Upper Level	3	MAT-215 Statistics	3
English Literature	3	PHL-330 or PHL-339	3
PED (not transferable to SOP)	1	Fine Arts	3
PSY/POL or SOC	3	PSY/POL or SOC	3
History	3		
[17 credits]		[16 credits]	

**In the third year, students must take one additional upper division (300/400) Biology course in either the fall or spring semester.*

BA in Chemistry Coursework

Fall		Spring	
First year			
CHM-110	4	CHM-111	4
BIO-111	4	BIO-239 Genetics	4
MAT-211 Calculus	4	MAT-212	4
IDS-100	3	LSP-101	3
COM-106	3	ENG-101	3
[18 credits]		[18 credits]	
Second year			
CHM-210	4	CHM-211	4
BIO-201 Human Anatomy & Physiology	4	BIO-202 Human Anatomy & Physiology	4
PHY-101	4	PHY-102	4
LSP-102	3	LSP-103	3

PHL-201	3	ECO-211/212	3
[18 credits]		[18 credits]	
Third year			
BIO-340 Microbiology	4	MAT-215 Statistics	3
English Literature	3	PHL-330 or 339	3
PED (not transferable to SOP)	1	History	3
PSY/POL or SOC	3	PSY/POL or SOC	3
CHM-350 Chemical Literature	1	CHM-450 Chemistry Seminar	1
CHM-301 or 303	4	CHM-302 or CHM-305	4
[16 credits]		[17 credits]	
Summer			
First year			
Fine Arts	3		
Second year			
RST-201	3		
Third year			
RST Upper Level	3		

Students may need to complete coursework during the summer to fulfill program requirements.

Program Entrance, Standing, Admission to the School of Pharmacy, and Granting of the BA Degree

Applying to the BA-Pharm.D. Program of Study is a two step process—one application is filed for admission to the University and a supplemental application for acceptance into the accelerated program.

A student is eligible for application to the BA-Pharm.D. program if she:

1. Is an incoming first year student or a first year NDMU student in their fall semester (no transfer students accepted),
2. Scored a minimum of 550 each on the Critical Reading and Mathematics portions of the SAT, or earned a minimum ACT score of 24, and,
3. Submits a copy of high school transcripts, NDMU midterm grades (if applicable), and essay to the B.A.-Pharm.D. Program Committee.

Prospective Women's College students should apply to the Program via the Notre Dame undergraduate admission procedure. They can indicate their interest in the Program on their application and present the required application materials. Qualified students are admitted to the Program prior to their first year of study or during the fall semester of their 1st year.

While in the Program, each student must maintain an overall GPA of 3.0 and a science GPA of 3.0 while meeting course grade requirements. The Pre-pharmacy Program Coordinator oversees student progress with the assistance of the Pre-pharmacy Program Committee. If a student's grades fall below minimum standards for the Program, the student will be placed on probation for a period of one semester and will be removed from the Program if she does not return to the specified GPA requirements. Students dismissed from the Program will be allowed to continue in the in the traditional Pre-pharmacy Studies undergraduate program at Notre Dame (provided the student meets the academic standards.)

Admission requirements to the School of Pharmacy are set and administered by the School of Pharmacy. Each student enrolled in the B.A.-Pharm.D. program will complete the application for admission to the School of Pharmacy, and will be granted a guaranteed seat if the following criteria are met and process followed:

1. Complete an application to the School of Pharmacy through the Pharmacy College Application Service (PharmCAS) by the deadline indicated in the SOP admissions information.
2. Earn a minimum overall GPA of 3.0 and a science GPA of 3.0 (on a 4.0 scale).
3. Complete a School of Pharmacy Supplemental application, which is sent to all qualified applicants. *(the fee for the supplemental application will be waived for Notre Dame of Maryland University undergraduate applicants in the B.A.-Pharm.D. program).*
4. Take the Pharmacy College Admission Test (PCAT) either in the summer prior to or the fall semester of the 3rd year, and earn a competitive composite score of 50 or above.
5. Complete an interview with a favorable outcome and fulfillment of other specified requirements.

Students entering the School of Pharmacy will be subject to all policies and procedures of the Program outlined in the School of Pharmacy Handbook and Catalog. Students in the B.A.-Pharm.D. program who have successfully completed 37 credits in the School of Pharmacy first-year professional curriculum will be granted their Bachelor of Arts in Biology or Chemistry upon completion of the

following courses:

First-Year School of Pharmacy Course of Study

Fall		Spring	
PHRD-300: Foundations for Pharmacy Practice	2	PHRD-306: Pharmacist Care Lab II	2
PHRD-301: Pharmaceutical Calculations	2bc	PHRD-308: Developing the Leader Within	2
PHRD-302: Pharmacy & the U.S. Health Care System	3	PHRD-309: Immunology	3bc
PHRD-303: Pharmaceutics I & Lab	4bc	PHRD-310: Care of Diverse Populations	3
PHRD-304: Pharmacist Care Lab I	2	PHRD-311: Pharmaceutics II & Lab	4bc
PHRD-305: Biochemistry	4bc	PHRD-312: Pharmacy Practice Management	3
PHRD-307: Applied Biomedical Sciences Workshop	3bc	[17 credits]	
[20 credits]			

bCourses credited towards a B.A. in Biology
cCourses credited towards a B.A. in Chemistry

Applying to Pharmacy School

All applicants must submit an application both through the Pharmacy College Application Service (PharmCAS.org) and via a School of Pharmacy Supplemental Application The Pharmacy College Admissions Test (PCAT) is taken early in the second year of the Pre-pharmacy Program (if the student is pursuing a traditional undergraduate degree, the PCAT may be taken at a later time). Students are responsible for learning about the Pharm.D. program of study and admission requirements of the schools to which they will apply. A Committee letter or individual letters of recommendation are needed as well as an interview. Experiential learning in pharmacy-related activities is an important part of the path to pharmacy school.

The School of Pharmacy at Notre Dame will guarantee interviews to up to 15 students each year from the Women's College traditional Pre-pharmacy Program.

To be considered for Notre Dame School of Pharmacy admission, the student must:

- Maintain a 3.0 cumulative GPA and a minimum 3.3 GPA in pre-pharmacy courses with all pre-pharmacy/science courses carrying a grade of C or higher
- Earn a composite score on the Pharmacy College Admissions Test (PCAT) at the 50th percentile or higher
- Successfully complete an admissions interview.

The Pre-pharmacy Program Coordinators and the School of Pharmacy Director of Admissions can describe this opportunity.

Notre Dame of Maryland University
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Baltimore, Maryland 21210

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Map It

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Philosophy (Major, Minor)

Philosophy Department
Nancy Tarr-Hart, Ph.D., *Chair*
Jessica Davis, Ph.D.
Jina Fast, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus

The Philosophy Department of the College of Arts, Sciences, and Business offers a Major and Minor in Philosophy to students in the Women's College, and a Minor to students in the College of Adult Undergraduate Studies.

Summary

Women's College and College of Adult Undergraduate Studies

Philosophy, the oldest of the liberal arts, rests on Socrates' views that "all philosophy begins in wonder" and "the unexamined life is not worth living." Socrates promoted the practical uses of philosophy in everyday life, and encouraged dialogue and vigorous debate as the most effective ways of discerning truth. In this Socratic spirit, the Philosophy Department seeks to: assist students in acquiring a fundamental and realistic understanding of self and world; acquaint students with the thinking of philosophers whose ideas have most influenced the development of our culture; and, engender in students those habits of critical and systematic thinking necessary for a coherent and ethical perspective on the world, while also nurturing their passion for social justice and equity.

Philosophical study prepares students for success in a variety of fields in academia as well as in the private and public sectors through developing and honing skills of clear and analytical thinking,

problem-solving, and effective reasoning. Some Program Majors and minors have attended graduate schools, including the Johns Hopkins Bloomberg School of Public Health, Yale School of Divinity, American University, University of Chicago, University of Maryland School of Law, University of Maryland School of Dentistry, State University of New York at Binghamton, and University of Wales Trinity Saint David. Others have accepted positions in the fields of education, business, law, politics, and medicine.

Home to NDMU's Ethics Bowl Team and the *Phi Sigma Tau* chapter of the national philosophy honor society for students who meet the membership requirements, the Department requires a senior thesis as a capstone project for its majors. Under advisement of a faculty member, the student chooses a philosophical subject of interest to explore in greater depth while demonstrating the skills learned over the four-year course of study. Students must earn a minimum cumulative grade point average of at least 2.0 in all courses taken to complete the requirements of the Philosophy Major.

NDMU's General Education Requirements include two courses in Philosophy, one at the introductory 200-level and one at the 300- or 400-level.

To fulfill the General Education Requirement in Values, a student may take PHL-322, 330, 334, 336, 339 or 471. PHL-323 fulfills the General Education Requirement in Gender Studies.

Philosophy courses are also offered in the university's graduate programs.

Program of Study

Required Courses for the Major in Philosophy (Credits)

The major consists of a total of 33 credits to include:

Introductory course (3)

PHL-201 Introduction to Philosophy (3)
PHL-203 Philosophy Paths to the Present (3)
PHL-271 Honors: Human Nature and Knowledge (3)

One course in religion and human nature (3)

PHL-302 Philosophy of Human Nature
PHL-305 Philosophy of Religion
PHL-306 Problem of Evil
PHL-311 Disability and moral Personhood
IDS-479 Honors: Philosophy through Literature

One course in metaphysics and epistemology (3)

PHL-301 Honors: The Mind-Body Problem
PHL-310 Logic
PHL-316 Philosophy of Education
PHL-321 Epistemology: Knowledge & Ignorance
One course in ethics (3)

PHL-314 Morals and Morality: Philosophies of Suicide
PHL-330 Ethics
PHL-334 Business Ethics
PHL-336 Environmental Ethics
PHL-339 Medical Ethics
PHL-471 Honors: Morals and Mortality: Ethics of Exiting
One course in social philosophy (3)

PHL-312 History of Western Ancient and Medieval Philosophy (3)
PHL-313 History of Western Modern and Contemporary Philosophy (3)
PHL-315 Philosophy of Sexuality
PHL-322 Social & Political Philosophy
PHL-323 Feminist Philosophy
PHL-324 Philosophy of Race
PHL-376H: Honors: Human Flourishing: Ancient Perspectives, Contemporary Interpretations
One seminar (3)

PHL-422 Major Themes in Philosophy
PHL-424 Major Figures in Philosophy

One thesis (3)

PHL-411 Senior Thesis (3)

Electives (9) three electives at the 300- or 400-level one of these elective courses may be satisfied by:

PHL-210 Ethics Bowl: Foundations and Practice (3)
PHL-463 Independent Study (3)
PHL-465 Directed Readings (3)

Minor in Philosophy

The Philosophy Department also offers a Minor in Philosophy that consists of 18 credit hours of course work in Philosophy. Courses for the Minor are chosen by the student and should be selected in consultation with a faculty member in the Philosophy Department.

Philosophy Four-Year Plan

Below is a sample Program of Study for the Philosophy Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
ENG-101 College Writing	3	Foreign Language	3
NDMU-100 First Year Seminar	3	History	3
COM-106 Fundamentals of Oral Comm	3	Mathematics	3
General Education/Electives	6	Social Science	3
[15 credits]		PHL-201 Introduction to Philosophy	3
		[15 credits]	
Second year			
PHL Historical sequence course	3	PHL Ethics course	3
Fine Arts	3	PHL 300/400-level elective	3
RST-201 Introduction to Biblical Studies	3	Religious Studies (300/400 level)	3
COM-106 Fundamentals of Oral Communication	3	English Literature	3
General Education/Electives	3	General Education/Electives	3
Physical Education	1	[15 credits]	
[16 credits]			
Third year			
PHL Religion and Human nature course	3	PHL Metaphysics and Epistemology course	3
PHL Historical sequence course	3	PHL Seminar course	3

General Education/Electives	9	General Education/Electives	9
[15 credits]		[15 credits]	
Fourth year			
PHL Value theory course	3	PHL 300/400 level elective	3
PHL 411 Senior Thesis	3	General Education/Electives	12
General Education/Electives	9	[15 credits]	
[15 credits]			

Courses

IDS-172 Honors: The Axial Age: Philosophy of East and West

Considers the new ways of thought that emerged in the ancient Near East, Greece, India and China during the first millennium B.C. ("the axial age"). Thinkers reconsidered basic areas of concern-the transcendent, human nature, the family, society, government, knowledge, the past and death-in relation to the pre-existing culture. For example, this re-interpretation of tradition led to the rise of Biblical Judaism in the Near East; classical philosophy in Greece; the Upanishads and Buddhism in India; and Confucianism and Daoism in China. In this seminar, students discuss the thought of the "axial age," compare ideas across civilizations and learn how to write philosophical essays. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in 200 level philosophy. [3 credits]

IDS-479 Honors: Philosophy Through Literature

Takes a fresh look at traditional philosophical problems using classic philosophical texts and literary works that deal with common issues. Considers the questions: What is self? Is there an answer to the problem of evil? Are our actions free or determined? Are there any objective moral values? Is the material world real? Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in 300/400 level philosophy. [3 credits]

PHL-201 Introduction to Philosophy

Studies some of the major issues that have intrigued reflective people from time immemorial: How do we know? What is human nature? Is there life after death? Where did the universe originate? We will

evaluate replies suggested from the time of Plato to the 20th century. Fulfills general education requirement for 200-level course. [3 credits]

PHL-201 Introduction to Philosophy

Studies some of the major issues that have intrigued reflective people from time immemorial: How do we know? What is human nature? Is there life after death? Where did the universe originate? We will evaluate replies suggested from the time of Plato to the 20th century. Fulfills general education requirement for 200-level course. [3 credits]

PHL-203 Philosophical Paths to Present

The nature and scope of philosophical thinking as seen through an historical study of the thoughts of great philosophers from ancient to contemporary periods. Fulfills General Education requirement for 200 level course. 3 credits. Not open to students who have had IDS 172 or another 200-level Philosophy course.

PHL-210 Ethics Bowl: Foundations and Practice

Explores contemporary ethical issues and the philosophical concepts that can be used to make progress toward solutions. Students examine novel cases published by the Association for Practical and Professional Ethics for the annual intercollegiate Ethics Bowl, and prepare to compete at the regional bowl through research and mock competitions. [3 credits]

PHL-271 Honors: Human Nature and Knowledge

Examines critically sensitive and rational life, primarily through a comparison of animal behavior and human existence. Investigates the extent and value of various forms of human knowledge. Prerequisites: 200-level philosophy course, Morrissy scholar or permission. [3 credits]

PHL-301 Honors: The Mind-Body Problem

Introduces students to the problematic nature of the statement "our minds control our bodies." Identifies the philosophical and psychological assumptions underlying this statement. Examines the contradictions and unrecognized implications of these assumptions. Explores alternative accounts of what is known, in philosophy and psychology, as mind-body interaction, including accounts that deny

the existence of mind, and/or provides alternative models. Prerequisites: IDS-172 or PHL-201 and PSY-101. Fulfills general education requirement in philosophy. [3 credits]

PHL-302 Philosophy of Human Nature

Explores the meaning and nature of human existence. Investigates both classic and contemporary answers to the following questions: Is the person a body or a mind? Are we free or determined? What grounds do we have for belief in God? On what principles do we judge things right or wrong? Why should citizens obey the law? What things do we call art? When can I say "I know"? What is the meaning of life? Prerequisite: 200-level philosophy course. Fulfills general education requirement for 300/400-level course. [3 credits]

PHL-305 Philosophy of Religion

Investigates major thinkers and issues in the history of philosophy of religion, including: the attributes and existence of God, the problem of evil, the nature of miracles, survival after death, and other issues. Prerequisites: 200-level philosophy course. Fulfills general education requirement for 300/400-level course. [3 credits]

PHL-306 The Problem of Evil

Analyzes the Judeo-Christian tradition's responses to the problem of evil: If God is all good, all knowing and all powerful, then why is there so much evil and suffering in the world? Prerequisite: 200-level philosophy course. Fulfills general education requirement for 300/400-level course. [3 credits]

PHL-310 Logic

This course will address topics in both informal and formal logic, with an emphasis on formal logic. Topics covered will include argument identification and structure, the translation of English statements into propositional form, the use of truth tables, and natural deduction in propositional logic. Fulfills general education requirement for 300/400-level philosophy. [3 credits]

PHL-311 Disability and Moral Personhood

Examines philosophical conceptions of moral personhood in a global context, concentrating on the role that abilities and disabilities play in determining who is considered a qualified, morally autonomous agent. Many lifelong and acquired disabilities are known to interfere with persons' reasoning and communicating abilities. Most ethical theories require that persons be both fully rational and able to communicate in order to garner respect as moral decision makers. Consequently, many persons labelled disabled are denied moral autonomy/the right to self-determination. Globally there is no consensus as to who or what counts as disabled; a cross-cultural perspective is therefore necessary in examining how disability and ability factor in conceptions of moral personhood in ethical

theorizing. Prerequisite: 200-level philosophy course. Fulfills general education requirement for 300/400-level course. Fulfills general education requirement for Values. [3 credits]

PHL-312 History of Ancient and Medieval Western Philosophy

Explores the major philosophical thinkers and movements in Western philosophy from the pre-Socratics to the works of Socrates. Plato and Aristotle as well as the major philosophical thinkers and movements in Western philosophy from St. Augustine in the fifth century to responses to Thomas Aquinas in the 14th and 15th centuries. Prerequisite: 200-level philosophy course. Fulfills general education requirement for 300/500 level course. [3 credits]

PHL-313 History of Modern and Contemporary Western Philosophy

Explores Western philosophic thought from the 17th and 19th centuries through the works of select Continental Rationalists and British Empiricists with a special emphasis on metaphysical and epistemological views. Considers questions (and answers) that dominate 19th and 20th century Western philosophy. Investigates the origins and themes of American pragmatism, Anglo-American philosophy of language, existential-phenomenology, critical theory and postmodernism. Offers an opportunity to make sense of emerging issues and debates in 21st century philosophy. Prerequisite: 200-level philosophy course. Fulfills general education requirement for 300/400-level philosophy course. [3 credits]

PHL-314 Morals and Mortality: Philosophies of Suicide

Explores the place of suicide in the study of philosophy. Voluntary death poses major challenges to philosophy, both the challenge to make sense of what is quite likely the most perplexing of human possibilities, as well as a stark challenge to the validity of the philosophical enterprise in general. The purpose of this course is to introduce students to a wide variety of perspectives on suicide by exploring both first-person accounts provided by the suicidal, as well as some of the most famous contemporary philosophical discussions of suicide. The class will question both the “what” and the “who” of voluntary death, as well as if the discipline of philosophy has claim to a unique relationship to this phenomenon. We will also explore the “application” of these philosophical insights on suicide by acquainting ourselves with the major movements in the contemporary debate in ethics surrounding suicide. Prerequisite: PHL-201. Fulfills general education requirement for 300/400-level philosophy course. Fulfills general education requirement for Values. [3 credits]

PHL-315 Philosophy of Sexuality

Employs a philosophical approach in the study of human sexuality. Specific topics include questions related to sexual orientation, lust, casual sex, adultery, love, sexual preferences, relationships, and the intersectionality of sexual identity with other identities such as race and gender. As we consider these questions, we will challenge assumptions regarding human sexuality, consider the importance of sexuality to a good life, and discuss the appropriate role of the state in human sexual behavior. Prerequisite: PHL-201. Fulfills general education requirement for 300/400-level philosophy course. [3 credits]

PHL-316 Philosophy of Education

Explores philosophical principles underlying formal education as well as the principles, values, and assumptions underlying the process of learning. Examines contemporary methods of practicing and assessing philosophy in schools. Engages with philosophical texts from ancient philosophy through contemporary scholarship to address questions such as: What does it mean to learn? How can teaching be an ethical practice? How might schooling be critiqued through a philosophical lens? Prerequisite: PHL-201. Fulfills General Education Requirement for 300-400 level Philosophy course.

[3 credits]

PHL-321 Epistemology: Knowledge & Ignorance

Analyzes the nature and scope of human knowledge. Focuses on the ways in which knowing, believing and having an opinion differ, and investigates the limitations of reason and the boundaries of human understanding. Prerequisite: 200-level philosophy course. Fulfills general education requirement for 300/400-level course. [3 credits]

PHL-322 Social and Political Philosophy

Examines the origins and justifications of various social and political systems from ancient through contemporary times. Topics addressed may include: The moral justification of particular forms of government, the definition of community and the relationship of the individual to the community, and the importance of race and gender in society. Prerequisite: 200-level philosophy course. Fulfills general education requirements for 300/400-level course and values. [3 credits]

PHL-323 Feminist Philosophy

Investigates the meaning and significance of lived, bodily experience in the formation of human consciousness. Evaluates the history of Western Philosophy from the perspective of those who were once seen as marginal to it, and in doing so elucidates the many debates within Feminist Philosophy about the nature and limits of the philosophical enterprise. Prerequisite: 200-level philosophy course. Fulfills general education requirements for 300/400-level course and gender. [3 credits]

PHL-324 Critical Philosophy of Race

Examines the concept of race and the phenomenon of racism. Differentiates between individual racism and institutional racism, with a strong focus on the latter. Topics addressed may include: The concept of race as both constructed and real, the politics of racialized identity, epistemologies of ignorance, the persistence of racial inequality, reparations, and the intersection of race with gender, class and sexuality. The corseis heavily interdisciplinary, drawing from history, sociology, gender studies, comparative literature, African-American studies, and Hispanic/Latino studies. Prerequisite: 200-level philosophy course. Fulfills general education requirements for 300/400-level course. [3 credits]

PHL-330 Ethics

Introduces contemporary moral issues in light of systems suggested by major thinkers such as Aristotle, J. S. Mill and Kant. Includes considerations of topics such as abortion, euthanasia, cloning and capital punishment. Prerequisite: 200-level philosophy course. Fulfills general education requirements for 300/400-level and values. [3 credits]

PHL-334 Business Ethics

Discusses ethics as a dimension of social responsibility, the role of corporate culture in business, and emerging issues in business ethics, such as the ways in which differences will affect ethical decision making. Prerequisite: 200-level philosophy course. Fulfills general education requirements for 300/400-level course and values. [3 credits]

PHL-336 Environmental Ethics

Addresses a variety of challenging issues in environmental ethics. Topics considered may include, among others: the status of non-human animals, farming and the environment, global climate change, inter-generational justice, issues of land use, the preservation of forests and wilderness, and the use and development of energy resources. Through an examination of some of these issues, the course also introduces students to a variety of moral theories, from both philosophical and religious perspectives. The social, gender, and environmental justice implications of ecological issues are a major concern of the course. Prerequisite: 200-level philosophy course. Fulfills general education requirements for 300/400-level PHL and values. Crosslisted with ENV 336. [3 credits]

PHL-339 Medical Ethics

Evaluates the traditional foundations of moral theory in the West, with special emphasis on

issues in medical ethics. Prerequisites: PHL-201.
Fulfills general education requirements for
300/400-level course and values. [3 credits]

PHL-376 Honors: Human Flourishing: Ancient Perspectives, Contemporary Interpretation

Requires students to examine, in a seminar format, the representations of human flourishing presented in Ancient philosophy and literature. Ancient texts, such as, Plato's dialogues, Aristotle's Nicomachean Ethics, and Greek tragedies present myriad understandings of the relationship between moral goodness, luck, and human flourishing. These topics will be studied with a focus on primary texts, hand in hand with contemporary philosophical writings on relevant themes. Prerequisite: Morrissy Scholar or permission and 200-level philosophy course. Fulfills general education requirement in upper-level philosophy. [3 credits]

PHL-411 Philosophy Senior Thesis

Student designs a research project culminating in a thesis on a philosophical issue. At the end of the semester, the student will give an oral presentation of her thesis to department faculty and students. Prerequisite: philosophy major with senior status, or philosophy major with junior status and at least seven philosophy courses completed, or permission. [3 credits]

PHL-422 Major Themes in Philosophy

Provides an in-depth exploration of a major theme, concept, framework, or idea central to the discipline of philosophy. May be taken twice on different themes. Past themes include: Philosophy of Mind & Disability, Virtue Theory & Anti-Theory. Prerequisite: 200-level philosophy course. Fulfills general education requirement for cross-cultural studies ONLY WHEN THEME IS Islamic philosophy. [3 credits]

PHL-424 Major Figures in Philosophy

Provides an in-depth exploration of a major figure or group of figures, either historical or contemporary, central to the discipline of philosophy. Past themes include: Islamic Philosophy, Immanuel Kant, Simone de Beauvoir. May be taken twice on different figures. Prerequisite: 200-level philosophy course. [3 credits]

PHL-463 Independent Study

Provides an opportunity for independent work on an approved topic in philosophy. Prerequisite: 200-

level philosophy course; one 300-level course; and permission of instructor. [3 credits]

PHL-465 Directed Readings in Philosophy

Provides an opportunity to explore an area of the student's particular interest under the guidance of a member of the department to permit intensive examination of the area of special interest. Prerequisite: one 200-level philosophy course; one 300-level philosophy course; permission of the instructor. [3 credits]

PHL-471 Honors: Morals and Mortality: Ethics of Exiting

Considers the structure and foundations of morality with special emphasis on ethical problems related to death and dying. Prerequisite: PHL-201, Morrissy scholar or permission. Fulfills general education requirement in philosophy and values. [3 credits]

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Pre-Medical, Pre-Dental, Pre-Veterinary (Pre-professional)

Rebecca Zordan, Ph.D., Chairperson of the Pre-Health Professions Advisory Committee; Pre-Health Professions Advisor

Summary

Women's College

The College of Arts, Sciences, and Business offers Programs of Study for Women's College students who wish to enter allopathic and osteopathic medical, dental and veterinary schools, as well as schools of optometry, podiatric medicine and chiropractic. Students preparing for admission to such professional schools may choose any academic major as long as the minimum admissions requirements of the professional schools are met. While many students choose Biology, Chemistry or Behavioral Neuroscience as Majors, any program that gives a broad training in the liberal arts and allows completion of the proper requirements in the physical, biological, and behavioral sciences and mathematics is acceptable to professional schools. Students will be assigned an advisor for their chosen Major, as well as the Pre-Health Professions Advisor. By working with two advisors, students will have ample academic advice to enable completion of graduation requirements and preparation for their intended professional school. The student should maintain regular contact with both Advisors to ensure the student is satisfactorily progressing toward these goals.

Graduates have been accepted to a diverse group of medical schools, including University of Maryland, Johns Hopkins University, University of Wisconsin, George Washington University, University of Connecticut, Boston University, Virginia Commonwealth University, and Drexel University Schools of Medicine, Harvard School of Dental Medicine, New York Medical College, University of Rochester School of Medicine and Dentistry, Virginia-Maryland Regional, University of Florida, Cornell University, and Michigan State University Colleges of Veterinary Medicine, and the Pennsylvania (Salus University) College of Optometry.

Students are cautioned that entrance requirements to different medical professional schools vary and are advised to consult the Catalogs or websites of the schools to which they wish to apply to

acquaint themselves with specific requirements and to keep abreast of any changes in admission requirements. However, almost all medical professional schools insist that applicants have certain courses that they feel will prepare the students for their curricula. (See Standard Course Requirements for the Medical Professions listed below.) Other courses that are frequently required or recommended include: anatomy, animal physiology, developmental biology, immunology, and computer science. When choosing courses, consideration should be given to specific professional school prerequisites as well as subject material covered in the admissions tests, *e.g.* MCAT, DAT.

Medical schools prepare students to become "total physicians," capable of understanding human needs as well as diagnosing disease and able to communicate and respond effectively and compassionately. In this regard, it is important that a student's electives should also include a wide range of humanities, behavioral and social science courses, and that extracurricular activities reflect a history of service to others.

Notre Dame has a Pre-Professional Advisory Committee whose members assist students with the application process for medical professional schools. The Committee will also prepare a Committee Letter of Recommendation (in place of three individual letters of recommendation) for qualified applicants. There are specific prerequisites for obtaining a Committee Letter, and students are advised to consult with the pre-professional advisors to obtain this information. Current students or alumna who are not in a position to secure a Committee Letter have the option of obtaining three individual letters of recommendation from faculty members and professional supervisors. Students who are considering careers in professional medicine should contact the coordinators very early in their studies so that they may be properly advised and kept aware of current information about admissions policies and trends.

Standard Course Requirements for the Medical Professions

Courses	Semesters
Biology (with lab)	2 semesters
General (Inorganic) Chemistry (with lab)	2 semesters
Organic Chemistry (with lab)	2 semesters
Biochemistry	1-2 semesters
General Physics (with lab)	2 semesters
English (includes one writing intensive course)	2 semesters

Additional courses, often required:

Microbiology (with lab)	1 semester
Mathematics (through Calculus)	2 semesters
Basic Statistics	
Social Sciences	2-4 semesters
Humanities	2-4 semesters

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Political Science (Major, Minor)

History and Political Science Department

Anne E. Henderson, Ph.D, *Chair*
Therese Marie Dougherty, SSND, Ph.D. (Joint Appointment with Language Dept.)
David G. Hoovler, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus

The Political Science curriculum offers in-depth instruction in American Politics, Comparative Politics, and International Affairs.

Summary

Women's College

The History/Political Science Department of the College of Arts, Sciences, and Business offers a Major and Minor in Political Science to students in the Women's College. Students in the Program may specialize in international relations, public service, law and civic engagement, or public leadership. History and political science provide an important bridge between the humanities and the social sciences. Together they invite students to develop a wide perspective on humanity and its institutions in the past, the present and the future. They also offer students a rich variety of career preparations in academic, public or private sector opportunities.

The Program of Study in Political Science is designed to introduce students to the concepts and theories for understanding a broad range of political problems and to develop analytical skills for thinking and acting responsibly in the diverse field of political affairs. The Program provides

preparation in four broad fields of political science: American Politics, Comparative Politics, International Affairs and Political Theory. The Program is particularly distinctive for its focus on the role of women in politics, as well as issues of justice and peace. It offers unique perspectives on problems of political violence, terrorism, genocide, and human rights abuses, and provides students with experiential learning opportunities to grapple with these problems in real-world contexts.

The student is encouraged to seek practical experience in politics and law through internships in federal, state and local agencies arranged through consultation with the department advisor. The Department also sponsors a chapter of *Pi Sigma Alpha* (Alpha Delta Nu) for students who meet the membership requirements for this national honor society in political science.

The emphasis throughout is to plan a program with experiences to develop the student's potential, whether her interests and talents direct her toward graduate or professional study or toward employment in the public or private sector upon graduation. Political Science graduates have earned advanced degrees at institutions such as the University of Notre Dame School of Law, University of Maryland School of Law, University of Maryland School of Social Work, The Catholic University of America and George Washington University. Graduates are employed by organizations such as Sinai Hospital, MBNA Corporation, Primerica Financial Services, Legg Mason and Catholic Relief Services.

The General Education Requirement in Social Science may be fulfilled by the following Political Science courses: POL-101, 103, 201, 252, and 324.

Political Science courses that satisfy the General Education Requirement in Cross-cultural Studies: POL-101, 103, 201, 290, 325, 351, 370, 401, 430, 440.

Political Science courses that satisfy the General Education Requirement in Gender Studies: POL/HIS-290 and POL-324

Students are strongly encouraged to take MAT-215 to satisfy their General Education Requirement in Mathematics and ECO-211 to meet the Social Science General Education Requirement.

Students must earn a minimum cumulative grade point average of 2.0 in all courses taken to complete the requirements of the Political Science Major.

Programs of Study

Required Courses for a Major in Political Science (Credits)

POL-101 Introduction to Politics (3)
POL-103 Introduction to International Affairs (3)
POL-202 American Politics in Comparative Perspective (3)
POL-217 Civic Participation and Leadership (3)

POL-361 Methods in Political Science Research (3)
POL-401 Political and Economic Globalization (3)
POL-404 US Foreign Relations
POL-456 Senior Seminar (3)
Internship (3)

Three of the following:

POL-290 Women in Islamic Societies
POL-351 Politics of Developing Nations (3)
POL-370 Model OAS
POL-430 International Organizations and World Politics (3)
POL-440 Global Issues (3)
HIS-233 Europe and the World (3)

One of the following:

POL/HIS-219 The American Presidency (3)
POL-312 Legal Reasoning
POL 344 Civil Liberties/Civil Rights
POL-412 Constitutional Law (3)
POL-324 Women, Politics, and the Law (3)

Required Courses for a Major in Political Science/International Relations

HIS-404 U.S. Foreign Relations in the 20th Century (3)
HIS-330 European Foreign Relations Since 1815 (3)
POL-103 Introduction to International Affairs (3)
POL-351 Problems of Developing Nations (3)
POL-361 Methods in Political Science Research (3)
POL-401 Political and Economic Globalization (3)
POL-430 International Organizations and World Politics (3)
POL-440 Global Issues or HIS/POL-325 Revolution and Terrorism (3)
POL-456 Senior Seminar (3)
Internship (3)

Four of the following:

HIS-200 Honors: The Age of Genocide (3)
POL/HIS-252 Latin American History and Politics (3)
POL-290 Women in Islamic Societies (3)
HIS-328 Post-Colonial Africa (3)

HIS-331 Modern China (3)
HIS-335 Modern Japan (3)
POL-370 Honors: Model OAS

Approved Program for Secondary Certification in Social Studies/History (Dual Certification) (See History section of the Catalog for details.)

Required Courses for a Major in Political Science/Public Service

POL-101 Introduction to Politics (3)
POL-202 American Politics in Comparative Perspective (3)
POL-217 Civic Participation and Leadership (3)
POL-312 Legal Reasoning (3)
POL-361 Methods in Political Science Research (3)
Internship (3)
POL-456 Senior Seminar (3)

One of the following:

POL/HIS-319 The American Presidency (3)
POL-412 Constitutional Law (3)

One of the following:

HIS-208 The United States, 1900-1945 (3)
HIS-316 The United States, 1945 to the Present (3)

One of the following:

BUS-394 Organizational Behavior (3)
BUS-302 Principles of Management (3)

One of the following:

COM-331 Public Relations (3)
COM-403 Organizational Communication (3)
Three other political science or history courses of student's choice (9)
Recommended electives: BUS-211 and BUS-212 Principles of Accounting I and II.

Major in Political Science/Law and Civic Engagement

The Political Science Major with a Law and Civic Engagement track introduces students to the principal fields of inquiry and intersection within legal systems and political institutions. The Program

explores the special relationships of women to law and government—as lawmakers, leaders, and policymakers. Accordingly, the Major helps prepare students to assume positions of leadership in their communities.

Students interested in attending law school should consider taking a broad undergraduate program in the liberal arts, with a particular focus on courses in English, History, Political Science and Philosophy. Successful law school applicants should have a broad understanding of History, including the various factors that have influenced the development of society in the United States. They should possess a fundamental understanding of political thought and of the contemporary American political system. Through strategic selection of courses fulfilling General Education Requirements they should also acquire mathematical and financial skills, such as an understanding of pre-calculus mathematics and an ability to analyze financial data. Finally, they should possess an understanding of human behavior and social interaction as well as an understanding of diverse cultures within and beyond the United States, of international institutions and issues, of world events, and of the increasing interdependence of the nations and communities within our world.

Required Courses for Major in Political Science/Law and Civic Engagement

POL-101 Introduction to Political Science (3)
POL-2xx American Presidency
POL-324 Women, Politics, and the Law (3)
POL-202 American Politics in Comparative Perspective (3)
POL-217 Civic Participation and Leadership (3)
POL-312 Legal Reasoning (3)
POL-361 Methods in Political Science Research (3)
POL-412 Constitutional Law (3)
POL-440 Global Issues (3) or POL-370 Model OAS
POL/HIS-456 Senior Seminar (3)
POL-344 Civil Liberties/Civil Rights (3)
One internship or study abroad experience (3)

Four additional courses (12)

Courses fulfilling this requirement include, but are not limited to:

BUS-304 Legal Environment of Business I
BUS-305 Legal Environment of Business II
COM-441 Mass Communication Law
CRM-107 Introduction to Criminology
CRM-307 Theories of Crime and Social Deviance
CRM-310 The Criminal Justice System

HIS/POL-200 Genocide
HIS/POL-290 Women in Islamic Societies
HIS-2xx Women in American History
HIS-404 U.S. Foreign Relations
PHL-310 Logic
POL-260 Immigration Law and Policy
POL-401 Globalization
POL-430 International Organizations

Minor in Political Science

The Department also offers a Minor in Political Science consisting of a minimum of 18 credits of course work in Political Science. Students who wish to Minor in Political Science should consult the department chair. POL-101, 103 and 201 are required.

Minor in Law and Civic Engagement

The Minor in Law and Civic Engagement is an 18 credit course of study designed to deepen understanding of the structures and functions of American government and the role of law in contemporary society. The Minor particularly seeks to explore the special relationships of women to law and government—as lawmakers, leaders, and policymakers. When coupled with the student's Major, the law and civic engagement Minor prepares students to assume positions of leadership in their communities. For those interested in attending law school, the Minor provides a focused set of courses aimed at providing relevant skills and knowledge. The Minor includes the following courses:

POL-202 American Politics in Comparative Perspective
POL-312 Legal Reasoning
POL-217 Civic Participation and Leadership
POL-412 Constitutional Law

Two courses from the following:

POL-101 Introduction to Political Science
POL-2xx American Presidency
POL-324 Women, Politics, and the Law
POL-344 Civil Liberties
POL-370 Model OAS
POL-440 Global Issues

Internship (Typical sites include state and federal courts, the Maryland State Legislature, state agencies, local government bodies, law firms, advocacy groups, and other organizations.)

Minor in Public Leadership

The Department also offers an interdisciplinary Minor in Public Leadership designed to meet the needs of students who are interested in preparing for leadership roles (professional or voluntary) after graduation. This Minor should also be useful for students active in student government by providing academic experiences related to effective leadership. The nature of this Minor makes it an effective complement to many Majors. The requirements are as follows: 18 credits consisting of 9-12 credits in academic courses and 6-9 credits in experiential components.

Required courses: POL-202 American Politics in Comparative Perspective; POL-217 Civic Participation and Leadership; and POL-319 The American Presidency or POL-324 Women, Politics and the Law. Students taking 12 credits in academic courses will select one course from the following: HIS-208 The United States, 1900-1945 or HIS-316 The United States, 1945 to the present.

Students must also participate in two or three experiential components under faculty supervision: POL-411 Women and Public Policy: A Washington Seminar; POL-370 Honors: Model OAS; POL-462.

Directed Leadership Experience

Students interested in this Minor should consult the Department Chair.

Political Science Four-Year Plan

Below is a sample Program of Study for the Political Science Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
IDS-100 Perspectives in Education	3	POL-202 American Government in Comparative Perspective	3
POL-101 Introduction to Politics	3	Natural Science	4
Foreign Language	3	Philosophy or Religious Studies (200)	3
ENG-101 College Writing	3	General Education/Electives	6
History	3	[16 credits]	
[15 credits]			

Second year			
POL-103 Introduction to International Affairs	3		
ECO-211 Macroeconomics	3	Philosophy or Religious Studies (300)	3
Philosophy or Religious Studies (200)	3	COM-106 Fundamentals of Oral Comm	3
MAT-215 Basic Statistics	3	Fine Arts	3
English Literature	3	General Education/Electives	6
[15 credits]		[15 credits]	
Third year			
POL-361 Methods in Research	3	POL-312 Legal Reasoning	3
POL-430 International Organizations	3	HIS-330 European Foreign Relations	3
Philosophy or Religious Studies Values	3	POL-319 or 412	3
Physical Education	1	General Education/Electives	6
General Education/Electives	6	[15 credits]	
[16 credits]			
Fourth year			
HIS-404 U.S. Foreign Relations	3	POL-401 Political & Economic Globalization	3
General Education/Electives	12	POL-217 Civic Participation & Leadership	3
		POL-456 Senior Seminar	3
[15 credits]		General Education/Electives	6
		[15 credits]	

Political Science/International Relations Four-Year Plan

Below is a sample Program of Study for the Political Science Major, with a Concentration in International Relations. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
POL-103 Introduction to International Affairs	3	ECO-211 Macroeconomics	3
ENG-101 College Writing	3	Natural Science	4
NDMU-100 Perspectives in Education	3	Fine Arts	3
Foreign Language	3	History	3
MAT-215 Basic Statistics	3	General Education/Electives	3
[15 credits]		[16 credits]	
Second year			
COM-106 Fundamentals of Oral Communication			
English Literature	3	Philosophy or Religious Studies (200)	3
Philosophy or Religious Studies (200)	3	General Education/Electives	9
General Education/Electives	6	[12 credits]	
[15 credits]			
Third year			
Study abroad recommended OR		HIS-330 European Foreign Relations	3
POL-312 Legal Reasoning	3	POL-440 Global Issues	3
POL-361 Methods in Research	3	HIS-335 Modern Japan	3
Philosophy or Religious Studies (300)	3	HIS-252 Latin American History and Politics	3

POL-430 Intl Organizations	3	General Education/Electives	3
General Education/Electives	3	[15 credits]	
[15 credits]			
Fourth year			
Philosophy or Religious Studies Values	3	POL-401 Political & Economic Globalization	3
HIS-404 U.S. Foreign Relations	3	POL-351 Problems of Developing Nations	3
POL-elective	3	POL-328 Post-Colonial Africa	3
General Education/Electives	6	POL-465 Senior Seminar	3
		General Education/Electives	3
[15 credits]		[15 credits]	

Political Science/Public Service Four-Year Plan

Below is a sample Program of Study for the Political Science/Public Service Major. Students should select courses with the assistance of a faculty advisor.

Fall		**Spring**	
First year			
NDMU-100 Perspectives in Education	3	ECO-212 Microeconomics	3
ECO-211 Macroeconomics	3	ENG-101 College Writing	3
POL-101 Introduction to Politics	3	Natural Science	4
Foreign Language	3	Fine Arts	3
MAT-215 Basic Statistics	3	Philosophy/Religious Studies (200)	3

[15 credits]		[16 credits]	
Second year			
POL-202 American Government in Comparative Perspective	3	HIS/POL-elective	3
BUS-211 Accounting I	3	BUS-212 Accounting II	3
Philosophy or Religious Studies (200)	3	Philosophy/Religious Studies (300)	3
English Literature	3	General Education/Electives	6
Fundamentalsof Oral Communication	3	[15 credits]	
[15 credits]			
Third year			
COM-331/403 PR/Organizational Communication	3	POL-317 Civic Participation & Leadership	3
BUS-302/394 Mgt/Organizational Behavior	3	POL-312 Legal Reasoning	3
POL-361 Methods in Research	3	Philosophy/Religious Studies (300)	3
HIS-208/316 U.S. History	3	HIS/POL-elective	3
Physical Education	1	General Education/Elective	3
General Education/Elective	3	[15 credits]	
[16 credits]			
Fourth year			
POL-319/412 American Presidency	3	POL- 456 Senior Seminar	3
General Education/Electives	12	POL - Elective	3
		General Education/Electives	9
[15 credits]		[15 credits]	

Political Science/Law and Civic Engagement Four-Year Plan

Below is a sample Program of Study for Political Science/Law and Civic Engagement Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
NDMU-100 Perspectives in Education	3	POL-101 Intro to Poli Sci	3
POL-101 Introduction to Politics	3	POL-202 American Government in Comparative Perspective	3
ENG-101 College Writing	3	RST-201 Introduction to Biblical Studies	3
Foreign Language	3	COM-106	3
MAT-215 Basic Statistics	3	POL-217 Civic Participation and Leadership	3
[15 credits]		[15 credits]	
Second year			
PHL-201 Introduction Philosophy	3	Religious Studies 300/400	3
POL/HIS- elective	3	Major elective	3
POL-217 Civic Participation & Leadership	3	English Literature	3
Natural Science	4	Elective courses (2)	6
Elective	3	Physical Education	1
[16 credits]		[16 credits]	
Third year			
POL-361 Methods in Political Science Research	3	PHL values course	3

POL-344 Civil Rights/Civil Liberties	3	POL-312 Legal Reasoning	3
HIS-410 Law and Society	3	POL-440 Global Issues	3
POL/HIS elective for major	3	Internship	3
Elective	3	Elective	3
[15 credits]		[15 credits]	
Fourth year			
POL-412 Constitutional Law	3	POL-440 Global Issues	3
Major elective	3	Major elective	3
Internship	3	POL/HIS-456 Senior Seminar	3
Electives	6	Electives	3
[15 credits]		[15 credits]	

Courses

POL-101 Introduction to Politics

Introduces students to major historical and contemporary belief systems and ideologies as well as major aspects of political systems. Fulfills general education requirement in social science and cross cultural studies. [3 credits]

POL-103 Introduction to International Affairs

Introduces students to different perspectives on power, conflict, international economics and the environment. The role of international organizations and especially the United Nations will also be a focus of the class. Fulfills general education requirements in social science and cross-cultural studies. [3 credits]

POL-105 Comparative Politics

Analyzes political systems of a variety of rich and poor countries and democratic and non-democratic countries. Fulfills general education requirements in social science and cross-cultural studies. [3 credits]

POL-200 Hrs: To Break the Killing Machine: Understanding, Preventing, and Overcoming Genocide

Examines the nature, causes and consequences of genocide in order to understand the possibilities and challenges of preventing genocidal violence in the future. The course introduced students to the controversies surrounding the definition and analysis of genocide. It begins with the contested question of what constitutes genocide, and how genocide stands apart from other forms of mass violence such as ethnic cleansing and massacres. The course then considers several approaches to theorizing the causes of genocide. In addition, we analyze the challenges of identifying potentially genocidal situations before the killing begins and of intervening to prevent and stop genocides. The course also studies processes of reconciliation in societies that have experienced, or teetered on, the brink of genocide. Using scholarly texts, works of fiction and films, we explore issues of causation, intervention and healing in cases including the colonial genocides of indigenous populations, the Holocaust, Rwanda, Cambodia, Bosnia, Kosovo, the Iraqi Kurds and Darfur. Ultimately, the course asks students to decide whether genocide is an inevitable scourge of the human condition or a tragic aberration that humanly has the power to transcord. [3 credits]

POL-202 American Politics in Comparative Perspective

Introduces students to the nature and structure of the American political process. It gives special attention to the presidency, the congress and the courts, as well as elections, interest groups, and foreign and domestic policy. Contrasts the American system with a variety of rich and poor countries and democratic and non-democratic countries. Fulfills general education requirement in social science and cross cultural studies. [3 credits]

POL-217 Civic Participation and Leadership

Examines citizenship at the local, state, national and international levels. Offers alternative leadership models to help students in their civic engagement. [3 credits]

POL-235 Post-Communist Experience

POL-241 Cuban Rev:Cold War & After

POL-252 Latin American History and Politics

Analyzes the history or Latin America from pre-Columbian times to the present, navigating through

colonialism, independence, the formation of nations, military and personal dictatorships, to current imperfect democracies. The course reviews the economic swings between protectionism and neo-liberalism, and studies how different countries deal with income inequality, race, environmental issues, the changing role of women, cultural differences, and the role of religion. Case studies will focus on Argentina, Brazil, Mexico, Chile, Venezuela, and Cuba. Fulfills general education requirements in history and cross-cultural studies. [3 credits]

POL-260 The Politics of Immigration in the U.S.

Surveys the politics of U.S. immigration from historic, economic, security, social, humanitarian and global perspectives. Students study current immigration reform debates and examine immigration policies, including those on visas, employment and family based immigration, deportation, asylum/refugee status, naturalization, and citizenship. The course explores the relationship between immigration and assimilation, inclusion, social justice, human rights, racism, civil rights, tolerance and multiculturalism. Fulfills general education requirement in cross-cultural studies. [3 credits]

POL-290 Women in Islamic Societies

Examines the historical development and current realities of women's political, cultural, and economic roles in Islamic societies. The course explores the diversity of women's roles in Muslim countries in Europe, Central Asia, the Middle East, africa, and Asia. It examines how women have influenced, and been affected by, international trends such as the spread of democracy, the rise of religious fundamentalism, and the process of globalization. Students learn how Muslim women have defined themselves, and been defined, in the realms of political/social activism, work, the arts and culture, and the family. In addition, students critically analyze Western perceptions and stereotypes of Muslim women and their lives. Fulfills general education requirement in cross-cultural and gender studies. [3 credits]

POL-312 Legal Reasoning

Introduces students to the structure of the American legal system and the sources of legal authority. Students learn how to read and analyze cases and statutes and how to communicate their analysis by writing memoranda, letters to clients and briefs. The course also includes some basic instruction in legal research and citation form. [3 credits]

POL-324 Women, Politics and the Law

Analyzes the changing legal status and political role of women in the United States. Focuses on issues related to marriage and family, women's employment and political participation. Studies Supreme Court decisions related to women. Fulfills general education requirements in social science and gender studies. [3 credits]

POL-325 Revolution and Terrorism

Traces the causes, patterns and outcomes of the French, Russian, Cuban and Iranian Revolutions, and analyzes the similarities and differences between revolutionary movements and guerrilla and terrorist groups. The course looks at the ideological, ethnic and religious terrorist groups with a special emphasis on religious terrorism and its worldwide impact. Fulfills general education requirements in history and cross-cultural studies. [3 credits]

POL-344 Civil Liberties, Civil Rights

Introduces students to the study of civil liberties as protected by the Constitution of the United States, with a primary focus on those rights incorporated into the Bill of Rights, especially the freedoms of speech, press, association, and religion. Also addresses the rights to privacy, franchise and citizenship, due process, equal protection against race, gender, and other discrimination, and the rights of those accused or crimes and the death penalty. Confronts contemporary civil liberties issues in a post 9/11 world and the global war on terror by touching on such matters as interrogation and torture, killing and assassination, detention and trial. Provides a deeper understanding of two central questions: how the Constitution protects us from each other, and how the Constitution protects us from our government. Fulfills general education requirement in social science. [3 credits]

POL-346 History of Middle Eastern Politics

Engages in a comprehensive analytical examination of Middle East politics with a special focus on four problem relationships: The Israelis and the Palestinians; the Arabs and the Persians, the Turks and the Kurds; and the Indians and the Palestinians. The role of the United States in each of these conflicts, as well as the continuing unrest in Afghanistan, Kuwait, Saudi Arabia and Iraq, will be discussed. The Palestinian situation will be a topic of intense concentration. Fulfills the general education requirements in history and cross-cultural studies. [3 credits]

POL-351 Problems of Developing Nations

Introduces students to economic, political and cultural issues of development and underdevelopment in Asia, Latin America, Sub-Saharan Africa, the Middle East and North Africa. Fulfills general education requirement in cross-cultural studies. [3 credits]

POL-361 Methods in Political Science Research

Examines political science research including theory construction, data generating techniques and data analysis. Students learn to match appropriate methodologies with relevant research questions in the field. Prerequisite: MAT-215. [3 credits]

POL-370 Hrs: Model Organization of American States (OAS)

Prepares students to participate in the Model Organization of American States (Model OAS) competition, which takes place at OAS headquarters in Washington, D.C. in the spring. A team of 10 Notre Dame students, representing an assigned country, debates other colleges and universities from the United States, Latin America and the Caribbean on issues such as democratization, regional integration, poverty, environmental problems and human rights issues. In addition to becoming familiar with hemispheric issues, students learn leadership, cooperation, persuasion and diplomatic skills. Prerequisite: Morrissy scholar and permission. Fulfills general education requirement in social science and cross-cultural studies. [3 credits]

POL-390 Environmental Policy at the U. S. State and National Level

Focuses on U.S. state and national environmental policies regarding air and water pollution, use of public lands, climate change and alternative energy sources. The course will also focus on risk assessment and environmental justice issues. Students will analyze the historical development of policies as well as current and evolving political processes. Fulfills general education requirement in history [3 credits]

POL-401 Political and Economic Globalization

Introduces students to the political implications of trade, aid, investment, technology and energy relations along with their impact on relations between rich as well as poor countries. Fulfills general education requirement for cross cultural studies. Prerequisite: POL-103 or permission. [3 credits]

POL-412 Constitutional Law

Examines the evolving interpretation of the provisions of the U.S. Constitution. Considers current issues and benchmark cases important to understanding Constitutional law. [3 credits]

POL-427 Study Tour

Combines study with travel to various parts of the world. Organized by faculty members of the department. Offered periodically in Summer and Winterim. [3 credits]

POL-430 International Organizations and World Politics

Introduces students to past, present and future international organizations. Emphasizes evaluation of the operations of the United Nations as an arena for conflict resolution and attention to social welfare concerns in the international system. Fulfills general education requirement for cross cultural studies. Prerequisite: POL-103. [3 credits]

POL-440 Global Issues

Examines five to six major topics that interconnect or divide the contemporary world. Democracy, the global economy, religion and ethnicity, global migration, population trends, women, the environment, and technology and communication are some of the issues we visit. Fulfills general education requirement in cross-cultural studies. Prerequisite: POL-103. [3 credits]

POL-456 Senior Seminar

Applies ideas, methods, and approaches from history, political science, and international studies to the exploration of selected topics. Students situate their discipline within their context of related fields, while also advancing the skills necessary for professional work in their own areas. In this team-taught course, history majors address the selected topic through focusing on the history of history, the politics of history, and the art of writing history based on original sources. Meanwhile, political science and international studies major use the selected topic as a focal point for synthesizing their understanding of the diverse theories and methods of thier disciplines. All students will, in consultation with their professors, select, design and write an original research paper to be presented to the class at the end of the semester. Serves as the capstone course for history, political science, and international studies majors. Prerequisites: POL-101 or POL-103 and POL-361 for POL and INS majors; HIS-101 for History Majors. For seniors only; juniors by permission of instructor and department chair. [3 credits]

POL-463 Independent Study

Focuses on an independent research project of the student's choosing with direction and guidance by a faculty member of the department. [2-6 credits]

POL-465 Directed Readings: Selected Topics in Political Science

Offers an opportunity to focus on extensive examination of a topic of special interest to the student under the guidance of a faculty member of the department. [3-4 credits]

POL-527 Study Tour

We need a description for this course.

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Post-Baccalaureate Certificate in Addiction Counseling (Alcohol and Drug)

Department

Degrees offered	Campuses
Certificate	Main Campus

The post-baccalaureate concentration objectives of the initiative at Notre Dame of Maryland University is directly informed by the Substance Abuse and Mental Health Services Administration's *Addiction Counseling Competencies*.

Post-Baccalaureate Concentration in Addiction Counseling Objectives

1. Students will acquire a transdisciplinary foundation of the complex contributions and underpinnings of addiction and demonstrate content knowledge by being able to explain the nature, characteristics, and mechanisms of addiction across the lifespan informed by current evidenced based scientific literature from a transdisciplinary perspective.
2. Students will demonstrate readiness for practice in the assessment and intervention techniques consistent with a bachelor's level certification training in providing clinical services to persons in need of addiction treatment.
3. Students will demonstrate a working understanding of substance abuse, mental health, and legal systems, will demonstrate skills in effectively navigating these systems in order to access and provide coordinated addiction services for clients, and will demonstrate the ability to work as a member of an interdisciplinary team.
4. Students will become proficient in the necessary knowledge, skill, and abilities to academically qualify to take the state certification examination to pursue state certification as a certified associate counselor – alcohol and drug (CAC-AD).

Learning Objectives

1. Students will demonstrate competence in using clinical interviewing in conducting a biopsychosocial assessment and demonstrate skill in the use of clinical assessment instruments in assessing substance related use and abuse disorders.
2. Students will demonstrate competence in making differential diagnoses and an ability to diagnose co-occurring disorders.
3. Students will demonstrate competence in developing an integrated treatment plan for treating addiction and co-occurring disorders that may include individual counseling, group counseling, family counseling, and other evidenced based treatments such as 12-step programs.
4. Students will demonstrate cultural competency and sensitivity to gender in the assessment and treatment of addiction.

Notre Dame of Maryland University will provide the necessary courses consistent with the COMAR regulations in the state of Maryland for students to complete the academic requirements to take the state certification examination. In addition to the completion of academic requirements, per Maryland State regulations, students must complete supervised clinical hours for which the student will be responsible for arranging and completing. The university does not award a degree or certificate in addiction counseling. The State of Maryland awards the professional certificate once the student has satisfied all the academic and supervised experience.

Assessment of learning objectives will be completed through measuring how well students achieve the learning objectives of the required courses. Although some student may decide not to pursue the supervised training required to take the certification examination, the ultimate measure of program effectiveness would be the percentage of students who complete the NDMU program who successfully become a certified associate counselor – alcohol and drug (CAC-AD).

Post-Baccalaureate Concentration in Addiction Counseling (Alcohol and Drug)

1. Student will have already been awarded a Bachelor's degree in a human service field

2: Requires minimum of 33 credits beyond the bachelor's degree

PSY 207: Psychopathology (3 credits) *online

PSY 350: Ethics that includes Alcohol and Drug Counseling Issues (3 credits) *online

PSY 306: Theories and Techniques of Counseling and Psychotherapy (4 credits)

PSY 450: Group Counseling (4 credits)

PSY 451: Addictions Treatment Delivery (4 credits)

PSY 452: Medical Aspects of Chemical Dependency (Pharmacology) (3 credits) *online

PSY 461: Practicum I (4 credits)

PSY 462: Practicum II (4 credits)

Choice of 3 of the following:

PSY 233: Human Development (3 credits) *online

PSY 411: Topics in Substance Related and Addictive Disorder (topic rotates) (3 credits) *online

PSY 453: Family Counseling (4 credits)

PSY 454: Treatment of Co-occurring Disorders (3 credits) *online

3: Have completed not less than 1 year with a minimum of 2,000 hours of clinically supervised experience in alcohol and drug counseling approved by the Board of Professional Counselors and Therapists.

4: Must pass the International Certification Reciprocity Consortium (ICRC)/Alcohol and Other Drug Abuse (AODA) Examination and the Maryland Law Test

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Physics (Major, Minor)

Math, Computer Studies, and Physics Department

Brian Christy, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus

The Mathematics/Physics/Computer Information Systems Department of the School of Arts, Sciences, and Business offers a Major and Minor in Physics to students in the Women's College. Recognizing the role our field plays in other disciplines, we offer courses for department majors and non-majors that serve the students of NDMU in the Catholic Liberal Arts tradition. As an integral part of the liberal arts, we provide the students at NDMU with an understanding of the physical world, quantitative and technologically based knowledge, and enable our students to become leaders in their future professions.

Summary

Women's College

Physics represents humanity's most profound attempt to understand the universe in which we live by studying the events and interactions that occur in nature and by trying to comprehend the truths or laws that govern these physical processes. As the most fundamental and all-inclusive of the sciences, physics naturally forms an educational base from which students may enter many diverse occupations and careers. Graduates are employed at NASA/Goddard Space Flight Center, NASA/Marshall Space Flight Center the U.S. Department of Energy, Lockheed Martin, U.S. Army Aberdeen Test Center,

Thornton Tomasetti, and the Peace Corps. Among the institutions where graduates have pursued advanced studies are Rochester University, Princeton University, Drexel University, George Washington University, University of Delaware, Delaware State, and Boston College.

Physics Majors may add an additional Major in a discipline such as Mathematics, Computer Studies or Chemistry, or Minor in one of several different fields.

A student may fulfill the General Education Requirement in natural science by taking PHY-101, 111 (College of Adult Undergraduate Studies), 132 (CAUS), or 155. The cooperative program with neighboring colleges provides concentrators with a wide choice of upper-level courses and a variety of faculty viewpoints.

Programs of Study

Required Courses for a Major in Physics

PHY-101 and PHY-102 General Physics I, II (8)
PHY-201 Modern Physics (3)
PHY-316L Classical Mechanics (3)
PHY-314 Quantum Mechanics (3)
PHY-315 Electricity and Magnetism (3)
Two other physics courses (at 300 level or higher) (6)
PHY-463 Investigations in Physics (1-4)

Credit is earned for PHY 463 by completing one of the following:

- Internship
- Teaching Apprenticeship
- Research Experience

CHM-110 and CHM-111 General Chemistry I and II (8)
CST-171 Programming Concepts or CST-295 C++ Programming (3)

MAT-211, MAT-212, MAT-213 Calculus I, II, III (11)
MAT-214 Calculus of Vector Fields (1)
MAT-243 Linear Algebra (3)
MAT-315 Differential Equations (3)

Required Courses for a Minor in Physics

MAT-211 and MAT-212 Calculus I, II (8)
PHY-101 and PHY-102 General Physics I, II (8)
PHY-201 Modern Physics (3)

Plus one other course in mathematics, physics or computer science at the 200-level or higher (3)

Four-Year Plan

Below is a sample Program of Study for the Physics Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
PHY-101 General Physics I	4	PHY-102 General Physics II	4
MAT-211 Calculus I	4	MAT-212 Calculus II	4
ENG-101 College Writing	3	MAT-243 Linear Algebra or CST-171 Program Concepts	3
NDMU-100 First Year Seminar	4	Foreign Language	3
[15 credits]		[14 credits]	
Second year			
PHY-201 Modern Physics	3	PHY-316L Classical Mechanics*	3
MAT-213 Calculus III	3	CHM-111 General Chemistry II	4
CHM-110 General Chem I	4	CST-171 Program Concepts or MAT-243 Linear Algebra	3
General Education/Electives	6	General Education	3
[16 credits]		MAT-214 Calculus of Vector Fields	1
		[14 credits]	
Third year			
PH 314 Quantum Mechanics* or PH 315 Electricity & Magnetism I*	3	Program Electives	6

Gen Education/Electives	12	MAT 315 Differential Equations	3
[15 credits]		Physical Education	1
		PHYS 330+	3
		[16 credits]	
Fourth year			
PH 314 or PH 315	3	Program Electives	3
Gen Education/Electives	12	Gen Education/Electives	9
		PHYS 463	1-4
[15 credits]		[13-17 credits]	

Notes:
*+ need to take at least two Physics courses at level 300 or higher **[excluding PHY 463]'***

Depending on transfer credit and courses chosen, students must complete between 28-46 credit hours of General Education coursework. Please consult with the faculty advisor for your particular situation and which courses to take that best align with your interests and career path'

'Students are required to take 120 credit hours total in order to earn the degree. Consult the faculty advisor for which courses are most appropriate to select based on interests and career goals.'

need to take at least two physics courses at level 300 or higher
**Courses with a designation of "L" are taught at Loyola. Notre Dame students take the courses through the cooperative program. For more information, contact the Program Chair.*

Courses

PHY-101 General Physics I

Studies the fundamental physical laws of nature and their use in understanding natural phenomena. Course provides a knowledge base for study in all areas of science and mathematics. Topics include kinematics, dynamics of motion, Newton's laws, rotational mechanics and conservation of energy and momentum. Development of the concepts of vector algebra and calculus are provided as needed. Three lectures, one three-hour laboratory weekly. Fulfills general education requirement in natural science. [4 credits]

PHY-101L Lab: General Physics I

This lab is a co-requisite for PSY 101.

PHY-102 General Physics II

Continues studies of the fundamental physical laws of nature and their use in understanding natural phenomena. Topics include classical wave motion, acoustics, optics, electricity and magnetism. Development of the concepts of vector algebra and calculus are provided as needed. Three lectures, one three-hour laboratory weekly. [4 credits]

PHY-102L Lab: General Physics II

This lab is a co-requisite for PSY 102.

PHY-111 College Physics

Provides a survey of the field for students with interests in the health sciences. Topics include mechanics of motion, energy, thermodynamics, electricity, magnetism, atomic and nuclear structure, and radioactivity. Fulfills general education requirement in natural science. CAUS only. [3 credits]

PHY-114 Environmental Science for Educators

Interdisciplinary study of the interactions among the physical, chemical, biological, political and social forces which impact the environment. Provides students with scientific principles, concepts, and methodologies necessary to comprehend the relationships abundant within the natural world in order to identify problems, evaluate risks and examine solutions for resolving issues facing the global environment. Topics include the major biomes in the world, populations, biodiversity, water, air and land uses, energy resources, and waste management. [3 credits]

PHY-132 Environmental Science

Explores the global environment, focusing on current threats to the planet's well-being and presenting options for the future. Introduces the basic principles of ecology. Designed for non-science students. Laboratory and lecture integrated. Fulfills general education requirement in natural science. CAUS

only. [3 credits]

PHY-155 Introduction to Astronomy

Presents topics in astronomy designed for the non-science student. Describes and traces the historical development of astronomy from ancient myths to modern cosmology. Course concentrates on trying to understand the properties and motion of planets, stars, galaxies and the universe itself. Three lectures, one two-hour laboratory weekly. Extensive use of the telescope. Fulfills general education requirement in natural science. [4 credits Women's College; 3 credits College of Adult Undergraduate Studies]

PHY-155L Lab: Introduction to Astronomy

This lab is a co-requisite for PSY 155.

PHY-201 Modern Physics

Traces the development of ideas and theories that have shaped physics in the last 100 years. Topics include relativity, quantum theory, atomic and nuclear structure, particle physics and cosmology. Course can be used to fulfill minor in physics. Prerequisites: PHY-102 and MAT-212. [3 credits]

PHY-330 Introduction to Modern Astrophysics

Studies the discipline of astrophysics through a survey of topics including an introduction to general relativity, an introduction to modern telescopes, and applications such as stellar astrophysics, black holes, galaxies, and/or cosmology. Prerequisites: MAT-212, PHY-201 and Women's College students only and Loyola University students through the BSEP program. [3 credits]

PHY-463 Investigation in Physics

Provides guided study of special topics of interest to the student under the direction of the instructor. [3-4 credits]

PHY-550 Cosmos and Quanta

Examines the most recent ideas on the birth and ultimate fate of the Universe from ancient myths to modern scientific theories. Students will be able to appreciate how knowledge of the very small dimensions can inform and illuminate knowledge of the very large. Topics to be investigated include the Big Bang Theory, the accelerating Universe, black holes, relativity, quantum, and superstring theory. Students will be able to ascertain whether science can answer fundamental questions such as whether there is a purpose to the Universe and what is humanity's role in it. No prior scientific experience necessary. [3 credits]

PHY-560 Physics for Teachers Grades K-8

This course is an introduction to the fundamental laws of nature and their application to physical phenomena through science, technology, engineering and mathematics (STEM). Physics content includes mechanics, acoustics, optics, electricity, and magnetism appropriate for educators in grades K-8. It will also include an integration of the study of number relationships and computation in problem solving. [3 credits]

PHY-560L Lab: Physics Methods for the Middle School Educator

Models of teaching and appropriate techniques for instruction of middle school students in physics with emphasis on scientific inquiry. Application of teaching-learning theory to physics in planning, motivation, instruction, questioning, discussion and assessment. Co-requisite PHY-560

PHY-561 Earth and Space Science for Teachers K-8

This course presents an introduction to fundamental concepts of space and earth sciences. The Space and Earth science content includes topics in Geology, Astronomy, Meteorology, energy in the Earth and Space System, and Hydrology. STEM strategies as well as statistics and probability skills and technology applications are integrated to quantify, strengthen and deepen conceptual understanding. [3 credits]

PHY-561L Lab: Space and Earth Science Methods for the Middle School Educator

Models of teaching and appropriate techniques for instruction of middle school students in space and Earth science with emphasis on scientific inquiry. Application of teaching-learning theory to space and Earth science in planning, motivation, instruction, questioning, discussion and assessment. Co-requisite: PHY-561

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Psychology (Major, Minor)

Psychology Department

Maria Mouratidis, Psy.D., *Chair*
Sean Coyne, Ph.D.
Irena Fedorovsky, Psy.D.

Degrees offered

Major
Minor

Campuses

Main Campus

Women's College

The Psychology Department of the School of Arts, Sciences and Business offers a Major and Minor in Psychology, and Minors in Psychology and in Forensic Psychology through the Women's College. Psychology as a science (STEM program) studies mental processes as well as human and animal behavior. While the roots of psychology are in philosophy and the humanities, contemporary developments strongly support grounding the discipline in scientific thought and in empirical practice. These scientific roots place objective methods of data collection, critical thinking, analysis and theory construction at the core of the curriculum. The goal is to apply these understandings across settings to advance science and improve the quality of human life. Our curriculum, grounded in the traditional liberal arts and the value of social responsibility, is consistent with the scientist-practitioner model. Our students learn to think critically and to be critical consumers of the scientific literature. They learn to use the Statistical Package for

the Social Sciences (SPSS), take laboratory courses (such as Learning and Motivation), learn about the common and abnormal functioning of personality with an emphasis on cultural sensitivity and competence, explore the social and biological bases of behavior, are required to use APA Style, and demonstrate their ability to express themselves both orally and in writing. As a Capstone experience, students complete an individualized practicum where they apply knowledge and skills they have gained under supervision. Licensed psychologists teach clinical courses in the Psychology Program of Study.

Program Objectives

The Psychology Program of Study goals are to: (1) develop a strong knowledge base in the discipline; (2) develop discipline specific professional skills including writing, oral presentation, critical thinking, research design and statistics; (3) know and apply a professional ethical code by articulating and applying the relevant ethical principles; (4) prepare for entry-level career placement or graduate school; and (5) contribute to the well-being of self and others (generativity).

Integral to the Psychology Major is the psychology practicum placement where students apply knowledge and skills in field settings integrating theory, research and practice. The Practicum has evolved to include placements of national prominence in which students demonstrate mastery of psychological principles in clinical psychology, school psychology, biopsychology, animal research, clinical/psychiatric research, and guidance and counseling. Students have placements working with diverse patient populations and across all age groups.

The Psychology Program of Study prepares students for a range of career paths, including graduate school, medical school, or entry-level positions that use psychological skills and knowledge. Students can use the principles of psychology in clinical or research settings, or in the fields of education and training. Psychology complements many other courses of study, especially education, business, art and music, political science, women's studies, biology, pharmacy, criminology and communications. Understanding human behavior and scientific processes of measurement and analysis provides students with a portable skill set.

The Minor in Forensic Psychology assists students in developing counseling and communication skills to prepare them to interface with diverse populations, including victims and offenders. Graduates with this Minor will be prepared to succeed in an occupation involving interaction with people, including policymaking, community action, social research and social services.

Graduates of the Program are employed in psychology-related careers and in a variety of human service, education, research and business organizations, including Sheppard Pratt Hospital, the

Baltimore County Department of Health, Crisis Intervention Centers, Kennedy Krieger Institute, Americorps, Booz Allen Hamilton, the National Institutes of Health, and the National Institute on Drug Abuse.

PSY-101 Introduction to Psychology fulfills the General Education Requirement in Social Science. PSY-375 Sex and Gender, SOC/PSY-271 Psychology/Sociology of Gender Roles, PSY-209 Social Psychology, and PSY-371 Honors Women and Her Symbols fulfill the General Education Requirement in Gender Studies. PSY-208 Multicultural Psychology and PSY-427 Psychology Study Abroad: Women Surviving Trauma and Building Peace fulfill both the General Education in Cross-Cultural Studies and Gender Studies. Students with a 3.0 Grade Point Average in Psychology who are in the top 35% of the class may become active members of *Psi Chi*, the National Honor Society in Psychology. These students typically pursue an independent study project.

Psychology Majors and Minors and students choosing Psychology as a concentration for Liberal Studies must complete all courses for the Major/Minor with a grade of C or higher.

A student must have abilities and skills in five areas for PSY 306, PSY 406, PSY 409, PSY 461, and PSY 462: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative, and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but a student should be able to perform in a reasonably independent manner.

1. **Observation:** The student must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of all the other senses.
2. **Communication:** The student must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Student must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The student must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The student must be able to problem-solve, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The student must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Students must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The student must be able to adapt to changing

environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Students who may not meet the technical standards are encouraged to contact the NDMU Director of Accessibility and Health Promotion to discuss and identify what accommodations, if any, would need to made in order that the student might be able to meet the standards.

Programs of Study

Required Courses for a Major in Psychology

PSY-101 Introductory Psychology (4)
PSY-205 Theories of Personality (3)
MAT-215 Basic Statistics (Strongly recommended to be taken in the first year) (3)
PSY-210 Research Methods (4)
PSY-420 History and Systems of Psychology (3)
PSY-461 Practicum (4)

Upper Level Research Course: One of the following (4)

PSY-340 Quantitative Methods (4)
PSY-380 Qualitative Methods (4)
PSY-409 Psychometrics (4)

Outcomes Course: One of the following

PSY-411 Special Topics (3)
PSY-406 Advanced Therapeutic Techniques (4)
PSY-463 Independent Research (individual data collection project) (3)

Biological Bases (choose one)

PSY-220 Introduction to Neuroscience (3)
PSY-212 Cognition (3)
PSY-223 Biopsychology (3)
PSY-323 Sensation and Perception (4)

Behavioral Bases (choose one)

PSY-325 Learning and Motivation (4)
PSY/BIO-343 Animal Behavior (4)

Developmental Bases (choose one)

PSY-203 Child and Adolescent Development (3)
PSY-233 Human Growth and Development (3)
PSY-304 Adulthood and Aging (3)

Social Bases (choose one)

PSY-260 Positive Psychology (3)
PSY-209 Social Psychology (3)
PSY-208 Multicultural Psychology (3)
PSY-271-H Gender Roles (3)
PSY-375 Sex and Gender (3)

Applied (choose one)

PSY-306 Theories and Techniques of Counseling and Psychotherapy (4)
PSY-207 Psychopathology (3)
PSY-390 Career Counseling (3)

Two additional courses at the 200-level or above (6-8)
One of these courses must be at the 300- or 400-level (a second practicum does not fulfill this requirement).

Required Courses for a Minor in Psychology

PSY-101 Introductory Psychology (4)
PSY-205 Theories of Personality (3)
PSY-210 Research Methods (4)

(or an acceptable course from the student's major discipline as determined by the psychology department chair)
Five additional psychology electives, at least one chosen from each category, and at least two from the 300-level* (12-15)
**PSY 461 and 462 are not open to Psychology Minors.*

Required Courses for a Minor in Forensic Psychology

PSY-101 Introductory Psychology (4)
CRM-101 Introduction to Criminology (3)
CRM-203 Theories of Crime and Social Deviance (3)
PSY-205 Theories of Personality (3)
PSY-207 Psychopathology (3)
PSY-210 Research Methods (4)
PSY-306 Theories and Techniques of Counseling (4)
PSY-409 Psychometrics (4)

Options for Psychology Majors

The Behavioral Neuroscience Major

This interdisciplinary program is designed to serve students interested in the biological basis of behavior, with primary emphasis on brain-behavior relationships. (See separate Catalog section under behavioral neuroscience). It provides a core of Biology, Chemistry, Psychology, and Neuroscience courses. Students interested in this Program should contact the Department Chair in their first year to facilitate graduation within four years.

Four-Year Plan

Below is a sample Program of Study for the Psychology Major. Students should select courses with the assistance of a faculty advisor. It is recommended that students complete MAT- 215 and PSY-210 by their sophomore year.

Fall		**Spring**	
First year			
PSY-101 Introduction to Psychology	4	100/200-level Psychology	3
NDMU-100 First Year Seminar	3	MAT-215 Basic Statistics	3
General Education	9	General Education/Electives	9
[16 credits]		[15 credits]	
Second year			
PSY-205	3-4	200-level PSY course	3-4
PSY-210 Research Methods	4	Upper Level Research Course	4
General Education/Electives	9	General Education/Electives	6
[16-17 credits]		[13-14 credits]	
Third year			
PSY courses	6-7	300-level PSY course	3-4
PSY 463 or PSY 464	3	300-level PSY course	3-4

General Education/Electives	6	General Education/Electives	9
[15-16 credits]		[15-17 credits]	
Fourth year			
PSY-420 History and Systems	3	PSY-406 or PSY-464	3
400-level PSY course	3-4	PSY-406 or PSY-464	3
General Elective	6-7	PSY-461/PSY-462 Practicum	4
[13-14 credits]		General Education/Electives	6
		[16 credits]	

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Radiological Sciences (Major)

Chemistry Department

Angela Sherman, Ph.D.

Degrees offered

Major

Campuses

Main Campus

The College of Arts, Sciences, and Business offers a baccalaureate degree linked with a clinical certification program in various areas of Radiological Sciences in collaboration with The Johns Hopkins Hospital School of Medical Imaging. Through studies in liberal arts, science and mathematics, students in the Women's College and the College of Adult Undergraduate Studies broaden their professional knowledge and competence, strengthen their critical thinking and communication skills, develop their leadership potential and deepen their ethical commitments. The technical curriculum provides both theoretical training and practical hands-on clinical experience. There is a strong emphasis on clinical education with the aim of producing graduates who are leaders in health care.

Summary

Women's College and College of Adult Undergraduate Studies

The typical Radiological Sciences student fulfills the requisite mathematics and science courses as well as the General Education Requirements for a Bachelor of Science degree at Notre Dame. All courses credited toward the Major must be completed with a grade of C or higher. Effective June 2014, students beginning Radiography training must complete all non-clinical requirements prior to

admission to the Program (see the Three-year Sample Program of Study below). The student seeking certification in Nuclear Medicine, Diagnostic Sonography or Echocardiography must complete at least 60 college credits before starting the clinical program. Students apply to the full-time clinical program in the fall semester prior to the start of the Program. The College of Adult Undergraduate Studies students who have completed a clinical training program and are certified technologists are awarded a block of credits towards the bachelor's degree.

Driven by an aging population and advances in technology, there is a great demand for professionals in this field. Students must demonstrate academic excellence, strong interpersonal skills, and knowledge of the profession. Under the guidance of the radiological sciences program coordinator, the qualified student begins the application process for clinical studies. Students must monitor the qualifications for admission to Programs in which they are interested to ensure they have met all the requirements for clinical training. They are expected to confer regularly with the coordinator as to their readiness and preparedness for clinical study. The clinical training site determines the admissions criteria for the clinical component, in accord with the professional accrediting agencies. Students are advised that admission to the clinical component of this program is highly competitive and determined by the hospital.

On completing the academic and clinical programs, students are qualified to become licensed medical imaging technologists by passing the National Registry Exam.

The Maryland Higher Education Commission and the Maryland State Board of Higher Education approve these programs for the education of veterans.

Students in a Bachelor of Science degree program follow the general education program for a Bachelor of Arts degree, except for Fine Arts and Foreign Language, which are recommended, but not required.

The student completes one of the following full-time clinical certification programs and one of the two options to obtain the degree.

Clinical Certification Programs

- Radiography - 18 months
- Nuclear Medicine Technology - 18 months
- Diagnostic Medical Sonography - 18 months

Currently, the Radiography Program is accredited by the Joint Review Committee (JRC) on Education in Radiologic Technology; the Nuclear Medicine Technology program is accredited by the JRC on Educational Programs in Nuclear Medicine Technology; and the Diagnostic Medical Sonography is accredited by the JRC on Education in Diagnostic Medical Sonography.

Program of Study

Part I

Pre-clinical Certification Requirements

Required Courses in Core (Credits)

CHM-110 and CHM-111 General Chemistry I* & II or **CHM-104 Introduction to Inorganic Chemistry* (8 or 3)

CHM-210 and CHM-211 Organic Chemistry I & II or **CHM-106 Introduction to Organic Chemistry (8 or 3)

PHY-101 and PHY-102 General Physics I* & II or **PHY-111 College Physics* (8 or 3)

BIO-201 and BIO-202 Human Anatomy and Physiology I & II (8)

COM-201 Interpersonal Communication* or COM-106 **Fundamentals of Oral Communication (3)

LCL-333 Medical Terminology (3)

MAT-107 Elementary Functions* or MAT-211 Calculus I* (3 or 4)

MAT-215 Basic Statistics* (3)

PHL-339 Medical Ethics* (3)

PSY-101 Introductory Psychology* (4)

** Course also satisfies General Education Requirement*

*** College of Adult Undergraduate Studies course*

Part II: Professional Training

Option I

Complete two clinical concentrations (not an option for Radiography)

Radiography (38)
Nuclear Medicine Technology (38)
Diagnostic Medical Sonography (38)

Advanced Imaging Programs (prior completion of Radiography is required)

Magnetic Resonance Imaging (MRI) (6 months) (12)
Computed Tomography (CT) (6 months) (12)
Interventional Cardiovascular (6 months) (12)

Option II

Complement one clinical certification program with the equivalent of one year of concentrated study in

Business (required for Radiography, optional for other modalities).

Business Concentration

The purpose of the Business concentration is to meet the needs of Radiological Sciences professionals in middle-level positions who find themselves supervising staff or who have substantial information systems responsibilities beyond the level of their preparation in typical clinical certification programs. All Business concentrators will have exposure to management and professional communication principles, and some accounting and finance.

Beyond these core courses, students may choose the Organizational Management track or the Computer Systems Management track. The Organizational Management track emphasizes preparing to supervise others and contributing to the market orientation now emerging in health care organizations. The Computer Systems Management track prepares students to address the increasingly complex information systems responsibilities faced by many health care professionals. Students following this track may qualify, depending on course selection, for the Minor in Business.

Core Required Courses

BUS-302 Principles of Management (3)
BUS-310 Professional Communications (3)
BUS-416 Managing Financial Resources (3)

Organizational Management Track

BUS-303 Principles of Marketing (3)
ECO-212 Introduction to Microeconomics (3)
BUS-480 Organizational Behavior or BUS-486 Human Resource Management (3)

Select one of the following (3)

BUS-334 Teamwork and Negotiation
BUS-360 Business Research
BUS-400 Leadership
COM-403 Organizational Communication

Computer Systems Management Track

CST-141 Fundamentals of Information Systems (3)
CST-171 Programming Concepts (3)
CST-385 Systems Analysis (3)
CST-421 Database Concepts (3)

Select two of the following (6)

ECO-212 Introduction to Microeconomics
BUS-400 Leadership
CST-355 Project Management
CST-356 Internet/Intranet Information Management

Three-Year Plan

Below is a sample Program of Study for the Radiological Sciences Major in the Women's College prior to clinical training (required for Radiography, recommended for all modalities). Students should select courses with the assistance of the program coordinator. (See course descriptions for a list of required courses and description of course and program options.)

Fall/Winterim		Spring	
First year			
General Chemistry I	4	General Chemistry II	4
Calculus I	4	Intro. Psychology	4
Fundamentals of Biology	4	Interpersonal Communication	3
NDMU-100 Perspectives in Education	4	College Writing	3
		200-level Philosophy	3
[16 credits]		[17 credits]	
Second year			
Organic Chemistry I	4	Organic Chemistry II	4
General Physics I	4	General Physics II	4
Intro. to Biblical Studies	3	Literature	3
BUS302 Principles of Management	3	Business	3
Medical Terminology	3	Professional Communications	3
[17 credits]		[17 credits]	
Third year			

Human Anatomy & Physiology I	4	Human Anatomy & Physiology II	4
Business	3	Business	3
Business	3	Business	3
Medical Ethics	3	300-level Religious Studies	3
Basic Statistics	3	History	3
Physical Education	1	[16 credits]	
[17 credits]			

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Religious Studies (Major, Minor)

Religious Studies (Major, Minor) Department
Najeeb Hadaad, Ph.D., *Chair*
Mari Rapela Heidt, Ph.D.
Sr. LaReine-Marie Mosely, SND, Ph.D.

Degrees offered

Major
Minor

Campuses

Main Campus

Religion touches every aspect of life, and Religious Studies can help us think more deeply and carefully about all the big issues humans face: love, death, suffering, power, violence, justice, morality, sex, family, money, community, the divine, and the meaning of life. The Religious Studies Department, part of the School of Arts, Sciences, and Business offers a Major and Minor to students in the Women's College and the College of Adult Undergraduate Studies. The Religious Studies Program of Study is based on four pillars: biblical studies, systematic theology, religious ethics, and religious issues (practical theology and religion and culture).

Summary

Women's College

College of Adult Undergraduate Studies

Grounded in Roman Catholic and ecumenical Christian traditions, we actively engage in dialogue with other world religions. Women's contributions to spirituality, religious thought and history, as well as the

ecumenical and interfaith aspects of the discipline, are woven into the Program and are treated in greater depth in courses devoted exclusively to these topics. The Program stresses critical thinking and respect for the religious commitments of all persons, and also is seen as a step toward transforming society. Graduates are ordained ministers, religion teachers, guidance counselors, parish educators, directors of religious education, pastoral and youth ministers, campus ministers, hospital chaplains, parish music ministers, leaders in diocesan offices, and employees of Catholic Charities.

In addition to the Major, the Religious Studies Department offers Minors in Religious Studies and participates in Catholic Studies, Justice and Peace Studies and Women's Studies, as well as providing a track within the Liberal Arts Major (seven courses for the primary track or five for the supporting track).

Transfer credits from the Religious Studies or Theology Department of an accredited college or university will be accepted after assessment by the Chair of the Religious Studies Department. Credits should have been earned since 2000.

The General Education Requirement includes two courses in Religious Studies, one of which must be at the lower level (100/200) and one of which must be at the upper level (300/400).

To fulfill the lower level Religious Studies General Education Requirement a student may take our entry level courses RST-105 or RST-201.

To fulfill the General Education Requirement in values, a student may take any of the following courses: RST-303, 304, 306, 331, 345, 411.

The following courses satisfy the General Education Requirement at the 300- or 400-level: RST-300, 303, 304, 305, 306, 307, 308, 309, 311, 312, 315, 316, 317, 325, 331, 340, 341, 345, 347, 360, 361, 370, 401, 405, 409, 411, 415, 421, 424, 427, 430, 431, 432, 433, 450, 452, IDS-340.

Religious Studies courses that satisfy the General Education Requirement in cross-cultural studies are: RST-311, 331, 345, 350, 360, 361, 401 (depending on topic), 427, 450, 452.

Religious studies courses that satisfy the General Education Requirement in gender studies are: RST-305, 308, 340, 341, 390, 411.

All courses credited toward the Major or Minor must be completed with a grade of C or higher.

Programs of Study

The Religious Studies Major provides the student with proficiency in four categories: biblical studies, systematic theology, practical theology/religion and culture, and religious ethics.

Required Courses for a Major in Religious Studies (33 credits)

Prerequisite for all Majors

RST-105 Religion and the Big Question (3)
(Please note credit hours for RST-105 are not included toward the 33 hours for the major.)

Biblical Studies (6 credits)

RST-315 Old Testament (3)
RST-317 New Testament (3)

Systematic Theology (3 credits)

One of the following:

RST-307 Trinity: Images of God (3)
RST-312 Sin and Grace (3)
RST-325 Jesus Christ (3)
RST-415 Church (3)
RST-421 Christian Worship (3)

Practical Theology (3 credits)

One of the following:

RST-305 Marriage and Family (3)
RST-341 Theology of the Body (3)
RST-347 Introduction to Spirituality (3)
RST-409 Death and Dying (3)
RST-431 Teaching Religion to Adolescents (3)
RST-432 Faith Development of Children and Adolescents (3)
RST-433 Teaching Religion to Children (3)

Religion and Culture (3 credits)

One of the following:

RST-300 American Catholicism (3)
RST-311 World Religions (3)
RST-360 Islam (3)
RST-361 African American Religions (3)
RST-427 Study Tour (3)

RST-445 Islamic Perspectives on Peace and Conflict (3)
RST-450 Judaism, Christianity and Islam (3)
RST-452 Buddhism and Christianity (3)

Religious Ethics (3 credits)

RST-303 Christian Ethics (3)
RST-304 Christian Social Ethics (3)
RST-345 Justice and Peace (3)
RST-306 Christian Bioethics (3)
RST-331 Comparative Religious Ethics (3)
RST 411H Catholic Women Theologians

Electives (12 credits)

Any four other courses at the 300/400 level from the departmental offerings.

For those planning to seek catechist certification from the Roman Catholic Archdiocese of Baltimore, it is recommended that at least one course from RST-431, 432 and 433 be selected.
Religious studies majors and minors are encouraged to choose RST-427 Study Tour. Internships in religious studies are also available.

Capstone (3 credits)

RST-460 Capstone Experience

Required Courses for a Minor in Religious Studies (18 credits)

RST-105 Religion and the Big Question (3)
RST-315 Old Testament **or** RST-317 New Testament (3)
One systematic theology course (3)
One religious ethics course (3)
Two other elective courses at 300/400 level from the departmental offerings (6)

Four-Year Plan

Below is a sample Program of Study for Religious Studies Major in the College of Arts, Sciences, and Business. Students should select courses with the assistance of the program coordinator. (See course descriptions for a list of required courses and description of course and program options.)

Fall	Spring
First year	

ENG-101 College Writing	3	Foreign Language	3
IDS-100 Perspectives in Education	3	History	3
COM-106	3	Mathematics	3
RST-105 Religion and the Big Question	3	Social Science	3
NDMU 100	3	RST 300/400 level Ethics	3
[15 credits]		[15 credits]	
Second year			
PHL-201 Introduction to Philosophy	3	PHL 300/400-level course	3
Fine Arts	3	RST-317 New Testament	3
RST-315 Old Testament	3	RST 300/400 Systematic Theology	3
COM-106 Fundamentals of Oral Communication	3	English Literature	3
General Education/Electives	3	General Education/Electives	3
[15 credits]		[15 credits]	
Third year			
RST 300/400 Religion and Culture Course	3	RST 300/400 Elective	3
RST 300/400 Practical Theology Course	3	RST 300/400 Elective	3
General Education/Electives	9	General Education/Electives	9
[15 credits]		[15 credits]	
Fourth year			
RST 300/400 Elective	3	RST Capstone	3
RST 300/400 Elective	3	General Education/Electives	12

General Education/Electives	9	[15 credits]

[15 credits]

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Sociology (Minor)

Criminology Department

Maria Mouritidis, Ph.D., Chair
Ashley Fundack, M.S.
Catherine Sacarellos, M.S.

Degrees offered

Minor

Campuses

Main Campus

The Sociology Program of Study in the College of Arts, Sciences, and Business, offers a Minor in Sociology to Women's College students. The scientific study of society, sociology examines the interworkings of different social institutions, the order of social interaction in groups, and the politics of social reality. Many sociologists address social problems such as crime, education, poverty, immigration, institutional discrimination and prejudice. The Sociology Program provides students with a perspective on the world best described as sociological mindfulness or, put simply, a way to tune in to the social world. It gives students the opportunity to investigate society and better understand their respective roles in it.

Summary

Women's College

Offered as a Minor and as a foundation for the Criminology Major, the Sociology curriculum provides both a micro- and macro- perspective on society. Its courses expose students to peer-reviewed

research based on surveys, field work, comparative/historical reviews and experimentation.

A Sociology Minor is an excellent way to round out the student's experience at Notre Dame. Sociology courses that satisfy the General Education Requirement in social science: SOC-101. Sociology courses that fulfill the requirement for cross-cultural studies: CRM-209. Sociology courses that fulfill the requirement for gender: SOC-215.

All courses credited toward the Minor must be completed with a C grade or higher.

Program of Study

The Minor in Sociology consists of seven courses as indicated below.

Minor in Sociology

Required courses:

SOC-101 Introduction to Sociology (3)
SOC-209 Race, Class and Gender (3)
PSY-210 Research Methods I (4)
SOC-350 Social Theory (3)

Two electives chosen from:

CRM-101 Introduction to Criminology (3)
SOC-202 Sociology of the Family (3)
SOC-215 Gender Roles or SOC-271 Honors: Sociology of Gender Roles (3)
SOC-220 Self and Society (3)
SOC-222 Social Problems or SOC-371 Honors: Social Problems (3)
SOC-231 Medicine and Society (3)
SOC-250 Sociology of Sport (3)
SOC-315 Sociology of Law (3)
SOC-340 Sociology of Deviance (3)
SOC-360 Sociology of Work (3)
SOC-390 Sociology of Education (3)
PSY-340 Quantitative Methods (4)

One senior experience chosen from:

SOC-411 Advanced Topics in Sociology (3)
CRM-461 Criminology Practicum (4)
SOC-463 Sociology Independent Study (3)

Note: Those who wish to Major in Criminology and Minor in Sociology must take three elective Sociology courses instead of two due to the overlapping requirements of SOC-101, SOC-209, and PSY-210. The electives cannot have a dual purpose of also fulfilling the electives used for the Criminology Major. A separate Senior Experience course also should be chosen to fulfill the requirement for a Minor in Sociology. For example, if SOC-411 serves to fulfill the senior elective for the Criminology Major, it cannot also be used to fulfill the elective for the Sociology Minor. Please contact the faculty advisor to tailor an appropriate course schedule.

Courses

CRM-101 Introduction to Criminology

Provides an examination of the nature, causes and social significance of crime. Emphasizes the major explanations of criminal behavior and typologies of crime and examines crime and crime prevention strategies as they relate to theory, policy and practice. Serves as a gateway course for students interested in the field of criminology. Fulfills general education requirement in social science. [3 credits]

CRM-105 Applied Defensive Techniques in Criminology

Introduces the principles and practices employed by law enforcement personnel for the purpose of self defense in the field. Provides a holistic approach to the control of subjects through both classroom instruction and the practice and performance of the necessary physical skills. Emphasis is placed on the social context of violence as well as the personal, psychological, and physical control of aggression. [3 credits]

CRM-130 Criminology At the Movies

Explores the impact of criminological themes and theories on popular movies. Consists of an intensive, didactic experience that introduces the student to related criminological research and applications. [3 credits]

CRM-203 Theories of Crime and Social Deviance

Examines major paradigms, models and theories of criminology. Students critically review explanations of criminal behavior and analyze past, current and future trends in criminal activity. Theories in deviance and criminology from multidisciplinary perspectives provide a foundation for discussion. Prerequisite: CRM-101. [3 credits]

CRM-205 Policing and Society

Focuses on the history, structure, role, and function of policing in American society. Types of policing and police-community relations will be explored. Students will examine the functions of policing including patrol, order maintenance, investigation and community policing. A number of contemporary police problems will be presented including corruption, discretion, deadly force and minority relations. Course will include an exploration of cross-national comparisons. Prerequisite: CRM-101 or SOC-101. [3 credits]

CRM-230 Terrorism and Homeland Security

Examines terrorism with a focus on the contemporary societal experience, although historical perspectives will provide context as well. Differentiating characteristics of domestic and international terror groups will be identified. Legal implications of anti-terrorist measures and homeland security enforcement will be reviewed. Prerequisite: CRM-101. [3 credits]

CRM-240 Corrections in America

This course provides an examination into corrections in America. We will differentiate the purpose and operation of jails versus prisons. Additionally, we will look at the use of non-custodial corrections alternatives such as community service, probation and parole. In this course, the history of corrections as well as contemporary issues in corrections will be examined. [3 credits]

CRM-303 Theories of Crime and Social Deviance

Examines major paradigms, models and theories of criminology. Students critically review explanations of criminal behavior and analyze past, current and future trends in criminal activity. Theories in deviance and criminology from multidisciplinary perspectives provide a foundation for discussion. Prerequisite: CRM-107. [3 credits]

CRM-310 The Criminal Justice System

Examines the American criminal justice system. Introduces students to the workings of police, courts and corrections in American society, and how each functions as a mechanism of social control. Explores local, state and federal agencies as individual components of the comprehensive and interrelated system of justice. Prerequisites: CRM-101; PSY-210 or CRM-360. [3 credits]

CRM-311 Topics in Criminology

Uses empirical evidence to provide a contemporary approach to analyzing and evaluating crime and social deviance through a critical theoretical framework or uses empirical evidence to provide a contemporary approach to examining specific areas within criminology. Topics will vary. May be repeated with different topics for a maximum of 6 credits. Prerequisites: SOC-101 and CRM-101. [3

credits]

CRM-315 Victims of Crime

Examines the impact of crime on its victims, including identification of victim types, victim compensation and reduction of victimization. The course focuses on the relationship of criminology and the criminal justice system to victims themselves. Prerequisite: CRM-101. [3 credits]

CRM-320 Juvenile Delinquency

Examines delinquency as a form of socially deviant or criminal behavior engaged in by minors. Topics include definitions of delinquency, long- and short-term trends, explanations of delinquent behavior, drug use, gangs and school violence. Possible interventions, treatment and prevention strategies are also addressed. Prerequisite: SOC-101; PSY-210 or CRM-360. [3 credits]

CRM-325 Violence Against Women

Examines violence against women through a wide range of socially institutionalized and individually perpetuated political, social, economic and physical frameworks. Violence against women takes place within socially constructed race-ethnicity, gender, sexual preference, and class specificities, as well as socio-historical contexts. The course examines how race, ethnicity, class, gender, sexual orientation, and socio-historical constraints and shifts perpetuate systems of domination and oppression. It looks at ways in which these forces shape how women experience economic, social, sexual, class and gender domination and exploitation. Prerequisite: CRM-101 or SOC-101. Fulfills the general education requirement in gender studies. [3 credits]

CRM-360 Research Methods and Crime Analysis

Provides framework for the critical and empirical analysis of social science data relating to crime and social deviance, including experimental and quasi-experimental research design, crime analysis, ethical issues, quantitative and qualitative statistical methods and scientific report writing. Students learn how to use the statistical package for the social sciences and compute descriptive, inferential statistics and multivariate analysis. This course instructs students on the relationship between theory and scholarly inquiry, the nature of causation, and how to formulate and test hypotheses using a variety of empirical methods. Students learn a range of research approaches including surveys, experiments, field work, case studies and unobtrusive measures typically employed in the criminology and criminal justice fields. Students develop a research question and appropriate research methodology, empirically evaluate a hypothesis and write a research report. Prerequisites: MAT-215; and either CRM-101, PSY-101, or SOC-101. [4 credits]

CRM-360L Lab: Research Methods

Lab associated with CRM 360 Research Methods and Crime Analysis.

CRM-411 Topics in Criminology

Provides a context for understanding the broad focus of the discipline of criminology. As an upper-level course in the criminology major, reviews key criminological writings from an advanced, informed perspective. The student uses these scholarly resources to develop a paper that synthesizes her particular knowledge of criminological theory, research and applications. Students also develop their abilities to analyze their personal experiences from a sociological perspective and explore options for continued study or employment related to their sociological training. Topics will vary, though recent topics have included: Corporate Crime, Violence Against Women, Social Inequality in the Criminal Justice System, and Policing. Prerequisites: PSY-210, CRM-203 or SOC-350, and junior/senior status. [3 credits]

CRM-461 Criminology Practicum I

Integrates field experience with an academic seminar. Students are required to find a placement (internship) in social service, criminal justice or social action agencies consistent with their abilities and interests. This placement must be approved by the student's advisor and practicum coordinator prior to beginning the course. Prerequisites: PSY-210 or CRM-360, and conference with the coordinator. Limited to majors of at least junior status. Not open to liberal arts majors. [4 credits]

CRM-463 Independent Study in Criminology

Provides a student with an opportunity to pursue a scholarly project under the direction of a faculty member. Work may include directed readings, literature review, clinical study, or data collection and analysis. Prerequisites: PSY-210 or CRM-360 and acceptance for supervision by a department faculty member. [3 credits]

SOC-101 Introductory Sociology

Uses the sociological imagination to help explain what sociology is and how it is relevant to everyday life. Examines culture, social structure, socialization, social institutions, social inequality and social change. Topics include gender roles, deviance and social control, class, race and ethnic inequality, family, and work. Serves as a foundation course for students interested in the field of sociology and criminology. Fulfills general education requirement in social science. [3 credits]

SOC-202 Sociology of the Family

Examines the historical development and transformation of the American family. Explores marriage and alternatives to traditional arrangements. Students will analyze issues relating to parenting,

divorce, remarriage and grandparenting, paying special attention to class and race, as well as ethnicity, gender differences and sexual orientation. Fulfills general education requirement in social science. Prerequisite: SOC-101 or permission of instructor. [3 credits]

SOC-209 Race, Class and Gender

Explores the intersecting systems of inequality, race, ethnicity, social class and gender. Examines the construction of identity categorizations and links them to our current experiences and conceptions of self. Covers the nature of privilege and its reproduction in social institutions such as the workplace, education, and the criminal justice system. Fulfills general education requirements in social science and cross-cultural studies. Prerequisite: SOC-101 or permission of instructor. [3 credits]

SOC-215 Gender Roles

Addresses the social construction of gender roles. Demonstrates patterns of inequality and power relations through historical and cross-cultural data. Explains concepts such as sexism, gender socialization, and gendered institutions. Examines the consequences of division of labor in marital relations, the family and the workplace. Fulfills general education requirement in social science and gender roles. Prerequisite: SOC-101 or permission. [3 credits]

SOC-222 Social Problems

Examines how social conditions come to be defined as social problems. Surveys the causes of, theoretical explanations for, and possible interventions to resolve social problems. Provides students with opportunities to analyze in-depth such social concerns as substance abuse, family violence, environmental issues, discrimination, crime and terrorism. Fulfills general education requirement in social science. Prerequisite: SOC-101 or permission. [3 credits]

SOC-250 Sociology of Sport

Examines sport as a social phenomenon. Particular attention is given to comparing and contrasting cultural variances in sport. The course uses sports to study social shifts, the politics of inequality, and power structures across cultures. Topics include community identity as defined by the culture of sport; the construction of morality through sport; politics and sport; the role of gender and sexuality in sport; and the role of sport in economic development. Fulfills general education cross-cultural requirement. Crosslisted with PED-250. Prerequisite: SOC-101. [3 credits]

SOC-271 Honors: Sociology of Gender Roles

An analysis of the social sources and psychological mechanisms that shape gender role differentiation. Special attention will be given to the political, ideological behavior and social construction of gender. Historical and cross-cultural data will be used to demonstrate patterns of inequality. The psychological and social impact of gender inequality will be examined. Prerequisite:

Morrissy scholar or permission. Fulfills general education requirements in social science and gender studies. [3 credits]

SOC-301 Social Justice

Overviews social injustice in American society and in American social institutions. Addresses issues of prejudice, racism and sexism, as well as discrimination based on sexual orientation, religious preference and disability. Provides students with opportunities to evaluate problem-solving procedures for social service agencies and the community at large. Prerequisite: SOC-101, PSY-210, CRM-101 or SOC-222. [3 credits]

SOC-315 Sociology of Law

Studies criminal law from a sociological perspec-tive with an emphasis on the United States Constitution. Examines the impact of the social usages of law as an instrument of social policy, social control and social regulation. Prepares students to interact professionally with the legal system. Prerequisites: PSY-210, SOC-101 or CRM-101. [3 credits]

SOC-340 Deviance and Social Control

Examines how we come to define attitudes, behavior, and characteristics as "normal" or "deviant" in society. Explores the construction of categories of difference with an eye toward the idea that labeling people or ideas as deviant is often a way to maintain the status quo. Addresses "deviant" behavior as an agent of social change as well as a source of social stability. Applies various sociological paradigms to such topics as social movements, crime and delinquency, and mental illness. Prerequisite: PSY-210, SOC-101 or CRM-101. [3 credits]

SOC-350 Sociological Theory

Provides an overview of the theoretical foundations of the discipline. First exposes students to the works of Karl Marx, Emile Durkheim and Max Weber-the "fathers" of sociology-and then provides current theoretical considerations. Analyzes various sociological perspectives in explaining social phenomena, such as structural functionalism, conflict theory, symbolic interaction, and feminist sociology. Explores every day applications of sociological paradigms. Prerequisites: SOC-101. [3 credits]

SOC-360 Sociology of Work

Analyzes social relations in the workplace as well as the dynamics of the labor market. Identifies the units of analysis in the study of work and changes to each in U.S. industrial shifts. The demographics of the labor market are analyzed in the context of the Great Migration, the dual labor market, control systems, flexible firms, occupational sex segregation, and globalization. Public policies that influence

work relations such as the National Labor Relations Act and the Civil Rights Act are couched in labor market dynamics. Interpersonal dimensions of work are also addressed including the negotiation between family, intergenerational mobility and work and job satisfaction. Prerequisites: SOC-101 and PSY-210 or CRM-360. [3 credits]

SOC-371 Honors: Social Problems

Considers how social conditions come to be defined as social problems. Reviews causes and theoretical explanations for their origins and possible interventions to resolve social problems. Topics include substance abuse, family violence, environmental issues, discrimination, crime and terrorism. Prerequisite: Morrissy scholar or permission. [3 credits]

SOC-390 Sociology of Education

Provides an overview of sociological theories and research about education in modern societies. Education is analyzed as a social institution that both challenges and reflects social stratification and institutionalized racism. The course addresses the reciprocal relationship between education and other social institutions such as family and the economy. The course considers education at a variety of levels, from preschool to university and its influence on human capital accumulation. Prerequisites: SOC-101 and PSY-210 pt CRM-360. [3 credits]

SOC-411 Advanced Topics

Provides a context for understanding the broad focus of the discipline of criminology. As an upper-level course in the criminology major, reviews key sociological and criminological writings from an advanced, informed perspective. The student uses these scholarly resources to develop a paper that synthesizes her particular knowledge of criminological theory, research and applications. Students also develop their abilities to analyze their personal experiences from a sociological perspective and explore options for continued study or employment related to their sociological training. Topics will vary, though recent topics have included: Corporate Crime, Violence Against Women, Social Inequality in the Criminal Justice System, and Policing. Prerequisites: PSY-210, CRM-203 or SOC-350, and junior/senior status. [3 credits]

SOC-463 Independent Research/Independent Study

Provides a student with an opportunity to pursue a scholarly project under the direction of a faculty member. Work may include directed readings, literature review, clinical study, or data collection and analysis. Prerequisites: PSY-210, PSY-340 or CRM-360 and acceptance for supervision by a department faculty member. [3 credits]

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Spanish (Major, Minor)

Department of Classical and Modern Foreign Languages Department
Rachel Burk, Ph.D.
Thérèse Marie Dougherty, SSND, Ph.D.
Marcela Valencia, Ph.D.

Associate Faculty in Spanish
Alejandro Sánchez-Aizcorbe, Ph.D.
Marta Izquierdo Robredo, M.A.
Joseph Wieczorek, Ph.D.

Degrees offered

Major
Minor

Campuses

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

¡Bienvenidos al programa de español! Learn to speak the third most popular language in the world through individualized attention, integrated technology, and communication-focused coursework. Our students take Spanish from the classroom into the NDMU community and the larger world via study abroad, service learning, language-exchange partners, the Hispanic Culture Club, and internships. *¡Qué aproveche!*

Summary

Spanish courses cover essential language structures, practical communication, and cultural learning. Small classes, close relationships with professors, multimedia technology, and interactions with native speakers encourage general education students to speak, write, listen, and read in Spanish while gaining perspectives on the Hispanic world. Majors and minors in Spanish refine their language skills and at the same time immerse themselves in Hispanic literature, history, film, art, and culture, locally and internationally.

The Spanish Major

The Spanish Major requires 33 credit hours (11 courses) beginning at the 200-level. Students who place out of LSP-233 and LSP-234 will take 27 credits (nine courses). All Majors, including native speakers, must take LSP-301 and LSP-302.

Required Courses for The Spanish Major

Language Skills:

LSP-233 Spanish for Oral Proficiency (3)
LSP-234 Spanish for Written Proficiency (3)
LSP-301 Advanced Spanish Conversation and Composition I (3)
LSP-302 Advanced Spanish Conversation and Composition II (3)

Introduction to the Discipline:

LFN-201 The World of Language (taught in English) (3)
LSP-258* Readings in Hispanic Literature (taught in Spanish) (3)

**For native speakers who have successfully completed a literature course in English, LSP-258 should be replaced by one 300-level literature course in Spanish.*

Literature:

One literature course in Spanish at the 300-level (3)

Culture and Civilization:

LSP-358 Spanish Culture & Civilization or LSP-359 Latin American Culture & Civilization (3)
LFN-450 Research Seminar (3)

Elective Courses:

One course at the 200- or 300-level (3)

One 400-level course in linguistics, literature or culture in Spanish (3)

The Spanish Minor

The Spanish Minor requires 21 credit hours (7 courses) beginning at the 200-level. Students who place out of LSP-233 and 234 will take 27 credits (six courses). All Minors, including native speakers, must take LSP-301 and LSP-302.

Required Courses for The Spanish Minor

Language Skills:

LSP-233 Spanish for Oral Proficiency (3)
LSP-234 Spanish for Written Proficiency (3)
LSP-301 Advanced Spanish Conversation and Composition I (3)
LSP-302 Advanced Spanish Conversation and Composition II (3)

Introduction to the Discipline:

LFN-201 The World of Language (taught in English) (3)
LSP-258* Readings in Hispanic Literature (taught in Spanish) (3)

**For native speakers who have successfully completed a literature course in English, LSP-258 should be replaced by one 300-level literature course in Spanish.*

Culture and Civilization:

LSP-358 Spanish Culture & Civilization or LSP-359 Latin American Culture & Civilization (3)

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

410-435-0100
Map It

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Women's Studies (Minor)

History and Political Science Department

Anne Henderson, Ph.D., *Coordinator*
Jen Erdman, Ph.D.

Degrees offered

Minor

Campuses

Main Campus

The Women's Studies Minor is offered to students in the Women's College. It is an interdisciplinary program that examines women's lives, perspectives and experiences. Through scholarship by and/or about women and the study of feminist theories and research methodologies, the student develops an intellectual framework through which to examine gender as a social, cultural and historical construct.

Summary

Students will explore the way gender interacts with other socially constructed categories such as race, class, nationality, sexual orientation as well as with other dimensions of identity (including religion, ethnicity, and age) that have often been used as the basis for discrimination. Students also will be encouraged to examine and understand the impact of these categories on their own experiences, and will be prepared to participate in the processes of social change that would promote the full development of all women and men.

A Minor in women's studies can benefit students in a variety of careers including art, business,

communication, counseling, education, health, journalism, law, music, politics, psychology, public policy, religion, social services and sports.

Requirements

The Minor in Women's Studies consists of seven courses and 21 credits, including IDS-150 Introduction to Women's Studies and IDS-440 Seminar in Women's Studies. Of the five remaining courses, all must be at the 200-level or above, and three of the five must be at the 300/400 level. (See program of study, following.)

Courses taken to fulfill General Education Requirements, and two courses from the student's Major, may be counted toward the Women's Studies Minor.

A student wishing to Minor in Women's Studies is encouraged to meet with the Program Coordinator to design an appropriate Program of Study to complement her Major and to receive information about course cycling.

Program of Study

Required Courses:

IDS-150 Introduction to Women's Studies
IDS-440 Seminar in Women's Studies

Five of the following courses, at least three at the 300/400 level:

ART-315 Explorations of Women in Art
BUS-451 Women in Leadership
COM-330 Women in Film
COM-382 Gender and Communication
ENG-243 Literature by Women
ENG-275 American Women Writers
HIS-261 Winning the Vote: The History of Women's Suffrage in America
HIS-290/POL-290 Women in Islamic Societies
HIS-309 Women in American History
HIS-323 Black Women in American History
HIS-352 Honors: Educating Women in the U.S.
HIS-355 Women and Work: The American Experience
HIS-402 Honors: Women, War and Peace
HIS-303/LCL-303 Women in the Ancient World
MUS-320 Women in Music
PED-301 American Women in Sports History

PHL-323 Feminist Philosophy
POL-324 Women, Politics and the Law
PSY-209 Social Psychology
PSY-375 Sex and Gender
RST-305 Marriage and the Family
RST-355 Women in the Present and in the Judeo-Christian Tradition
SOC-202 Sociology of the Family
SOC-271 Honors: Sociology of Gender Roles

See course descriptions in Departmental Listings.

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Careers at NDM

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

School of Education

Gary Thrift, Ed.D, *Dean, School of Education*
Madelyn Ball, M.Ed.
Katherine Beauchat, Ed.D.
Kelly Byrne Bull, Ph.D.
Molly Dunn, Ph.D.
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Lisa Pallet, Ph.D.
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Stephanie Savick, Ph.D.
Ryan Schaaf, M.S.
Patty Silver, M.Ed.
Angela Snyder, Ph.D.
Evelyn Spratt, Ph.D.

- School of Education
  - College of Adult Undergraduate Studies (CAUS)
    - Early Childhood Education
    - Liberal Studies/ESOL
    - Special Education (Dual Certification)
  - Women's College
    - BA/MA

- BA/MAT
- EArly Childhood Education
- Elementary Education
- Liberal Studies/ESOL
- Secondary Education
- Special Education (Dual Certification)

Summary

The School of Education offers full-time and part-time, four-year and five-year Programs of Study that integrate academic and professional studies and lead to Certification in Secondary Education, Certification in Secondary and Special Education, Certification in Elementary Education, Certification in Elementary and Special Education, or Certification in Elementary and Early Childhood Education. Each Program of Study requires the creation of an electronic portfolio throughout the course of study; it is to be completed with each course of study. An ePortfolio license fee is required.

All Programs of Study leading to a Bachelor of Arts in Education are designed to provide a balance among liberal arts courses in a variety of academic fields, a planned sequence of professional courses, and practical field experiences which may begin in the first year of college and culminate in an extended internship experience in the student's senior year. The School of Education may require a student to complete specific courses in addition to those listed as requirements. Each Program of Study aims to build competence through appropriate academic and professional course work, and to involve the student in practical classroom internship activities of steadily increasing responsibility. Internship placements are in professional development school environments through collaborative arrangements between Notre Dame and area school systems.

Graduates of the School of Education are educators in virtually every public school district throughout the State of Maryland, as well as in many private, independent and parochial schools. Not only do they ably serve Maryland's students, they are recognized as outstanding leaders. Many have been honored as "Teacher of the Year" in their respective districts; e.g, Anne Arundel County, Baltimore City, Baltimore County, Caroline County, Carroll County, Harford County, St. Mary's County.

To schedule course work effectively, each student is expected to meet regularly each semester with her advisor.

To be eligible for the extended teaching internship in a professional development school, a student must attain a 3.2 cumulative grade point average, a 3.0 or higher in methods courses, and a grade of C or higher in each of her professional courses. Students must pass PRAXIS Core*

prior to enrolling in internship. Students in Secondary Education, Art and Music Education also must have the recommendation of their academic departments. To be eligible for Maryland State Certification through one of the approved programs at the University, the student must attain a 3.0 cumulative grade point average, must earn a grade of B or higher during the internship and pass PRAXIS Core Academic Skills* and PRAXIS II examinations. PRAXIS II must be taken during the internship semester and passed before approval for certification.

Note: Taking and passing PRAXIS Core: Any student who is actively considering making application to the School of Education to pursue a career in teaching is required to pass the PRAXIS Core exam as a condition of admission to the School of Education. Students should take the PRAXIS Core as early as possible during their college experience so that they have time to assess and (if need be) remediate any area of concern (reading, writing or mathematics). Participation in the student internship will not be permitted until the PRAXIS Core has been passed. There are a variety of resources available for students who perceive the need for additional support: e.g, texts in the Education Lab, on-line tutorials, PRAXIS prep seminars, etc. For more information regarding testing opportunities and preparation, consult www.ETS.org.

The Maryland State Department of Education will allow candidates to waive Praxis Core if they present one of the following test scores. These MSDE-acceptable test scores will also be accepted by NDMU

- Praxis I with a composite score of 527
- ACT with a composite score of 24
- SAT -- taken before 1995 with a composite score (math + verbal) of 1000
- SAT -- taken between April 1995 and December 2018 with a composite score (math + verbal) of 1100
- SAT -- taken January 2019 and later with a composite score (math + verbal) of 1180
- GRE -- taken before September 2011 -- composite score (math + verbal) of 1000; taken since September 2011 composite score (math + verbal) of 297

Certification candidates in all Programs of Study complete a professional electronic portfolio using guidelines developed by the education department in accordance with Interstate New Teacher Assessment and Support Consortium (InTASC) Core Standards. Approved Program graduates benefit from interstate reciprocity agreements in all states.

Teacher Education Programs are offered in Elementary Education, Elementary and Special Education, Elementary and Early Childhood Education, and Art N-12. Notre Dame also offers Secondary Education Programs in Art, Biology, Business, Chemistry, Computer Studies, English, ESOL, Mathematics, Modern Foreign Languages (French, Spanish)**, Physics and Social Studies.

*** Because NDMU's World Languages Program is nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL), teacher candidates who are seeking certification in Maryland for Spanish or French are required to achieve a passing score of "Advanced Low" or better on BOTH the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT), both of which are administered by an interviewer/proctor who is certified by ACTFL. Note that some teacher candidates in lieu of the OPI may elect to take the OPI(c) which is a computer version of the OPI. Teacher candidates may take these two assessments at any time during their Program of Study but prior to their Methods course of study. Teacher candidates are encouraged to explore opportunities that will enable them to meet the "Advanced Low" standard/score, including participation in study abroad, volunteer and service learning opportunities, language clubs, and film festivals and by viewing films and television programs in the world language they will be studying. More information about these assessments can be found at www.languagetesting.com*

Students should confer with their School of Education advisor to confirm they have completed all the requirements for the MSDE approved program(s) as well as the Notre Dame's degree requirements.

Pathways to Dual, Triple or Four Certifications

The NDMU School of Education strives to prepare teacher candidates to respond to the supply and demand of the teacher education workforce and endeavors to prepare candidates who are highly skilled and equipped to teach children regardless of learning style, differentiated or special needs, and racial or socio-economic status. As such, candidates are encouraged to pursue certification in more than one content area or specialization; e.g, Certification in Biology and Special Education; or in English and TESOL; or in Elementary Education and Early Childhood Education. In some cases, candidates can even obtain three or four certifications (e.g, elementary, special education, early childhood education and/or TESOL).

Having more than one certification yields several benefits: 1) Most important of all, candidates are exposed to specific content and instructional strategies that may be unique to targeted individuals or groups of students (e.g, second language generation students whose parents speak only in their native language). 2) Candidates acquire a deeper, richer background in the vast variety of instructional strategies that one might employ, irrespective of the student's classification (e.g, a student in a Gifted and Talented class might respond just as readily to a 'reward and praise' technique as would a student with special needs). 3) Candidates find that, when seeking employment, they are more marketable because principals are afforded greater flexibility in assigning them to teaching positions that fit the needs of their school and student population (e.g, if given two equally qualified candidates from which to select, a principal is more likely to hire a candidate who has more than one certification, thereby giving them more flexibility to assign highly qualified teachers to classrooms based on that certification).

In essence, the teacher candidates enter the education profession with a larger and more diverse skill set of instructional strategies and content knowledge to better meet the needs of the school system, where employed, and the children whom they are entrusted to teach.

Pathways to obtain dual, triple, or even four certifications are outlined in the following tables, based on professional courses needed, content areas, programs and degrees.

Course Matrix for Women's College Elementary Education BA Degrees

Required Professional Courses	Bachelor of Arts Degrees** - Elementary Education				
	Elem Education	Elem & Special Education	Elem & Early Childhood	Elem & TESOL	Elem, Special, and ECE
EDU-300 Technology for Instruction and Management	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-303 Elementary Reading Materials	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-357 Processes & Acquisition of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-252 or 253 or SPE 373 Clinical Field Experience	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-491 Human Development and Learning	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-307 Social Studies in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)

EDU-308 Issues in ESOL				(3 credit)	
EDU-309 Instruction in Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-310 Mathematics in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-312 Science in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-315 Curriculum Methods/Mat. for the Young Child			(3 credit)		(3 credit)
EDU-346 Methods and Materials ESOL				(3 credit)	
EDU-347 Assessing Second Language				(3 credit)	
EDU-360 Techniques of Teaching Reading & Writing to Students with Limited English Proficiency				(3 credit)	
EDU-402 American Education in Historical Perspective	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-409 Internship: Teaching ESOL K-12				(6 credit)	
EDU-410 Internship: Teaching in			(6 credit)		

Early Childhood Educ.					
EDU-411 Internship: Teaching in the Elementary School	(16 credit)*	(10 credit)	(10 credit)	(10 credit)	(10 credit)
EDU-440 English Grammar for ESOL Teachers				(3 credit)	
EDU-460 Assessment of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
PSY-203 Child and Adolescent Development	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-326 Special Education for the Classroom Teacher	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-337 Communication Skills for the Special Educator		(3 credit)			(3 credit)
SPE-321 Methods of Teaching Students with Special Needs		(3 credit)			(3 credit)
SPE-344 Assessment in Special Education		(3 credit)			(3 credit)
SPE-421 Elementary Curriculum Design and Adaptation		(3 credit)			(3 credit)
SPE-475 Student Teaching in Special Education		(6 credit)			(6 credit)
EDU-XXX English Language Learners for the Classroom	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)

TOTAL	48 credit	70 credit	61 credit	70 credit	73 credit

*16 credits for Women's College, 12 credits for CAUS

** Some programs may require coursework during the summer and/or winterim.

Course Matrix for Women's College Secondary Education BA Degrees

Required Professional Courses	**Bachelor of Arts Degrees* - Secondary Education**				
	Secondary Education	Secondary & Special Education	Secondary & TESOL		
EDU-300 Technology for Instruction and Management	(3 credit)	(3 credit)	(3 credit)		
EDU-253 Clinical Field Experience: ESOL			(3 credit)		
491 Human Development and Learning	(3 credit)	(3 credit)	(3 credit)		
EDU-308 Issues in ESOL			(3 credit)		
EDU-344 Teaching Reading & Writing in the Secondary Schools Content Areas I	(3 credit)	(3 credit)	(3 credit)		
EDU-346 Methods and Materials ESOL			(3 credit)		
EDU-347 Assessing Second Language			(3 credit)		
EDU-360 Techniques of Teaching Reading					

& Writing to Students with Limited English Proficiency			(3 credit)		
EDU-376 Clinical Field Experience Secondary	(3 credit)	(3 credit)	(3 credit)		
EDU-402 American Education in Historical Perspective	(3 credit)	(3 credit)	(3 credit)		
EDU-409 Internship: Teaching ESOL K-12			(6 credit)		
EDU 430-439 Methods of Teaching in the content area	(3 credit)	(3 credit)	(3 credit)		
EDU-413 Student Teaching in Secondary School	(12 Credit)	(6 Credit)	(6 Credit)		
EDU-440 English Grammar for ESOL Teachers			(3 credit)		
EDU-451 Teaching Reading & Writing in the Secondary Schools Content Areas II	(3 credit)	(3 credit)	(3 credit)		
PSY-203 Child and Adolescent Development	(3 credit)	(3 credit)	(3 credit)		
SPE-326 Special Education for the Classroom Teacher	(3 credit)	(3 credit)	(3 credit)		
SPE-337 Communication Skills for the Special Educator		(3 credit)			
SPE-321 Methods of Teaching Students with Special Needs		(3 credit)			

SPE-344 Assessment in Special Education		(3 credit)			
SPE-373 Field Experience in Special Education		(3 credit)			
SPE-475 Student Teaching in Special Education		(6 credit)			
EDU-XXX English Language Learners for the Classroom	(3 credit)	(3 credit)	(3 credit)		
TOTAL	45 credit	54 credit	60 credit		

* Some Programs may require coursework during the summer and/or winterim.

Course Matrix for Women's College Elementary Education BA/MAT Degrees

Required Professional Courses	**Bachelor of Arts Degrees - Elementary Education**					
***Notes -** Some 100, 200, 300, and 400 level classes may be taken as an undergraduate student	Elem. Educ.	Elem. & Special Educ.	Elem. & ECE	Elem. & TESOL	Elem, ECE, & Special	Elem, ECE, Special, & TESOL
EDU-300 or 556 Technology for Instruction and Management	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-303 or 510 Elementary Reading Materials	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)

EDU-357 or 509 Processes & Acquisition of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-491 Human Development and Learning AND PSY 203 Child and Adolescent Development (for 6 credits) OR EDU-519 Human Development and Learning	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-307 Social Studies in Elementary School AND 312 Science in Elementary School (for 6 credits) OR 513 Science and Social Studies in Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-308 or 508 Issues in ESOL				(3 credit)		(3 credit)
EDU-309 or 542 Instruction in Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-310 or 592 Mathematics in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-312 Science in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-315 Curriculum Methods/Mat. for the Young Child			(3 credit)			

EDU-346 or 546 Methods and Materials ESOL				(3 credit)		(3 credit)
EDU-347 or 547 Assessing Second Language				(3 credit)		(3 credit)
EDU-360 or 586 Techniques of Teaching Reading & Writing to Students with Limited English Proficiency				(3 credit)		(3 credit)
EDU-402 American Education in Historical Perspective	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-440 or 596 English Grammar for ESOL Teachers				(3 credit)		(3 credit)
EDU-460 or 511 Assessment of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU 602 Internship in the Elementary School	(6 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-603 Internship in Early Childhood Education			(3 credit)			
EDU 604 Analytic/Reflection/Research Seminar	(3 credit)	(3 credit)	(3 credit)		(3 credit)	(3 credit)
EDU-611 Internship in TESOL Education				(3 credit)		(3 credit)

PSY-203 Child and Adolescent Development	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-326 or 526 Special Education for the Classroom Teacher	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-337 or 576 Communication Skills for the Special Educator		(3 credit)			(3 credit)	(3 credit)
SPE-321 or 546 Methods of Teaching Students with Special Needs		(3 credit)			(3 credit)	(3 credit)
SPE-344 or 544 Assessment in Special Education		(3 credit)			(3 credit)	(3 credit)
SPE-421 or 570 Elementary Curriculum Design and Adaptation		(3 credit)			(3 credit)	(3 credit)
SPE-475 or 601 Internship in Special Education		(3 credit)			(3 credit)	(3 credit)
EDU-XXX English Language Learners for the Classroom	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
TOTAL	48 credit	60 credit	51 credit	60 credit	60 credit	78 credit

ECE = Early Childhood Education TESOL = Teachers of English for Speakers of Other Languages

Some Programs of Study may require coursework during the summer and/or winterim. These six

certification pathways do not cover the full range of possibilities.

Women's College or College of Adult Undergraduate Studies?

Although many Programs of Study are offered through both the Women's College and the College of Adult Undergraduate Studies (CAUS), there are significant differences in their populations and scheduling. To determine whether the Women's College or CAUS is the most appropriate for you, see the college descriptions under Academic Information.

Option: B.A.

The School of Education offers the Bachelor of Arts in Elementary Education/Liberal Studies to students in the Women's College and College of Adult Undergraduate Studies. For students in the Women's College, the School of Education also offers a program of professional courses for Certification in Secondary Education. Additionally, the School offers a sequence of courses in special education and early childhood education that provides the opportunity for elementary education/liberal studies majors to meet certification requirements in special education, early childhood education or ESOL in addition to elementary education. The special education sequence also may be taken by students in a secondary education program. All programs are NCATE accredited and MSDE approved.

Elementary Education/Liberal Studies

The Elementary Education/Liberal Studies Major provides a balanced program of liberal arts courses in a variety of academic fields, a planned sequence of professional courses, and practical field experiences that culminate in an extended teaching internship experience. Completion of the program qualifies graduates for Maryland State Department Certification in Elementary Education. Each student works closely with an academic advisor to ensure that the student obtains all the credits needed for the degree, as well as the requirements of the State Department of Education for Certification in Elementary Education. All students must complete the Application for Teacher Education through the School of Education prior to methods courses. Women's College students interested in Elementary Education are encouraged to declare the Elementary Education/Liberal Studies Major in spring semester of the first year.

For students in CAUS, the practical field experiences, including the teaching internship, are the only parts of the Program of Study offered during the day. These must be taken during the academic year when elementary schools are in session. The teaching internship must be completed in the fall semester.

Secondary Education

(Women's College only)

A student seeking to be certified in Secondary Education (*e.g.*, Art, Biology, Chemistry, English, etc.) must Major in one of the academic departments offering a Maryland State Department of Education-approved program in secondary education and complete the sequence of professional courses listed in the education program listings. Students interested in Secondary Education declare the Minor after acceptance as Majors in their academic disciplines, preferably by the end of sophomore year.

Option: BA/MAT

(Women's College only)

This option enables a full-time student to complete the Bachelor of Arts and Master of Arts in Teaching degrees and to fulfill state certification requirements within four or five years. For the Elementary Education option, students complete the liberal arts Major for their baccalaureate degree and the Master of Arts in Teaching in Elementary Education in the final year. (See liberal arts program listings for a description of the liberal arts Major.)

For the secondary education option, students complete a Major in an academic discipline for their bachelor's degree and the Master of Arts in Teaching in the final year.

If a student wishes to pursue the four-year B.A./M.A.T. option, she must meet with the advisor of the School of Education at the time of entrance or before beginning the second semester of the first year to plan her program appropriately. In the five-year option, the student meets with the chair in the second semester of the sophomore year.

Programs of Study

Required Courses for a Major in Elementary Education/Liberal Studies

Liberal Arts courses in the Major are exclusive of those required for General Education.

Literature (6)
American literature and
World literature

American and World History (3)
U.S. History (if World History was selected for general education) or
Non-U.S. History (if American History was selected for general education)

Mathematics (9)

Natural Sciences (8/9)*
Biological science with lab and
Physical science with lab

Social sciences (6)
Geography and
One of economics, psychology, political science or sociology

Fine arts (3)
ART (if Music was selected for general education) or
MUS (if Art was selected for general education)

**Women's College students take two four-credit science courses; College of Adult Undergraduate Studies students take three three-credit science courses.*

Professional Courses

EDU-300 Technology for Instruction and Management (3)
EDU-303 Elementary Reading Materials (3)
EDU-357 Processes and Acquisition of Reading (3)
EDU-252 Clinical Field Experience: Elementary (3)
EDU-301 Educational Psychology (3)
EDU-307 Social Studies in the Elementary School (3)
EDU-309 Instruction in Reading (3)
EDU-310 Mathematics in the Elementary School (3)
EDU-312 Science in the Elementary School (3)
EDU-402 American Education in Historical Perspective (3)
EDU-411 Internship: Teaching in the Elementary School (Internship teaching fee required.) (10 or 16)
EDU-460 Assessment of Reading (3)
SPE-326 Special Education for the Classroom Teacher (3)
PSY-203 Child and Adolescent Development (3)

Transportation is required for methods labs, field experiences and internships.

Elementary Education with Dual Certification in Special Education

Required Courses

The following courses are available to the student seeking to meet the course requirements for Maryland Certification in Special Education in addition to Certification through the approved program in Elementary Education. The student interested in pursuing this option is advised to

begin coursework in the first year and to follow carefully the sequence outlined by her advisor. Students working toward dual certification will use special education courses in place of electives. They will take the Liberal Studies and Elementary Education courses listed previously and an additional 24 credits in Special Education. The student teaching experience can be accomplished during the same semester as the Elementary Education student teaching. More than 120 credits are needed to graduate with dual certification.

Professional Courses

SPE-337 Communication Skills for the Special Educator (3)
SPE-321 Methods of Teaching Students with Special Needs (3)
SPE-344 Assessment in Special Education (3)
SPE-373 Field Experience in Special Education (3)
SPE-421 Elementary Curriculum Design and Adaptation (3)
SPE-422 Secondary Curriculum Design and Adaptation (for students seeking secondary certification only) (3)
SPE-475 Student Teaching in Special Education (Student teaching fee required) (6)

Transportation is required for method labs, field experiences and internships.

Elementary Education with Dual Certification in Early Childhood Education

Required Courses

The following courses are available to the student seeking to meet the course requirements for Maryland Certification in Early Childhood Education in addition to Certification through the approved program in Elementary Education. The student interested in pursuing this option is advised to begin coursework in the sophomore year and to follow carefully the sequence outlined by her advisor. Students working toward dual certification will use early childhood education courses in place of electives. They will take the Liberal Studies and Elementary Education courses listed previously and the following courses in Early Childhood Education:

Professional Courses

EDU-315 Curriculum/Methods and Materials for the Young Child (3)
EDU-410 Internship: Teaching in Early Childhood Education (6)
Internship fee required.

Certification in English for Speakers of Other Languages (ESOL)

Women's College students in Elementary and Secondary Education Programs of Study who also wish to earn Certification in ESOL complete the following additional courses:

Courses

EDU-253 Clinical Field Experience: ESOL (3)
EDU-308 Issues in ESOL (3)
EDU-346 Methods and Materials ESOL (3)
EDU-347 Assessing Second Language (3)
EDU-360 Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-409 Internship: Teaching ESOL K-12 (16)
EDU-440 English Grammar for ESOL Teachers (3)

The following additional professional preparation courses also are required:

EDU-300 Technology for Instruction (3)
EDU-357 Processes/Acquisition of Reading (3)
EDU-301 Educational Psychology (3)
EDU-402 American Education in Historical Perspective (3)
PSY-203 Child and Adolescent Psychology (3)
SPE-326 Special Education for the Classroom Teacher (3)

Secondary Education Certification

Required Courses

Students preparing for Certification in Secondary Education subject areas will Major in one of the academic departments offering an approved program and will meet the requirements for that department. In addition, the student completes the following professional courses:

Professional Courses

EDU-300 Technology for Instruction and Management (3)
EDU-301 Educational Psychology (3)
EDU-344 Teaching Reading and Writing in the Secondary School Content Areas I (4)
EDU-363 Field Experience in Secondary Education (variable)
EDU-376 Clinical Field Experience: Secondary (3)
EDU-402 American Education in Historical Perspective (3)
EDU-451 Teaching Reading and Writing in the Secondary School Content Areas II (3)
SPE-326 Special Education for the Classroom Teacher (3)
PSY-203 Child and Adolescent Development (3)

The following courses in the required sequence are taken in the education semester, the first

semester of senior year. Since no other courses may be taken during this time, the student needs to plan her departmental program accordingly.

Education Semester Courses

Methods in the student's area of concentration selected from:

EDU-430 Art N-12 (3)
EDU-431 English in the Secondary School (3)
EDU-432 Modern Foreign Language in the Secondary School (3)
EDU-433 Mathematics in the Elementary and Secondary School (3)
EDU-437 Science in the Secondary School (3)
EDU-439 Social Studies in the Secondary School (3)
MUS-305 Methods of Teaching Music in the Elementary School (3)
EDU-412 Internship: Teaching Elementary Art (Internship fee required (variable)
EDU-413 Internship: Teaching in the Secondary School (Internship fee required) (12)
EDU-419 Internship: Secondary Art (Internship fee required) (variable)
Transportation is required for methods and teaching internship.

Physical Education

Melissa Falen, M.A, *Coordinator*

The Physical Education Program of Study is an integral part of a liberal arts education. Physical Education is designed to encourage the student's knowledge, interest, participation and competence in physical activities. Courses are offered in two areas: Theory and Skill-based classes. Emphasis is on developing and maintaining comprehensive wellness, including physical fitness and personal well-being, by enjoying leisure activities and developing leadership skills through building self-confidence.

Requirements

All Physical Education courses fulfill the 1-credit General Education Requirement in Physical Education. Students may choose either a Skill (100-level) or Theory (200/300-level) course. Students may take up to 3 credits of Physical Education toward the 120 graduation credit total. Students may opt to take more than 3 credits of Physical Education credits as electives that do not count toward the 120 credit minimum.

The General Education Requirement may be fulfilled through participation on a University varsity athletic team in accordance with University policy. Policy information is available in the Physical Education office, the Athletic Department and from the Registrar.

Methods of Teaching in Secondary Schools

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses.

EDU-430 ART N-12 [3 credits]

EDU-431 ENGLISH IN THE SECONDARY SCHOOL [3 credits]

EDU-432 MODERN FOREIGN LANGUAGE IN THE SECONDARY SCHOOL [3 credits]

EDU-433 MATHEMATICS IN THE SECONDARY SCHOOL [3 credits]

EDU-435 MUSIC IN THE SECONDARY SCHOOL [3 credits]

EDU-437 SCIENCE IN THE SECONDARY SCHOOL [3 credits]

EDU-439 SOCIAL STUDIES IN THE SECONDARY SCHOOL [3 credits]

EDU-460 ASSESSMENT OF READING

EDU-463 INDEPENDENT STUDY IN EDUCATION

Special Education

SPE-337 COMMUNICATION SKILLS FOR THE SPECIAL EDUCATOR

SPE-321 METHODS OF TEACHING STUDENTS WITH SPECIAL NEEDS

SPE-326 SPECIAL EDUCATION FOR THE CLASSROOM TEACHER

SPE-344 ASSESSMENT IN SPECIAL EDUCATION

SPE-373 FIELD EXPERIENCE IN SPECIAL EDUCATION

SPE-421 ELEMENTARY CURRICULUM DESIGN AND ADAPTATION

SPE-422 SECONDARY CURRICULUM DESIGN AND ADAPTATION

SPE-475 INTERNSHIP: TEACHING IN SPECIAL EDUCATION

Physical Education

PED-105 APPLIED DEFENSIVE TECHNIQUES IN CRIMINOLOGY

PED-129 RACQUETBALL

PED-146 INTRODUCTION TO GOLF

PED-190 SPECIAL TOPICS IN PHYSICAL EDUCATION

PED-231 WELLNESS

PED-232 THEORY AND PRACTICE OF AEROBIC CONDITIONING

PED-233 THEORY AND PRACTICE OF WEIGHT TRAINING

PED-250 SOCIOLOGY OF SPORT

PED-301 AMERICAN WOMEN IN SPORTS HISTORY

Courses

EDU-252 Clinical Field Experience: Elementary

Offers a direct instructional field experience in an assigned area elementary public school for three weeks, all day. Includes instruction in school organization, curriculum, characteristics and diverse needs of children, and issues in teaching and learning. Classroom observation and participation seminars. Permission required. (Offered in Winterim. Three-week session, full school days.) [3 credits]

EDU-253 Clinical Field Experience: ESOL

Provides opportunities for supervised classroom observation and participation in ESOL in a Baltimore area school. Assigned by the education department in cooperation with the local school systems. Three-week session, full school days. (Offered in Winterim.) [3 credits]

EDU-300 Technology for Instruction & Management

Provides prospective classroom teacher swith opportunities for planning, designing and producing projects that support the instructional needs of students in grades K-12, including best practices for the integration of technology into curriculum with state and national technology standards. Students complete a variety of projects to develop skills in word

processing, Web page development, computer presentations and other technolgies. For education majors only. [3 credits]

EDU-301 Educational Psychology

Examines stages of the cognitive, affective and physical domains of student development. Includes analysis and discussion of basic theories of learning and teaching and their applications to classroom situations including diversity and individual differences as factors influencing student learning (including socioeconomic diversity, cultural diversity and the needs of special education students, gifted and talented education and English Language Learners), motivation and classroom management. Assessment issues including formal and informal assessment, norm referenced and criterion referenced testing, and the implications of assessment measures (such as the Maryland Common Core Curriculum Standards) for learning and teaching are also examined. Includes student-centered approaches to learning (including service-learning activities). Recommended prerequisite: PSY-203. [3 credits]

EDU-303 Elementary School Reading Materials

Assists participants in selecting and evaluating materials for teaching reading and developing related skills that are consistent with the findings of scientifically based reading research. Strengthens understanding of research-supported programs, approaches and methods to address different levels of reading proficiency within the classroom and thereby enable all students (G&T, ELL, Special Needs, etc) to become strategic, fluent and independent readers. Participants will use a variety of texts and other materials to promote independent reading. Participants will be prepared to involve parents and members of the school and community to promote daily reading inside and outside of school. Throughout the course, participants will apply key concepts to various group and individual tasks and projects, including discussions and simulations. NOTE: Students cannot receive credit for both EDU-103 and EDU-303. [3 credits]

EDU-307 Social Studies in the Elementary School

Provides a conceptual and analytical approach to teaching and learning social studies in the elementary school. Emphasis on integration of content and process through use of experimental, activity and inquiry approaches to meet the needs of diverse learners. Includes information related to selecting instructional resources, developing curriculum materials and integrating concepts, skills and values. Requires construction of learning materials and peer teaching. Permission required. [4 credits]

EDU-308 Issues in ESOL

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-309 Instruction in Reading

Increases the participant's familiarity with a representative array of research-based instructional techniques and strategies in reading. Participants will learn age-appropriate instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension). Throughout the course candidates will demonstrate their knowledge of the instructional routines and strategies by role-play, live demonstration, critiquing models, using the Common Core Reading Standards and reviewing the research in support of those approaches. [4 credits]

EDU-310 Mathematics in the Elementary School

Integrates mathematical concepts with the methods employed to teach mathematics in the elementary school. Emphasis on National Council of Teachers of Mathematics (NCTM) Standards and implementation of the Common Core Mathematics standards in instruction. Focus on a hands-on approach using manipulatives. Includes preparation of lesson plans and microteaching experiences. Permission required. [4 credits]

EDU-312 Science in the Elementary School

Integration of basic concepts of physical, life, earth and space sciences. Emphasis on discovery of concepts through demonstrations and investigations. Addresses the three domains of science education: knowledge, skills and attitudes. Attention given to National Standards, the Common Core Science Standards and the use of indicators in planning, instruction and assessing. Includes preparation of a science unit and microteaching experience. Permission required. [4 credits]

EDU-313 Science and Social Studies in the Elementary School

Emphasizes integration of content and process through demonstration, investigative and

inquiry approaches. Addresses the three domains of knowledge, skills and attitudes. Attention is given to recent trends, national and state standards, and the use of indicators in planning instruction and assessing. Includes preparation of instructional units and microteaching experience. [3 credits]

EDU-315 Curriculum/Methods and Materials For the Young Child

Presents curriculum, methods and materials for early childhood programs, preschool through primary grades. Family and community involvement strategies. Instruction in planning, implementation and assessment of interdisciplinary activities to stimulate cognitive, linguistic, social and motor development to meet the diverse needs of learners. [3 credits]

EDU-344 Teaching Reading and Writing in the Secondary School Content Areas I

Studies principles and techniques in teaching interactive reading and writing in secondary school content areas: vocabulary and skill development; pre-reading, reading and post-reading strategies. Techniques for assessing student literacy levels and readability levels of texts. Strategies for individualizing instruction to address the unique needs of diverse learners; e.g., gifted and talented, second language learners, students with special needs, etc. Includes classroom observation and participation in Baltimore area secondary schools. Preparation of lesson plans and peer teaching. [3 credits]

EDU-346 Methods and Materials for ESOL

Familiarizes students with methods and materials available to the ESOL teacher. Analyzes a wide variety of methods, with emphasis on currently accepted methodology. Different kinds of materials are examined in detail, including authentic materials and the Internet. Students will develop techniques for effectively teaching the four language skill areas in well-designed courses while also adapting standards-based content to the needs of ESOL students. [3 credits]

EDU-347 Assessing Second Language Acquisition

Introduces the student to various assessment techniques that are used in ESOL teaching. Examines traditional testing techniques, along with more recently developed alternative (authentic) methods for assessing second language learning, focusing on the four language skills: reading, writing, listening and speaking. Communicative competence in general will be stressed. n addition, we will critically evaluate the ESOL assessment methods used for placement purposes by various local public school systems as well as placement tests used

for adult and higher education. [3 credits]

EDU-357 Procurement & Acquisition of Reading

Assists pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structure including spoken syllables, phonemes, graphemes and morphemes is included. Using current research-based strategies, participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development, gifted and talented and other exceptionalities. Throughout the course, candidates will demonstrate their knowledge of concepts and skills through a variety of tasks such as assessing their ability to identify linguistic units, observations of students and analysis of student work, and presentations of research summaries. NOTE: Students cannot receive credit for both EDU-207 and EDU-357. [3 credits]

EDU-360 Techniques of Teaching Reading and Writing to Students With Limited English Proficiency

Addresses the development of reading and writing from a cognitive perspective. Students will become familiar with the approaches, methods and techniques appropriate for the teaching of reading and writing to English Language Learners. Special topics such as the integrated skills curriculum, language-specific rhetorical styles and free voluntary reading will also be discussed. Students will evaluate and design appropriate classroom materials. [3 credits]

EDU-373 Field Exp in Spec Ed

Provides supervised classroom observation and participation in special education in diverse Baltimore area schools. Assigned by the School of Education in cooperation with local school systems. Permission required. [3 credits]

EDU-376 Clinical Field Experience: Secondary

Provides direct instructional field experience in an assigned Baltimore area public middle school for three weeks, all day. Includes instruction in middle school organization and curriculum, characteristics and diverse needs of middle school children, and issues in teaching and learning. Classroom observation and participation. Weekly seminars. Permission required. Three-week session, full school days. [3 credits]

EDU-402 American Education in Historical Perspective

Surveys major developments in the history of American education from colonial times to the present. Examines influential persons, ideas and institutions in the context of American society. Education and public policy, legal issues, priorities and innovations in American education reviewed from a critical perspective. [3 credits]

EDU-409 Internship:Teaching ESOL K-12

Develops intensive opportunities for full-time observation and supervised internship teaching experience in diverse Baltimore area professional development schools. Permission required. Teaching internship fee required. [16 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-410 Internship: Teaching in Early Childhood Education

Incorporates full-time observation and supervised student teaching experiences in diverse Baltimore area professional development schools. Permission required. Internship fee required. [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-411 Internship: Teaching in the Elementary School

Provides full-time observation and supervised internship experiences in diverse Baltimore area professional development schools. Seminars on various topics in education such as analysis of teaching in elementary schools, school and family relationships, and interviewing and employment practices. Permission required. Teaching internship fee required. [5-11 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-413 Internship:Teaching in the Secondary School

Incorporates full-time observation and supervised internship teaching experience in diverse Baltimore area professional development schools during the fall semester only. Permission required. Teaching internship fee required. [11 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-420 Dim Curric/Inst Sec Sch

Examines aims, organization and administration of American secondary schools. Principles of curriculum organization and design for middle and senior high schools. Curriculum development in school systems, in specific schools, and in academic disciplines. Multicultural and gender issues are considered. Class is interrelated with methods courses in study and application of principles of teaching-learning, used of technology for instruction, analysis of teaching, assessment of classroom management. [3 credits]

EDU-429 Meth Bus Ed/Sec Sch

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-430 Art N-12

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-431 English in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning,

motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-432 Modern Foreign Language in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-433 Mathematics in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-437 Science in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-439 Social Studies in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-440 English Grammar for ESOL Teachers

Analyzes the grammar of American English in detail, with an emphasis on those areas of English grammar that tend to present problems for ESOL/EFL students. Students will 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-451 Teaching Reading and Writing in the Content Areas II

Examines methods, purposes and criteria used in diagnosing strengths and weaknesses of students with a range of reading abilities; e.g., special needs, gifted and talented, ESOL. Focus is on authentic formal and informal assessment of individual secondary school students and application of test results in various secondary curriculum content areas. Includes an applied, school-based assessment experience. [3 credits]

EDU-460 Assessment of Reading

Provides students with a background in assessment and its relationship to instruction. Students will learn about the variety of assessments available to the classroom teacher in the areas of reading and writing and how to administer, score and interpret the results of these various assessments. Instructional decisions regarding the educational program of the child, and his/her diverse needs will also be examined. [3 credits] NOTE: Please refer to cohort schedule. Additional clas times may meet in previous semester.

EDU-491 Topics in Education

SPE-321 Methods of Teaching Students With Special Needs

Provides the student with methods to facilitate the teaching of students with diverse learning

needs. Course content includes cognitive processing, classroom management and organization strategies. Models of instructional delivery, adaptation of instructional materials, strategy instruction and means of assessing student progress are explored. Current trends and issues in special education are included as well. [3 credits]

SPE-326 Special Education for the Classroom Teacher

Includes brief history as well as legal foundations of current special education models and practices. Explores characteristics of students with disabilities as well as at-risk populations in general education. Addresses the responsibilities of educators, exploring generic strategies for programming for special needs students in the general education classroom, including the Common Core Standards. Required for all Maryland teachers. [3 credits]

SPE-337 Communication Skills for the Special Educator

Addresses human relations, communication and informal counseling skills and their critical role in meeting the diverse needs of students with disabilities. Explores role of the special educator as a member of an interdisciplinary team. Includes research on parent/teacher attitudes, roles and responsibilities. Presents models and techniques for effective interface with parents as well as other professionals encountered in theprocess of holistic programming. Additional topics include parent training, advocacy, multicultural considerations and accessing community services. NOTE: Students cannot receive credit for both SPE-237 and SPE-337. [3 credits]

SPE-344 Assessment in Special Education

Introduces diagnostic processes used in special education. Includes student-conducted informal and formal assessments as well as analysis, interpretation and presentation of test results. Covers prescriptive techniques and instructional planning as well as current trends in student assessment. Addresses P.L. 94-142, COMAR and other related legislation. Permission required. Prerequisite: SPE-326. [3 credits]

SPE-373 Field Experience in Special Education

Provides supervised classroom observation and participation in special education in a Baltimore area school. Assigned by the education department in cooperation with local school systems. Permission required. (Offered in Winterim.) [3 credits]

SPE-421 Elementary Curriculum Design and Adaptation

Applies principles for adapting curriculum to special needs students at the elementary level. Includes analysis of diagnostic and developmental factors, goal setting and IEP formulation.

Explores instructional strategies, identification of materials and resources, and evaluation techniques as they relate to the basic content areas and the Common Core Standards. Prerequisites: SPE-326. Permission required. [2 credits]

SPE-475 Internship: Teaching in Special Education

Provides student with opportunities for full-time supervised teaching in a special education program in diverse Baltimore area schools. Permission required. Teaching internship fee required. [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.

SPE-491 Top: Comm Skills for Spec Educ

This course is reserved for specialized topics and independent study. [3 credits]

Additional Resources

- College of Adult Undergraduate Studies (CAUS)
- Women's College

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

410-435-0100
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NDMU Catalog

2020-2021

College of Adult Undergraduate Studies (CAUS)

CAUS Education Verbiage.

Additional Resources

- Early Childhood Education
- Elementary Education
- Liberal Studies/ESOL
- Special Education (Dual Certification)

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Early Childhood Education

The NDMU College of Adult Undergraduate Studies (CAUS) prepares interested students to become certified to teach children in pre-kindergarten through grade three. NDMU invites students to consider preparing for a career as an early childhood education teacher. Being a certified early childhood educator allows the professional to teach in a public or private school setting where they work with children who are in pre-kindergarten up to and including grade three. Teaching at this level requires close attention to the developmental needs of young children and how to appropriately support their learning process. As with any teaching assignment, the educator must be equipped to effectively plan lessons to engage these young learners in activities stimulating their fine and gross motor skills as well as their kinesthetic, auditory, and visual senses. Early Childhood Education Program of Study focuses on the academic, social, and cognitive skills that develop in children during their formative years.

Most early childhood educators work throughout the school day in a classroom setting with a single group of students for whom all content areas must be taught, i.e., English language arts, social studies, mathematics, and science instruction. Regardless of age and grade-level placement, NDMU will prepare all graduates to be highly qualified for any teaching situation by providing multiple opportunities for them to learn and teach in a variety of settings under outstanding mentor teachers. In fact, NDMU is the only teacher preparation program in Maryland that affords students the opportunity to observe pre-school age children on its main campus in LeClerc Hall in a program called 'A Child's Place', a school for children age 3 through kindergarten.

Courses

EDU-252 Clinical Field Experience: Elementary

Offers a direct instructional field experience in an assigned area elementary public school for three weeks, all day. Includes instruction in school organization, curriculum, characteristics

and diverse needs of children, and issues in teaching and learning. Classroom observation and participation seminars. Permission required. (Offered in Winterim. Three-week session, full school days.) [3 credits]

EDU-253 Clinical Field Experience: ESOL

Provides opportunities for supervised classroom observation and participation in ESOL in a Baltimore area school. Assigned by the education department in cooperation with the local school systems. Three-week session, full school days. (Offered in Winterim.) [3 credits]

EDU-300 Technology for Instruction & Management

Provides prospective classroom teacher swith opportunities for planning, designing and producing projects that support the instructional needs of students in grades K-12, including best practices for the integration of technology into curriculum with state and national technology standards. Students complete a variety of projects to develop skills in word processing, Web page development, computer presentations and other technolgies. For education majors only. [3 credits]

EDU-301 Educational Psychology

Examines stages of the cognitive, affective and physical domains of student development. Includes analysis and discussion of basic theories of learning and teaching and their applications to classroom situations including diversity and individual differences as factors influencing student learning (including socioeconomic diversity, cultural diversity and the needs of special education students, gifted and talented education and English Language Learners), motivation and classroom management. Assessment issues including formal and informal assessment, norm referenced and criterion referenced testing, and the implications of assessment measures (such as the Maryland Common Core Curriculum Standards) for learning and teaching are also examined. Includes student-centered approaches to learning (including service-learning activities). Recommended prerequisite: PSY-203. [3 credits]

EDU-303 Elementary School Reading Materials

Assists participants in selecting and evaluating materials for teaching reading and developing related skills that are consistent with the findings of scientifically based reading research. Strengthens understanding of research-supported programs, approaches and methods to address different levels of reading proficiency within the classroom and thereby enable all students (G&T, ELL, Special Needs, etc) to become strategic, fluent and independent readers. Participants will use a variety of texts and other materials to promote independent reading. Participants will be prepared to involve parents and members of the school and community to promote daily reading inside and outside of school. Throughout the course,

participants will apply key concepts to various group and individual tasks and projects, including discussions and simulations. NOTE: Students cannot receive credit for both EDU-103 and EDU-303. [3 credits]

EDU-307 Social Studies in the Elementary School

Provides a conceptual and analytical approach to teaching and learning social studies in the elementary school. Emphasis on integration of content and process through use of experimental, activity and inquiry approaches to meet the needs of diverse learners. Includes information related to selecting instructional resources, developing curriculum materials and integrating concepts, skills and values. Requires construction of learning materials and peer teaching. Permission required. [4 credits]

EDU-308 Issues in ESOL

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-309 Instruction in Reading

Increases the participant's familiarity with a representative array of research-based instructional techniques and strategies in reading. Participants will learn age-appropriate instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension). Throughout the course candidates will demonstrate their knowledge of the instructional routines and strategies by role-play, live demonstration, critiquing models, using the Common Core Reading Standards and reviewing the research in support of those approaches. [4 credits]

EDU-310 Mathematics in the Elementary School

Integrates mathematical concepts with the methods employed to teach mathematics in the elementary school. Emphasis on National Council of Teachers of Mathematics (NCTM) Standards and implementation of the Common Core Mathematics standards in instruction. Focus on a hands-on approach using manipulatives. Includes preparation of lesson plans and

microteaching experiences. Permission required. [4 credits]

EDU-312 Science in the Elementary School

Integration of basic concepts of physical, life, earth and space sciences. Emphasis on discovery of concepts through demonstrations and investigations. Addresses the three domains of science education: knowledge, skills and attitudes. Attention given to National Standards, the Common Core Science Standards and the use of indicators in planning, instruction and assessing. Includes preparation of a science unit and microteaching experience. Permission required. [4 credits]

EDU-313 Science and Social Studies in the Elementary School

Emphasizes integration of content and process through demonstration, investigative and inquiry approaches. Addresses the three domains of knowledge, skills and attitudes. Attention is given to recent trends, national and state standards, and the use of indicators in planning instruction and assessing. Includes preparation of instructional units and microteaching experience. [3 credits]

EDU-315 Curriculum/Methods and Materials For the Young Child

Presents curriculum, methods and materials for early childhood programs, preschool through primary grades. Family and community involvement strategies. Instruction in planning, implementation and assessment of interdisciplinary activities to stimulate cognitive, linguistic, social and motor development to meet the diverse needs of learners. [3 credits]

EDU-344 Teaching Reading and Writing in the Secondary School Content Areas I

Studies principles and techniques in teaching interactive reading and writing in secondary school content areas: vocabulary and skill development; pre-reading, reading and post-reading strategies. Techniques for assessing student literacy levels and readability levels of texts. Strategies for individualizing instruction to address the unique needs of diverse learners; e.g., gifted and talented, second language learners, students with special needs, etc. Includes classroom observation and participation in Baltimore area secondary schools. Preparation of lesson plans and peer teaching. [3 credits]

EDU-346 Methods and Materials for ESOL

Familiarizes students with methods and materials available to the ESOL teacher. Analyzes a wide variety of methods, with emphasis on currently accepted methodology. Different kinds of materials are examined in detail, including authentic materials and the Internet. Students will develop techniques for effectively teaching the four language skill areas in well-designed courses while also adapting standards-based content to the needs of ESOL students. [3 credits]

EDU-347 Assessing Second Language Acquisition

Introduces the student to various assessment techniques that are used in ESOL teaching. Examines traditional testing techniques, along with more recently developed alternative (authentic) methods for assessing second language learning, focusing on the four language skills: reading, writing, listening and speaking. Communicative competence in general will be stressed. n addition, we will critically evaluate the ESOL assessment methods used for placement purposes by various local public school systems as well as placement tests used for adult and higher education. [3 credits]

EDU-357 Procurement & Acquisition of Reading

Assists pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structure including spoken syllables, phonemes, graphemes and morphemes is included. Using current research-based strategies, participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development, gifted and talented and other exceptionalities. Throughout the course, candidates will demonstrate their knowledge of concepts and skills through a variety of tasks such as assessing their ability to identify linguistic units, observations of students and analysis of student work, and presentations of research summaries. NOTE: Students cannot receive credit for both EDU-207 and EDU-357. [3 credits]

EDU-360 Techniques of Teaching Reading and Writing to Students With Limited English Proficiency

Addresses the development of reading and writing from a cognitive perspective. Students will become familiar with the approaches, methods and techniques appropriate for the teaching of reading and writing to English Language Learners. Special topics such as the integrated skills curriculum, language-specific rhetorical styles and free voluntary reading will also be discussed. Students will evaluate and design appropriate classroom materials. [3 credits]

EDU-373 Field Exp in Spec Ed

Provides supervised classroom observation and participation in special education in diverse Baltimore area schools. Assigned by the School of Education in cooperation with local school systems. Permission required. [3 credits]

EDU-376 Clinical Field Experience: Secondary

Provides direct instructional field experience in an assigned Baltimore area public middle school for three weeks, all day. Includes instruction in middle school organization and curriculum, characteristics and diverse needs of middle school children, and issues in teaching and learning. Classroom observation and participation. Weekly seminars. Permission required. Three-week session, full school days. [3 credits]

EDU-402 American Education in Historical Perspective

Surveys major developments in the history of American education from colonial times to the present. Examines influential persons, ideas and institutions in the context of American society. Education and public policy, legal issues, priorities and innovations in American education reviewed from a critical perspective. [3 credits]

EDU-409 Internship:Teaching ESOL K-12

Develops intensive opportunities for full-time observation and supervised internship teaching experience in diverse Baltimore area professional development schools. Permission required. Teaching internship fee required. [16 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-410 Internship: Teaching in Early Childhood Education

Incorporates full-time observation and supervised student teaching experiences in diverse Baltimore area professional development schools. Permission required. Internship fee required. [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-411 Internship: Teaching in the Elementary School

Provides full-time observation and supervised internship experiences in diverse Baltimore

area professional development schools. Seminars on various topics in education such as analysis of teaching in elementary schools, school and family relationships, and interviewing and employment practices. Permission required. Teaching internship fee required. [5-11 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-413 Internship:Teaching in the Secondary School

Incorporates full-time observation and supervised internship teaching experience in diverse Baltimore area professional development schools during the fall semester only. Permission required. Teaching internship fee required. [11 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-420 Dim Curric/Inst Sec Sch

Examines aims, organization and administration of American secondary schools. Principles of curriculum organization and design for middle and senior high schools. Curriculum development in school systems, in specific schools, and in academic disciplines. Multicultural and gender issues are considered. Class is interrelated with methods courses in study and application of principles of teaching-learning, used of technology for instruction, analysis of teaching, assessment of classroom management. [3 credits]

EDU-429 Meth Bus Ed/Sec Sch

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-430 Art N-12

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-431 English in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-432 Modern Foreign Language in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-433 Mathematics in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner

outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-437 Science in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-439 Social Studies in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-440 English Grammar for ESOL Teachers

Analyzes the grammar of American English in detail, with an emphasis on those areas of English grammar that tend to present problems for ESOL/EFL students. Students will 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-451 Teaching Reading and Writing in the Content Areas II

Examines methods, purposes and criteria used in diagnosing strengths and weaknesses of students with a range of reading abilities; e.g., special needs, gifted and talented, ESOL. Focus is on authentic formal and informal assessment of individual secondary school students and application of test results in various secondary curriculum content areas.

Includes an applied, school-based assessment experience. [3 credits]

EDU-460 Assessment of Reading

Provides students with a background in assessment and its relationship to instruction. Students will learn about the variety of assessments available to the classroom teacher in the areas of reading and writing and how to administer, score and interpret the results of these various assessments. Instructional decisions regarding the educational program of the child, and his/her diverse needs will also be examined. [3 credits] NOTE: Please refer to cohort schedule. Additional clas times may meet in previous semester.

EDU-491 Topics in Education

SPE-321 Methods of Teaching Students With Special Needs

Provides the student with methods to facilitate the teaching of students with diverse learning needs. Course content includes cognitive processing, classroom management and organization strategies. Models of instructional delivery, adaptation of instructional materials, strategy instruction and means of assessing student progress are explored. Current trends and issues in special education are included as well. [3 credits]

SPE-326 Special Education for the Classroom Teacher

Includes brief history as well as legal foundations of current special education models and practices. Explores characteristics of students with disabilities as well as at-risk populations in general education. Addresses the responsibilities of educators, exploring generic strategies for programming for special needs students in the general education classroom, including the Common Core Standards. Required for all Maryland teachers. [3 credits]

SPE-337 Communication Skills for the Special Educator

Addresses human relations, communication and informal counseling skills and their critical role in meeting the diverse needs of students with disabilities. Explores role of the special educator as a member of an interdisciplinary team. Includes research on parent/teacher attitudes, roles and responsibilities. Presents models and techniques for effective interface with parents as well as other professionals encountered in theprocess of holistic programming. Additional topics include parent training, advocacy, multicultural considerations and accessing community services. NOTE: Students cannot receive credit for both SPE-237 and SPE-337. [3 credits]

SPE-344 Assessment in Special Education

Introduces diagnostic processes used in special education. Includes student-conducted informal and formal assessments as well as analysis, interpretation and presentation of test results. Covers prescriptive techniques and instructional planning as well as current trends in student assessment. Addresses P.L. 94-142, COMAR and other related legislation. Permission required. Prerequisite: SPE-326. [3 credits]

SPE-373 Field Experience in Special Education

Provides supervised classroom observation and participation in special education in a Baltimore area school. Assigned by the education department in cooperation with local school systems. Permission required. (Offered in Winterim.) [3 credits]

SPE-421 Elementary Curriculum Design and Adaptation

Applies principles for adapting curriculum to special needs students at the elementary level. Includes analysis of diagnostic and developmental factors, goal setting and IEP formulation. Explores instructional strategies, identification of materials and resources, and evaluation techniques as they relate to the basic content areas and the Common Core Standards. Prerequisites: SPE-326. Permission required. [2 credits]

SPE-475 Internship: Teaching in Special Education

Provides student with opportunities for full-time supervised teaching in a special education program in diverse Baltimore area schools. Permission required. Teaching internship fee required. [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.

SPE-491 Top: Comm Skills for Spec Educ

This course is reserved for specialized topics and independent study. [3 credits]

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Elementary Education

The NDMU School of Education strives to prepare teacher candidates to respond to the supply and demand of the teacher education workforce and endeavors to prepare candidates who are highly skilled and equipped to teach children regardless of learning style, differentiated or special needs, and racial or socio-economic status. As such, candidates are encouraged to pursue certification in more than one content area or specialization; e.g, Certification in Biology and Special Education; or in English and TESOL; or in Elementary Education and Early Childhood Education. In some cases, candidates can even obtain three or four certifications (e.g, elementary, special education, early childhood education and/or TESOL).

Having more than one certification yields several benefits: 1) Most important of all, candidates are exposed to specific content and instructional strategies that may be unique to targeted individuals or groups of students (e.g, second language generation students whose parents speak only in their native language). 2) Candidates acquire a deeper, richer background in the vast variety of instructional strategies that one might employ, irrespective of the student's classification (e.g, a student in a Gifted and Talented class might respond just as readily to a 'reward and praise' technique as would a student with special needs). 3) Candidates find that, when seeking employment, they are more marketable because principals are afforded greater flexibility in assigning them to teaching positions that fit the needs of their school and student population (e.g, if given two equally qualified candidates from which to select, a principal is more likely to hire a candidate who has more than one certification, thereby giving them more flexibility to assign highly qualified teachers to classrooms based on that certification).

In essence, the teacher candidates enter the education profession with a larger and more diverse skill set of instructional strategies and content knowledge to better meet the needs of the school system, where employed, and the children whom they are entrusted to teach.

Pathways to obtain dual, triple, or even four certifications are outlined in the following tables, based on professional courses needed, content areas, programs and degrees.

Course Matrix for CAUS Elementary Education BA Degrees

Required Professional Courses	Bachelor of Arts Degrees** - Elementary Education				
	Elem Education	Elem & Special Education	Elem & Early Childhood	Elem & TESOL	Elem, Special, and ECE
EDU-300 Technology for Instruction and Management	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-303 Elementary Reading Materials	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-357 Processes & Acquisition of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-252 or 253 or SPE 373 Clinical Field Experience	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-301 Educational Psychology	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-307 Social Studies in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-308 Issues in ESOL				(3 credit)	
EDU-309 Instruction in Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-310 Mathematics in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)

EDU-312 Science in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-315 Curriculum Methods/Mat. for the Young Child			(3 credit)		(3 credit)
EDU-346 Methods and Materials ESOL				(3 credit)	
EDU-347 Assessing Second Language				(3 credit)	
EDU-360 Techniques of Teaching Reading & Writing to Students with Limited English Proficiency				(3 credit)	
EDU-402 American Education in Historical Perspective	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-409 Internship: Teaching ESOL K-12				(6 credit)	
EDU-410 Internship: Teaching in Early Childhood Educ.			(6 credit)		
EDU-411 Internship: Teaching in the Elementary School	(16 credit)*	(10 credit)	(10 credit)	(10 credit)	(10 credit)
EDU-440 English Grammar for ESOL Teachers				(3 credit)	

EDU-460 Assessment of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
PSY-203 Child and Adolescent Development	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-326 Special Education for the Classroom Teacher	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-337 Communication Skills for the Special Educator		(3 credit)			(3 credit)
SPE-321 Methods of Teaching Students with Special Needs		(3 credit)			(3 credit)
SPE-344 Assessment in Special Education		(3 credit)			(3 credit)
SPE-421 Elementary Curriculum Design and Adaptation		(3 credit)			(3 credit)
SPE-475 Student Teaching in Special Education		(6 credit)			(6 credit)
TOTAL	45 credit	67 credit	58 credit	67 credit	70 credit

*16 credits for Women's College, 12 credits for CAUS

** Some programs may require coursework during the summer and/or winterim.

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Liberal Studies/ESOL

The NDMU School of Education strives to prepare teacher candidates to respond to the supply and demand of the teacher education workforce and endeavors to prepare candidates who are highly skilled and equipped to teach children regardless of learning style, differentiated or special needs, and racial or socio-economic status. As such, candidates are encouraged to pursue certification in more than one content area or specialization; e.g, Certification in Biology and Special Education; or in English and TESOL; or in Elementary Education and Early Childhood Education. In some cases, candidates can even obtain three or four certifications (e.g, elementary, special education, early childhood education and/or TESOL).

Having more than one certification yields several benefits: 1) Most important of all, candidates are exposed to specific content and instructional strategies that may be unique to targeted individuals or groups of students (e.g, second language generation students whose parents speak only in their native language). 2) Candidates acquire a deeper, richer background in the vast variety of instructional strategies that one might employ, irrespective of the student's classification (e.g, a student in a Gifted and Talented class might respond just as readily to a 'reward and praise' technique as would a student with special needs). 3) Candidates find that, when seeking employment, they are more marketable because principals are afforded greater flexibility in assigning them to teaching positions that fit the needs of their school and student population (e.g, if given two equally qualified candidates from which to select, a principal is more likely to hire a candidate who has more than one certification, thereby giving them more flexibility to assign highly qualified teachers to classrooms based on that certification).

In essence, the teacher candidates enter the education profession with a larger and more diverse skill set of instructional strategies and content knowledge to better meet the needs of the school system, where employed, and the children whom they are entrusted to teach.

Pathways to obtain dual, triple, or even four certifications are outlined in the following tables, based on professional courses needed, content areas, programs and degrees.

Elementary Education/Liberal Studies

The Elementary Education/Liberal Studies Major provides a balanced program of liberal arts courses in a variety of academic fields, a planned sequence of professional courses, and practical field experiences that culminate in an extended teaching internship experience. Completion of the program qualifies graduates for Maryland State Department Certification in Elementary Education. Each student works closely with an academic advisor to ensure that the student obtains all the credits needed for the degree, as well as the requirements of the State Department of Education for Certification in Elementary Education. All students must complete the Application for Teacher Education through the School of Education prior to methods courses. Women's College students interested in Elementary Education are encouraged to declare the Elementary Education/Liberal Studies Major in spring semester of the first year.

For students in CAUS, the practical field experiences, including the teaching internship, are the only parts of the Program of Study offered during the day. These must be taken during the academic year when elementary schools are in session. The teaching internship must be completed in the fall semester.

Programs of Study

Required Courses for a Major in Elementary Education/Liberal Studies

Liberal Arts courses in the Major are exclusive of those required for General Education.

Literature (6)
American literature and
World literature

American and World History (3)
U.S. History (if World History was selected for general education) or
Non-U.S. History (if American History was selected for general education)

Mathematics (9)

Natural Sciences (8/9)*
Biological science with lab and
Physical science with lab

Social sciences (6)
Geography and
One of economics, psychology, political science or sociology

Fine arts (3)
ART-208 (if Music was selected for general education) or

MUS-202 (if Art was selected for general education)

**Women's College students take two four-credit science courses; College of Adult Undergraduate Studies students take three three-credit science courses.*

Professional Courses

EDU-300 Technology for Instruction and Management (3)
EDU-303 Elementary Reading Materials (3)
EDU-357 Processes and Acquisition of Reading (3)
EDU-252 Clinical Field Experience: Elementary (3)
EDU-301 Educational Psychology (3)
EDU-307 Social Studies in the Elementary School (3)
EDU-309 Instruction in Reading (3)
EDU-310 Mathematics in the Elementary School (3)
EDU-312 Science in the Elementary School (3)
EDU-402 American Education in Historical Perspective (3)
EDU-411 Internship: Teaching in the Elementary School (Internship teaching fee required.) (10 or 16)
EDU-460 Assessment of Reading (3)
SPE-326 Special Education for the Classroom Teacher (3)
PSY-203 Child and Adolescent Development (3)

Transportation is required for methods labs, field experiences and internships.

Certification in English for Speakers of Other Languages (ESOL)

Women's College students in Elementary and Secondary Education Programs of Study who also wish to earn Certification in ESOL complete the following additional courses:

Courses

EDU-253 Clinical Field Experience: ESOL (3)
EDU-308 Issues in ESOL (3)
EDU-346 Methods and Materials ESOL (3)
EDU-347 Assessing Second Language (3)
EDU-360 Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-409 Internship: Teaching ESOL K-12 (16)
EDU-440 English Grammar for ESOL Teachers (3)

The following additional professional preparation courses also are required:

EDU-300 Technology for Instruction (3)
EDU-357 Processes/Acquisition of Reading (3)
EDU-301 Educational Psychology (3)
EDU-402 American Education in Historical Perspective (3)
PSY-203 Child and Adolescent Psychology (3)
SPE-326 Special Education for the Classroom Teacher (3)

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Special Education (Dual Certification)

Special Education - CAUS.

Elementary Education/Liberal Studies

The Elementary Education/Liberal Studies Major provides a balanced program of liberal arts courses in a variety of academic fields, a planned sequence of professional courses, and practical field experiences that culminate in an extended teaching internship experience. Completion of the program qualifies graduates for Maryland State Department Certification in Elementary Education. Each student works closely with an academic advisor to ensure that the student obtains all the credits needed for the degree, as well as the requirements of the State Department of Education for Certification in Elementary Education. All students must complete the Application for Teacher Education through the School of Education prior to methods courses. Women's College students interested in Elementary Education are encouraged to declare the Elementary Education/Liberal Studies Major in spring semester of the first year.

For students in CAUS, the practical field experiences, including the teaching internship, are the only parts of the Program of Study offered during the day. These must be taken during the academic year when elementary schools are in session. The teaching internship must be completed in the fall semester.

Elementary Education with Dual Certification in Special Education

Required Courses

The following courses are available to the student seeking to meet the course requirements for Maryland Certification in Special Education in addition to Certification through the approved program in Elementary Education. The student interested in pursuing this option is advised to begin coursework in the first year and to follow carefully the sequence outlined by her advisor. Students working toward dual certification will use special education courses in place of electives. They will take the Liberal Studies and Elementary Education courses listed previously and an additional 24 credits in Special Education. The student teaching experience can be accomplished

during the same semester as the Elementary Education student teaching. More than 120 credits are needed to graduate with dual certification.

Professional Courses

SPE-337 Communication Skills for the Special Educator (3)
SPE-321 Methods of Teaching Students with Special Needs (3)
SPE-344 Assessment in Special Education (3)
SPE-373 Field Experience in Special Education (3)
SPE-421 Elementary Curriculum Design and Adaptation (3)
SPE-422 Secondary Curriculum Design and Adaptation (for students seeking secondary certification only) (3)
SPE-475 Student Teaching in Special Education (Student teaching fee required) (6)

Transportation is required for method labs, field experiences and internships.

Elementary Education/Liberal Studies and Special Education Certification Four-Year Plan

Below is a sample Program of Study for the Women's College student enrolled in the Elementary Education/Liberal Studies with Special Education Certification Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
IDS-100 Perspectives on Education	3	Chemistry or Physical Science	4
ENG-101 College Writing	3	English Literature	3
Physical Science or Biology	4	EDU-303 Elementary Reading Materials	3
Mathematics (120, 121, 122, 125)	3	MUS-202 Music for Teachers	3
Foreign Language	3	SPE-201 Introduction to Special Education	3
[16 credits]		Physical Education	1
		[17 credits]	

Second year			
Physical Science or Biology	4	ART-208 Creative Arts	3
EDU-357 Processes and Acquisition/Reading	3	Mathematics (120, 121, 122, 125)	3
Philosophy (200-level)	3	Sociology	3
COM-206 Public Speaking	3	GEO-206 Geography	3
SPE-344 Assessment Special Education	3	SPE-337 Communication Skills for Teachers	3
[16 credits]		RST-201 Introduction to Biblical Studies	3
		[18 credits]	
Pass PRAXIS Core before methods classes			
Third year			
SPE-321 Methods of Teaching Students with Special Needs	3	EDU-309/310 Methods:	
PSY-203 Child/Adolescent Development	3	Reading in Elem. School	3
Special Education	3	Mathematics in Elem. School	3
EDU-301 Educational Psychology	3	EDU-307/312 Methods:	
Mathematics (120, 121, 122, 125)	3	Social Studies in Elem. School	3
[15 credits]		Science in Elem. School	3
		[12 credits]	
Fourth year			
EDU-411 Internship: Teaching in the Elementary School	10	English Literature	3
SPE-475 Internship: Teaching Special Education	6	EDU-402 Am. Ed. in History	3

[16 credits]	EDU-460 Assessment of Reading	3
	Religious Studies (300)	3
	History	3
	Mathematics (120, 121, 122, 125)	3
	[18 credits]	

This Program requires that students complete courses during the Winterim session -

First-Year Winterim: EDU-300 Technology for Management and Instruction
Second-Year Winterim: EDU-252 Clinical Field Experience: Elementary
Third-Year Winterim: SPE-373 Field Experience: Special Education
Fourth-Year Winterim: Philosophy 300- or 400-level course

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Women's College

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Additional Resources

- BA/MA
- BA/MAT
- Early Childhood Education
- Elementary Education
- Liberal Studies/ESOL
- Secondary Education
- Special Education (Dual Certification)

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BA/MA

The School of Education offers full-time and part-time, four-year and five-year Programs of Study that integrate academic and professional studies and lead to Certification in Secondary Education, Certification in Secondary and Special Education, Certification in Elementary Education, Certification in Elementary and Special Education, or Certification in Elementary and Early Childhood Education. Each Program of Study requires the creation of an electronic portfolio throughout the course of study; it is to be completed with each course of study. An ePortfolio license fee is required.

All Programs of Study leading to a Bachelor of Arts in Education are designed to provide a balance among liberal arts courses in a variety of academic fields, a planned sequence of professional courses, and practical field experiences which may begin in the first year of college and culminate in an extended internship experience in the student's senior year. The School of Education may require a student to complete specific courses in addition to those listed as requirements. Each Program of Study aims to build competence through appropriate academic and professional course work, and to involve the student in practical classroom internship activities of steadily increasing responsibility. Internship placements are in professional development school environments through collaborative arrangements between Notre Dame and area school systems.

Graduates of the School of Education are educators in virtually every public school district throughout the State of Maryland, as well as in many private, independent and parochial schools. Not only do they ably serve Maryland's students, they are recognized as outstanding leaders. Many have been honored as "Teacher of the Year" in their respective districts; e.g, Anne Arundel County, Baltimore City, Baltimore County, Caroline County, Carroll County, Harford County, St. Mary's County.

The School of Education offers the Bachelor of Arts in Elementary Education/Liberal Studies to students in the Women's College.

Listed below is the Course Matrix for Women's College Elementary and Secondary Education BA

Degrees.

Course Matrix for Women's College Elementary Education BA Degrees

Required Professional Courses	**Bachelor of Arts Degrees** - Elementary Education**				
	Elem Education	Elem & Special Education	Elem & Early Childhood	Elem & TESOL	Elem, Special, and ECE
EDU-300">EDU-300 Technology for Instruction and Management	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-303">EDU-303 Elementary Reading Materials	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-357">EDU-357 Processes & Acquisition of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-252">EDU-252 or 253 or SPE 373 Clinical Field Experience	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-301">EDU-301 Educational Psychology	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-307">EDU-307 Social Studies in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-308">EDU-308 Issues in ESOL				(3 credit)	

EDU-309">EDU-309 Instruction in Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-310">EDU-310 Mathematics in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-312">EDU-312 Science in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-315">EDU-315 Curriculum Methods/Mat. for the Young Child			(3 credit)		(3 credit)
EDU-346">EDU-346 Methods and Materials ESOL				(3 credit)	
EDU-347">EDU-347 Assessing Second Language				(3 credit)	
EDU-360">EDU-360 Techniques of Teaching Reading & Writing to Students with Limited English Proficiency				(3 credit)	
EDU-402">EDU-402 American Education in Historical Perspective	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-409">EDU-409 Internship: Teaching ESOL K-12				(6 credit)	
EDU-410">EDU-410 Internship:					

Teaching in Early Childhood Educ.			(6 credit)		
EDU-411">EDU-411 Internship: Teaching in the Elementary School	(16 credit)*	(10 credit)	(10 credit)	(10 credit)	(10 credit)
EDU-440">EDU-440 English Grammar for ESOL Teachers				(3 credit)	
EDU-460">EDU-460 Assessment of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
PSY-203">PSY-203 Child and Adolescent Development	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-326">SPE-326 Special Education for the Classroom Teacher	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-337">SPE-337 Communication Skills for the Special Educator		(3 credit)			(3 credit)
SPE-321">SPE-321 Methods of Teaching Students with Special Needs		(3 credit)			(3 credit)
SPE-344">SPE-344 Assessment in Special Education		(3 credit)			(3 credit)
SPE-421">SPE-421 Elementary Curriculum Design and Adaptation		(3 credit)			(3 credit)

SPE-475">SPE-475 Student Teaching in Special Education		(6 credit)			(6 credit)
TOTAL	45 credit	67 credit	58 credit	67 credit	70 credit

*16 credits for Women's College, 12 credits for CAUS

** Some programs may require coursework during the summer and/or winterim.

Course Matrix for Women's College Secondary Education BA Degrees

Required Professional Courses	**Bachelor of Arts Degrees* - Secondary Education**				
	Secondary Education	Secondary & Special Education	Secondary & TESOL		
EDU-300">EDU-300 Technology for Instruction and Management	(3 credit)	(3 credit)	(3 credit)		
EDU-253">EDU-253 Clinical Field Experience: ESOL			(3 credit)		
EDU-301">EDU-301 Educational Psychology	(3 credit)	(3 credit)	(3 credit)		
EDU-308">EDU-308 Issues in ESOL			(3 credit)		
EDU-344">EDU-344 Teaching Reading & Writing in the Secondary Schools Content	(3 credit)	(3 credit)	(3 credit)		

Areas I					
EDU-346">EDU-346 Methods and Materials ESOL			(3 credit)		
EDU-347">EDU-347 Assessing Second Language			(3 credit)		
EDU-360">EDU-360 Techniques of Teaching Reading & Writing to Students with Limited English Proficiency			(3 credit)		
EDU-376">EDU-376 Clinical Field Experience Secondary	(3 credit)	(3 credit)	(3 credit)		
EDU-402">EDU-402 American Education in Historical Perspective	(3 credit)	(3 credit)	(3 credit)		
EDU-409">EDU-409 Internship: Teaching ESOL K-12			(6 credit)		
EDU 430-439 Methods of Teaching in the content area	(3 credit)	(3 credit)	(3 credit)		
EDU-413">EDU-413 Student Teaching in Secondary School	(12 Credit)	(6 Credit)	(6 Credit)		
EDU-440">EDU-440 English Grammar for ESOL Teachers			(3 credit)		
EDU-451">EDU-451 Teaching Reading & Writing in the Secondary Schools Content Areas II	(3 credit)	(3 credit)	(3 credit)		

PSY-203">PSY-203 Child and Adolescent Development	(3 credit)	(3 credit)	(3 credit)		
SPE-326">SPE-326 Special Education for the Classroom Teacher	(3 credit)	(3 credit)	(3 credit)		
SPE-337">SPE-337 Communication Skills for the Special Educator		(3 credit)			
SPE-321">SPE-321 Methods of Teaching Students with Special Needs		(3 credit)			
SPE-344">SPE-344 Assessment in Special Education		(3 credit)			
SPE-373">SPE-373 Field Experience in Special Education		(3 credit)			
SPE-475">SPE-475 Student Teaching in Special Education		(6 credit)			
TOTAL	42 credit	51 credit	57 credit		

* Some Programs may require coursework during the summer and/or winterim.

Notre Dame of Maryland University
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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

BA/MAT

Notre Dame of Maryland University enables a full-time student to complete the Bachelor of Arts and Master of Arts in Teaching degrees and to fulfill state certification requirements within four or five years. For the Elementary Education option, students complete the Liberal Studies Major for their baccalaureate degree and the Master of Arts in Teaching in Elementary Education in the final year. (See Liberal Studies program listings for a description of the liberal arts Major.)

For the Secondary Education option, students complete a Major in an academic discipline for their bachelor's degree and the Master of Arts in Teaching in the final year.

If a student wishes to pursue the four-year B.A./M.A.T. option, she must meet with the advisor of the School of Education at the time of entrance or before beginning the second semester of the first year to plan her Program of Study appropriately. In the five-year option, the student meets with the chair in the second semester of the sophomore year.

Course Matrix for Women's College Elementary Education BA/MAT Degrees

Required Professional Courses	**Bachelor of Arts Degrees - Elementary Education**					
***Notes -** Some 100, 200, 300, and 400 level classes may be taken as an undergraduate student	Elem. Educ.	Elem. & Special Educ.	Elem. & ECE	Elem. & TESOL	Elem, ECE, & Special	Elem, ECE, Special, & TESOL
EDU-300">EDU-300 or 556 Technology for Instruction and Management	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)

EDU-303">EDU-303 or 510 Elementary Reading Materials	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-357">EDU-357 or 509 Processes & Acquisition of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-301">EDU-301 Educational Psychology AND PSY 203 Child and Adolescent Development (for 6 credits) OR EDU-519">EDU-519 Human Development and Learning	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-307">EDU-307 Social Studies in Elementary School AND 312 Science in Elementary School (for 6 credits) OR 513 Science and Social Studies in Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-308">EDU-308 or 508 Issues in ESOL				(3 credit)		(3 credit)
EDU-309">EDU-309 or 542 Instruction in Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-310">EDU-310 or 592 Mathematics in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)

EDU-312">EDU-312 Science in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-315">EDU-315 Curriculum Methods/Mat. for the Young Child			(3 credit)			
EDU-346">EDU-346 or 546 Methods and Materials ESOL				(3 credit)		(3 credit)
EDU-347">EDU-347 or 547 Assessing Second Language				(3 credit)		(3 credit)
EDU-360">EDU-360 or 586 Techniques of Teaching Reading & Writing to Students with Limited English Proficiency				(3 credit)		(3 credit)
EDU-402">EDU-402 American Education in Historical Perspective	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-440">EDU-440 or 596 English Grammar for ESOL Teachers				(3 credit)		(3 credit)
EDU-460">EDU-460 or 511 Assessment of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU 602 Internship in the Elementary School	(6 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-603">EDU-603 Internship in Early			(3			

Childhood Education			credit)			
EDU 604 Analytic/Reflection/Research Seminar	(3 credit)	(3 credit)	(3 credit)		(3 credit)	(3 credit)
EDU-611">EDU-611 Internship in TESOL Education				(3 credit)		(3 credit)
PSY-203">PSY-203 Child and Adolescent Development	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-326">SPE-326 or 526 Special Education for the Classroom Teacher	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-337">SPE-337 or 576 Communication Skills for the Special Educator		(3 credit)			(3 credit)	(3 credit)
SPE-321">SPE-321 or 546 Methods of Teaching Students with Special Needs		(3 credit)			(3 credit)	(3 credit)
SPE-344">SPE-344 or 544 Assessment in Special Education		(3 credit)			(3 credit)	(3 credit)
SPE-421">SPE-421 or 570 Elementary Curriculum Design and Adaptation		(3 credit)			(3 credit)	(3 credit)
SPE-475">SPE-475 or 601		(3			(3	(3

Internship in Special Education		credit)			credit)	credit)
TOTAL	45 credit	57 credit	48 credit	57 credit	57 credit	75 credit

ECE = Early Childhood Education TESOL = Teachers of English for Speakers of Other Languages

Some Programs of Study may require coursework during the summer and/or winterim. These six certification pathways do not cover the full range of possibilities.

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NDMU Catalog

2020-2021

Early Childhood Education

The NDMU College of Adult Undergraduate Studies prepares interested students to become certified to teach children in pre-kindergarten through grade three. NDMU invites students to consider preparing for a career as an early childhood education teacher. Being a certified early childhood educator allows the professional to teach in a public or private school setting where they work with children who are in pre-kindergarten up to and including grade three. Teaching at this level requires close attention to the developmental needs of young children and how to appropriately support their learning process. As with any teaching assignment, the educator must be equipped to effectively plan lessons to engage these young learners in activities stimulating their fine and gross motor skills as well as their kinesthetic, auditory, and visual senses. Early Childhood Education Program of Study focuses on the academic, social, and cognitive skills that develop in children during their formative years.

Most early childhood educators work throughout the school day in a classroom setting with a single group of students for whom all content areas must be taught, i.e., English language arts, social studies, mathematics, and science instruction. Regardless of age and grade-level placement, NDMU will prepare all graduates to be highly qualified for any teaching situation by providing multiple opportunities for them to learn and teach in a variety of settings under outstanding mentor teachers. In fact, NDMU is the only teacher preparation program in Maryland that affords students the opportunity to observe pre-school age children on its main campus in LeClerc Hall in a program called 'A Child's Place', a school for children age 3 through kindergarten.

Courses

EDU-252 Clinical Field Experience: Elementary

Offers a direct instructional field experience in an assigned area elementary public school for three weeks, all day. Includes instruction in school organization, curriculum, characteristics and diverse needs of children, and issues in teaching and learning. Classroom observation and participation seminars. Permission required. (Offered in Winterim. Three-week session,

full school days.) [3 credits]

EDU-253 Clinical Field Experience: ESOL

Provides opportunities for supervised classroom observation and participation in ESOL in a Baltimore area school. Assigned by the education department in cooperation with the local school systems. Three-week session, full school days. (Offered in Winterim.) [3 credits]

EDU-300 Technology for Instruction & Management

Provides prospective classroom teacher swith opportunities for planning, designing and producing projects that support the instructional needs of students in grades K-12, including best practices for the integration of technology into curriculum with state and national technology standards. Students complete a variety of projects to develop skills in word processing, Web page development, computer presentations and other technolgies. For education majors only. [3 credits]

EDU-301 Educational Psychology

Examines stages of the cognitive, affective and physical domains of student development. Includes analysis and discussion of basic theories of learning and teaching and their applications to classroom situations including diversity and individual differences as factors influencing student learning (including socioeconomic diversity, cultural diversity and the needs of special education students, gifted and talented education and English Language Learners), motivation and classroom management. Assessment issues including formal and informal assessment, norm referenced and criterion referenced testing, and the implications of assessment measures (such as the Maryland Common Core Curriculum Standards) for learning and teaching are also examined. Includes student-centered approaches to learning (including service-learning activities). Recommended prerequisite: PSY-203. [3 credits]

EDU-303 Elementary School Reading Materials

Assists participants in selecting and evaluating materials for teaching reading and developing related skills that are consistent with the findings of scientifically based reading research. Strengthens understanding of research-supported programs, approaches and methods to address different levels of reading proficiency within the classroom and thereby enable all students (G&T, ELL, Special Needs, etc) to become strategic, fluent and independent readers. Participants will use a variety of texts and other materials to promote independent reading. Participants will be prepared to involve parents and members of the school and community to promote daily reading inside and outside of school. Throughout the course, participants will apply key concepts to various group and individual tasks and projects, including discussions and simulations. NOTE: Students cannot receive credit for both EDU-

103 and EDU-303. [3 credits]

EDU-307 Social Studies in the Elementary School

Provides a conceptual and analytical approach to teaching and learning social studies in the elementary school. Emphasis on integration of content and process through use of experimental, activity and inquiry approaches to meet the needs of diverse learners. Includes information related to selecting instructional resources, developing curriculum materials and integrating concepts, skills and values. Requires construction of learning materials and peer teaching. Permission required. [4 credits]

EDU-308 Issues in ESOL

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-309 Instruction in Reading

Increases the participant's familiarity with a representative array of research-based instructional techniques and strategies in reading. Participants will learn age-appropriate instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension). Throughout the course candidates will demonstrate their knowledge of the instructional routines and strategies by role-play, live demonstration, critiquing models, using the Common Core Reading Standards and reviewing the research in support of those approaches. [4 credits]

EDU-310 Mathematics in the Elementary School

Integrates mathematical concepts with the methods employed to teach mathematics in the elementary school. Emphasis on National Council of Teachers of Mathematics (NCTM) Standards and implementation of the Common Core Mathematics standards in instruction. Focus on a hands-on approach using manipulatives. Includes preparation of lesson plans and microteaching experiences. Permission required. [4 credits]

EDU-312 Science in the Elementary School

Integration of basic concepts of physical, life, earth and space sciences. Emphasis on discovery of concepts through demonstrations and investigations. Addresses the three domains of science education: knowledge, skills and attitudes. Attention given to National Standards, the Common Core Science Standards and the use of indicators in planning, instruction and assessing. Includes preparation of a science unit and microteaching experience. Permission required. [4 credits]

EDU-313 Science and Social Studies in the Elementary School

Emphasizes integration of content and process through demonstration, investigative and inquiry approaches. Addresses the three domains of knowledge, skills and attitudes. Attention is given to recent trends, national and state standards, and the use of indicators in planning instruction and assessing. Includes preparation of instructional units and microteaching experience. [3 credits]

EDU-315 Curriculum/Methods and Materials For the Young Child

Presents curriculum, methods and materials for early childhood programs, preschool through primary grades. Family and community involvement strategies. Instruction in planning, implementation and assessment of interdisciplinary activities to stimulate cognitive, linguistic, social and motor development to meet the diverse needs of learners. [3 credits]

EDU-344 Teaching Reading and Writing in the Secondary School Content Areas I

Studies principles and techniques in teaching interactive reading and writing in secondary school content areas: vocabulary and skill development; pre-reading, reading and post-reading strategies. Techniques for assessing student literacy levels and readability levels of texts. Strategies for individualizing instruction to address the unique needs of diverse learners; e.g., gifted and talented, second language learners, students with special needs, etc. Includes classroom observation and participation in Baltimore area secondary schools. Preparation of lesson plans and peer teaching. [3 credits]

EDU-346 Methods and Materials for ESOL

Familiarizes students with methods and materials available to the ESOL teacher. Analyzes a wide variety of methods, with emphasis on currently accepted methodology. Different kinds of

materials are examined in detail, including authentic materials and the Internet. Students will develop techniques for effectively teaching the four language skill areas in well-designed courses while also adapting standards-based content to the needs of ESOL students. [3 credits]

EDU-347 Assessing Second Language Acquisition

Introduces the student to various assessment techniques that are used in ESOL teaching. Examines traditional testing techniques, along with more recently developed alternative (authentic) methods for assessing second language learning, focusing on the four language skills: reading, writing, listening and speaking. Communicative competence in general will be stressed. n addition, we will critically evaluate the ESOL assessment methods used for placement purposes by various local public school systems as well as placement tests used for adult and higher education. [3 credits]

EDU-357 Procurement & Acquisition of Reading

Assists pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structure including spoken syllables, phonemes, graphemes and morphemes is included. Using current research-based strategies, participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development, gifted and talented and other exceptionalities. Throughout the course, candidates will demonstrate their knowledge of concepts and skills through a variety of tasks such as assessing their ability to identify linguistic units, observations of students and analysis of student work, and presentations of research summaries. NOTE: Students cannot receive credit for both EDU-207 and EDU-357. [3 credits]

EDU-360 Techniques of Teaching Reading and Writing to Students With Limited English Proficiency

Addresses the development of reading and writing from a cognitive perspective. Students will become familiar with the approaches, methods and techniques appropriate for the teaching of reading and writing to English Language Learners. Special topics such as the integrated skills curriculum, language-specific rhetorical styles and free voluntary reading will also be discussed. Students will evaluate and design appropriate classroom materials. [3 credits]

EDU-373 Field Exp in Spec Ed

Provides supervised classroom observation and participation in special education in diverse Baltimore area schools. Assigned by the School of Education in cooperation with local school systems. Permission required. [3 credits]

EDU-376 Clinical Field Experience: Secondary

Provides direct instructional field experience in an assigned Baltimore area public middle school for three weeks, all day. Includes instruction in middle school organization and curriculum, characteristics and diverse needs of middle school children, and issues in teaching and learning. Classroom observation and participation. Weekly seminars. Permission required. Three-week session, full school days. [3 credits]

EDU-402 American Education in Historical Perspective

Surveys major developments in the history of American education from colonial times to the present. Examines influential persons, ideas and institutions in the context of American society. Education and public policy, legal issues, priorities and innovations in American education reviewed from a critical perspective. [3 credits]

EDU-409 Internship:Teaching ESOL K-12

Develops intensive opportunities for full-time observation and supervised internship teaching experience in diverse Baltimore area professional development schools. Permission required. Teaching internship fee required. [16 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-410 Internship: Teaching in Early Childhood Education

Incorporates full-time observation and supervised student teaching experiences in diverse Baltimore area professional development schools. Permission required. Internship fee required. [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-411 Internship: Teaching in the Elementary School

Provides full-time observation and supervised internship experiences in diverse Baltimore area professional development schools. Seminars on various topics in education such as analysis of teaching in elementary schools, school and family relationships, and interviewing

and employment practices. Permission required. Teaching internship fee required. [5-11 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-413 Internship:Teaching in the Secondary School

Incorporates full-time observation and supervised internship teaching experience in diverse Baltimore area professional development schools during the fall semester only. Permission required. Teaching internship fee required. [11 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-420 Dim Curric/Inst Sec Sch

Examines aims, organization and administration of American secondary schools. Principles of curriculum organization and design for middle and senior high schools. Curriculum development in school systems, in specific schools, and in academic disciplines. Multicultural and gender issues are considered. Class is interrelated with methods courses in study and application of principles of teaching-learning, used of technology for instruction, analysis of teaching, assessment of classroom management. [3 credits]

EDU-429 Meth Bus Ed/Sec Sch

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-430 Art N-12

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the

content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-431 English in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-432 Modern Foreign Language in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-433 Mathematics in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of

teaching. Permission required for all methods courses. [3 credits]

EDU-437 Science in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-439 Social Studies in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-440 English Grammar for ESOL Teachers

Analyzes the grammar of American English in detail, with an emphasis on those areas of English grammar that tend to present problems for ESOL/EFL students. Students will 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-451 Teaching Reading and Writing in the Content Areas II

Examines methods, purposes and criteria used in diagnosing strengths and weaknesses of students with a range of reading abilities; e.g., special needs, gifted and talented, ESOL. Focus is on authentic formal and informal assessment of individual secondary school students and application of test results in various secondary curriculum content areas. Includes an applied, school-based assessment experience. [3 credits]

EDU-460 Assessment of Reading

Provides students with a background in assessment and its relationship to instruction. Students will learn about the variety of assessments available to the classroom teacher in the areas of reading and writing and how to administer, score and interpret the results of these various assessments. Instructional decisions regarding the educational program of the child, and his/her diverse needs will also be examined. [3 credits] NOTE: Please refer to cohort schedule. Additional clas times may meet in previous semester.

EDU-491 Topics in Education

SPE-321 Methods of Teaching Students With Special Needs

Provides the student with methods to facilitate the teaching of students with diverse learning needs. Course content includes cognitive processing, classroom management and organization strategies. Models of instructional delivery, adaptation of instructional materials, strategy instruction and means of assessing student progress are explored. Current trends and issues in special education are included as well. [3 credits]

SPE-326 Special Education for the Classroom Teacher

Includes brief history as well as legal foundations of current special education models and practices. Explores characteristics of students with disabilities as well as at-risk populations in general education. Addresses the responsibilities of educators, exploring generic strategies for programming for special needs students in the general education classroom, including the Common Core Standards. Required for all Maryland teachers. [3 credits]

SPE-337 Communication Skills for the Special Educator

Addresses human relations, communication and informal counseling skills and their critical role in meeting the diverse needs of students with disabilities. Explores role of the special educator as a member of an interdisciplinary team. Includes research on parent/teacher attitudes, roles and responsibilities. Presents models and techniques for effective interface with parents as well as other professionals encountered in theprocess of holistic programming. Additional topics include parent training, advocacy, multicultural considerations and accessing community services. NOTE: Students cannot receive credit for both SPE-237 and SPE-337. [3 credits]

SPE-344 Assessment in Special Education

Introduces diagnostic processes used in special education. Includes student-conducted informal and formal assessments as well as analysis, interpretation and presentation of test

results. Covers prescriptive techniques and instructional planning as well as current trends in student assessment. Addresses P.L. 94-142, COMAR and other related legislation. Permission required. Prerequisite: SPE-326. [3 credits]

SPE-373 Field Experience in Special Education

Provides supervised classroom observation and participation in special education in a Baltimore area school. Assigned by the education department in cooperation with local school systems. Permission required. (Offered in Winterim.) [3 credits]

SPE-421 Elementary Curriculum Design and Adaptation

Applies principles for adapting curriculum to special needs students at the elementary level. Includes analysis of diagnostic and developmental factors, goal setting and IEP formulation. Explores instructional strategies, identification of materials and resources, and evaluation techniques as they relate to the basic content areas and the Common Core Standards. Prerequisites: SPE-326. Permission required. [2 credits]

SPE-475 Internship: Teaching in Special Education

Provides student with opportunities for full-time supervised teaching in a special education program in diverse Baltimore area schools. Permission required. Teaching internship fee required. [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.

SPE-491 Top: Comm Skills for Spec Educ

This course is reserved for specialized topics and independent study. [3 credits]

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NDMU Catalog

2020-2021

Elementary Education

The NDMU School of Education strives to prepare teacher candidates to respond to the supply and demand of the teacher education workforce and endeavors to prepare candidates who are highly skilled and equipped to teach children regardless of learning style, differentiated or special needs, and racial or socio-economic status. As such, candidates are encouraged to pursue certification in more than one content area or specialization; e.g, Certification in Biology and Special Education; or in English and TESOL; or in Elementary Education and Early Childhood Education. In some cases, candidates can even obtain three or four certifications (e.g, elementary, special education, early childhood education and/or TESOL).

Having more than one certification yields several benefits: 1) Most important of all, candidates are exposed to specific content and instructional strategies that may be unique to targeted individuals or groups of students (e.g, second language generation students whose parents speak only in their native language). 2) Candidates acquire a deeper, richer background in the vast variety of instructional strategies that one might employ, irrespective of the student's classification (e.g, a student in a Gifted and Talented class might respond just as readily to a 'reward and praise' technique as would a student with special needs). 3) Candidates find that, when seeking employment, they are more marketable because principals are afforded greater flexibility in assigning them to teaching positions that fit the needs of their school and student population (e.g, if given two equally qualified candidates from which to select, a principal is more likely to hire a candidate who has more than one certification, thereby giving them more flexibility to assign highly qualified teachers to classrooms based on that certification).

In essence, the teacher candidates enter the education profession with a larger and more diverse skill set of instructional strategies and content knowledge to better meet the needs of the school system, where employed, and the children whom they are entrusted to teach.

Pathways to obtain dual, triple, or even four certifications are outlined in the following tables, based on professional courses needed, content areas, programs and degrees.

Course Matrix for Women's College and CAUS Elementary Education BA Degrees

Required Professional Courses	Bachelor of Arts Degrees** - Elementary Education				
	Elem Education	Elem & Special Education	Elem & Early Childhood	Elem & TESOL	Elem, Special, and ECE
EDU-300 Technology for Instruction and Management	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-303 Elementary Reading Materials	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-357 Processes & Acquisition of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-252 or 253 or SPE 373 Clinical Field Experience	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-301 Educational Psychology	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-307 Social Studies in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-308 Issues in ESOL				(3 credit)	
EDU-309 Instruction in Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-310 Mathematics in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)

EDU-312 Science in the Elementary School	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-315 Curriculum Methods/Mat. for the Young Child			(3 credit)		(3 credit)
EDU-346 Methods and Materials ESOL				(3 credit)	
EDU-347 Assessing Second Language				(3 credit)	
EDU-360 Techniques of Teaching Reading & Writing to Students with Limited English Proficiency				(3 credit)	
EDU-402 American Education in Historical Perspective	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
EDU-409 Internship: Teaching ESOL K-12				(6 credit)	
EDU-410 Internship: Teaching in Early Childhood Educ.			(6 credit)		
EDU-411 Internship: Teaching in the Elementary School	(16 credit)*	(10 credit)	(10 credit)	(10 credit)	(10 credit)
EDU-440 English Grammar for ESOL Teachers				(3 credit)	

EDU-460 Assessment of Reading	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
PSY-203 Child and Adolescent Development	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-326 Special Education for the Classroom Teacher	(3 credit)	(3 credit)	(3 credit)	(3 credit)	(3 credit)
SPE-337 Communication Skills for the Special Educator		(3 credit)			(3 credit)
SPE-321 Methods of Teaching Students with Special Needs		(3 credit)			(3 credit)
SPE-344 Assessment in Special Education		(3 credit)			(3 credit)
SPE-421 Elementary Curriculum Design and Adaptation		(3 credit)			(3 credit)
SPE-475 Student Teaching in Special Education		(6 credit)			(6 credit)
TOTAL	45 credit	67 credit	58 credit	67 credit	70 credit

*16 credits for Women's College, 12 credits for CAUS

** Some programs may require coursework during the summer and/or winterim.

Notre Dame of Maryland University
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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Liberal Studies/ESOL

The NDMU School of Education strives to prepare teacher candidates to respond to the supply and demand of the teacher education workforce and endeavors to prepare candidates who are highly skilled and equipped to teach children regardless of learning style, differentiated or special needs, and racial or socio-economic status. As such, candidates are encouraged to pursue certification in more than one content area or specialization; e.g, Certification in Biology and Special Education; or in English and TESOL; or in Elementary Education and Early Childhood Education. In some cases, candidates can even obtain three or four certifications (e.g, elementary, special education, early childhood education and/or TESOL).

Having more than one certification yields several benefits: 1) Most important of all, candidates are exposed to specific content and instructional strategies that may be unique to targeted individuals or groups of students (e.g, second language generation students whose parents speak only in their native language). 2) Candidates acquire a deeper, richer background in the vast variety of instructional strategies that one might employ, irrespective of the student's classification (e.g, a student in a Gifted and Talented class might respond just as readily to a 'reward and praise' technique as would a student with special needs). 3) Candidates find that, when seeking employment, they are more marketable because principals are afforded greater flexibility in assigning them to teaching positions that fit the needs of their school and student population (e.g, if given two equally qualified candidates from which to select, a principal is more likely to hire a candidate who has more than one certification, thereby giving them more flexibility to assign highly qualified teachers to classrooms based on that certification).

In essence, the teacher candidates enter the education profession with a larger and more diverse skill set of instructional strategies and content knowledge to better meet the needs of the school system, where employed, and the children whom they are entrusted to teach.

Pathways to obtain dual, triple, or even four certifications are outlined in the following tables, based on professional courses needed, content areas, programs and degrees.

Elementary Education/Liberal Studies

The Elementary Education/Liberal Studies Major provides a balanced program of liberal arts courses in a variety of academic fields, a planned sequence of professional courses, and practical field experiences that culminate in an extended teaching internship experience. Completion of the program qualifies graduates for Maryland State Department Certification in Elementary Education. Each student works closely with an academic advisor to ensure that the student obtains all the credits needed for the degree, as well as the requirements of the State Department of Education for Certification in Elementary Education. All students must complete the Application for Teacher Education through the School of Education prior to methods courses. Women's College students interested in Elementary Education are encouraged to declare the Elementary Education/Liberal Studies Major in spring semester of the first year.

For students in CAUS, the practical field experiences, including the teaching internship, are the only parts of the Program of Study offered during the day. These must be taken during the academic year when elementary schools are in session. The teaching internship must be completed in the fall semester.

Programs of Study

Required Courses for a Major in Elementary Education/Liberal Studies

Liberal Arts courses in the Major are exclusive of those required for General Education.

Literature (6)
American literature and
World literature

American and World History (3)
U.S. History (if World History was selected for general education) or
Non-U.S. History (if American History was selected for general education)

Mathematics (9)

Natural Sciences (8/9)*
Biological science with lab and
Physical science with lab

Social sciences (6)
Geography and
One of economics, psychology, political science or sociology

Fine arts (3)
ART-208 (if Music was selected for general education)

**Women's College students take two four-credit science courses; College of Adult Undergraduate Studies students take three three-credit science courses.*

Professional Courses

EDU-300 Technology for Instruction and Management (3)
EDU-303 Elementary Reading Materials (3)
EDU-357 Processes and Acquisition of Reading (3)
EDU-252 Clinical Field Experience: Elementary (3)
EDU-301 Educational Psychology (3)
EDU-307 Social Studies in the Elementary School (3)
EDU-309 Instruction in Reading (3)
EDU-310 Mathematics in the Elementary School (3)
EDU-312 Science in the Elementary School (3)
EDU-402 American Education in Historical Perspective (3)
EDU-411 Internship: Teaching in the Elementary School (Internship teaching fee required.) (10 or 16)
EDU-460 Assessment of Reading (3)
SPE-326 Special Education for the Classroom Teacher (3)
PSY-203 Child and Adolescent Development (3)

Transportation is required for methods labs, field experiences and internships.

Certification in English for Speakers of Other Languages (ESOL)

CAUS students in Elementary and Secondary Education Programs of Study who also wish to earn Certification in ESOL complete the following additional courses:

Courses

EDU-253 Clinical Field Experience: ESOL (3)
EDU-308 Issues in ESOL (3)
EDU-346 Methods and Materials ESOL (3)
EDU-347 Assessing Second Language (3)
EDU-360 Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-409 Internship: Teaching ESOL K-12 (16)
EDU-440 English Grammar for ESOL Teachers (3)

The following additional professional preparation courses also are required:

EDU-300 Technology for Instruction (3)

EDU-357 Processes/Acquisition of Reading (3)
EDU-301 Educational Psychology (3)
EDU-402 American Education in Historical Perspective (3)
PSY-203 Child and Adolescent Psychology (3)
SPE-326 Special Education for the Classroom Teacher (3)

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NDMU Catalog

2020-2021

Secondary Education

The NDMU Women's College prepares interested students to become certified to teach adolescents in grade 7 - 12. The Women's College of NDMU invites students to consider preparing for a career as a secondary school educator. By Majoring in any one of many secondary content areas [e.g. Art, Business, Computer Studies, English, History or Social Studies, Mathematics, Music, Science (Biology, Chemistry, or Physics), Spanish, Theatre, etc.], students may become a certified secondary school educator teaching students in grades 7 - 12. Professional educators will have the opportunity to help students navigate their changing lives and maximize their potential as they matriculate to post-secondary careers and college. In addition to mastery of content area, students will receive a solid foundation in the theory and research that informs current secondary instructional methods, curricula, and assessment tools.

During the senior year while completing the internship, students in most cases will work for one-half of a semester in a middle school and the other half of the semester in a high school - thereby giving them an experience in both settings and preparing them for either employment opportunity.

Courses

EDU-252 Clinical Field Experience: Elementary

Offers a direct instructional field experience in an assigned area elementary public school for three weeks, all day. Includes instruction in school organization, curriculum, characteristics and diverse needs of children, and issues in teaching and learning. Classroom observation and participation seminars. Permission required. (Offered in Winterim. Three-week session, full school days.) [3 credits]

EDU-253 Clinical Field Experience: ESOL

Provides opportunities for supervised classroom observation and participation in ESOL in a Baltimore area school. Assigned by the education department in cooperation with the local school systems. Three-week session, full school days. (Offered in Winterim.) [3 credits]

EDU-300 Technology for Instruction & Management

Provides prospective classroom teacher swith opportunities for planning, designing and producing projects that support the instructional needs of students in grades K-12, including best practices for the integration of technology into curriculum with state and national technology standards. Students complete a variety of projects to develop skills in word processing, Web page development, computer presentations and other technolgies. For education majors only. [3 credits]

EDU-301 Educational Psychology

Examines stages of the cognitive, affective and physical domains of student development. Includes analysis and discussion of basic theories of learning and teaching and their applications to classroom situations including diversity and individual differences as factors influencing student learning (including socioeconomic diversity, cultural diversity and the needs of special education students, gifted and talented education and English Language Learners), motivation and classroom management. Assessment issues including formal and informal assessment, norm referenced and criterion referenced testing, and the implications of assessment measures (such as the Maryland Common Core Curriculum Standards) for learning and teaching are also examined. Includes student-centered approaches to learning (including service-learning activities). Recommended prerequisite: PSY-203. [3 credits]

EDU-303 Elementary School Reading Materials

Assists participants in selecting and evaluating materials for teaching reading and developing related skills that are consistent with the findings of scientifically based reading research. Strengthens understanding of research-supported programs, approaches and methods to address different levels of reading proficiency within the classroom and thereby enable all students (G&T, ELL, Special Needs, etc) to become strategic, fluent and independent readers. Participants will use a variety of texts and other materials to promote independent reading. Participants will be prepared to involve parents and members of the school and community to promote daily reading inside and outside of school. Throughout the course, participants will apply key concepts to various group and individual tasks and projects, including discussions and simulations. NOTE: Students cannot receive credit for both EDU-103 and EDU-303. [3 credits]

EDU-307 Social Studies in the Elementary School

Provides a conceptual and analytical approach to teaching and learning social studies in the elementary school. Emphasis on integration of content and process through use of experimental, activity and inquiry approaches to meet the needs of diverse learners. Includes information related to selecting instructional resources, developing curriculum materials and integrating concepts, skills and values. Requires construction of learning materials and peer

teaching. Permission required. [4 credits]

EDU-308 Issues in ESOL

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-309 Instruction in Reading

Increases the participant's familiarity with a representative array of research-based instructional techniques and strategies in reading. Participants will learn age-appropriate instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension). Throughout the course candidates will demonstrate their knowledge of the instructional routines and strategies by role-play, live demonstration, critiquing models, using the Common Core Reading Standards and reviewing the research in support of those approaches. [4 credits]

EDU-310 Mathematics in the Elementary School

Integrates mathematical concepts with the methods employed to teach mathematics in the elementary school. Emphasis on National Council of Teachers of Mathematics (NCTM) Standards and implementation of the Common Core Mathematics standards in instruction. Focus on a hands-on approach using manipulatives. Includes preparation of lesson plans and microteaching experiences. Permission required. [4 credits]

EDU-312 Science in the Elementary School

Integration of basic concepts of physical, life, earth and space sciences. Emphasis on discovery of concepts through demonstrations and investigations. Addresses the three domains of science education: knowledge, skills and attitudes. Attention given to National Standards, the Common Core Science Standards and the use of indicators in planning, instruction and assessing. Includes preparation of a science unit and microteaching experience. Permission required. [4 credits]

EDU-313 Science and Social Studies in the Elementary School

Emphasizes integration of content and process through demonstration, investigative and inquiry approaches. Addresses the three domains of knowledge, skills and attitudes. Attention is given to recent trends, national and state standards, and the use of indicators in planning instruction and assessing. Includes preparation of instructional units and microteaching experience. [3 credits]

EDU-315 Curriculum/Methods and Materials For the Young Child

Presents curriculum, methods and materials for early childhood programs, preschool through primary grades. Family and community involvement strategies. Instruction in planning, implementation and assessment of interdisciplinary activities to stimulate cognitive, linguistic, social and motor development to meet the diverse needs of learners. [3 credits]

EDU-344 Teaching Reading and Writing in the Secondary School Content Areas I

Studies principles and techniques in teaching interactive reading and writing in secondary school content areas: vocabulary and skill development; pre-reading, reading and post-reading strategies. Techniques for assessing student literacy levels and readability levels of texts. Strategies for individualizing instruction to address the unique needs of diverse learners; e.g., gifted and talented, second language learners, students with special needs, etc. Includes classroom observation and participation in Baltimore area secondary schools. Preparation of lesson plans and peer teaching. [3 credits]

EDU-346 Methods and Materials for ESOL

Familiarizes students with methods and materials available to the ESOL teacher. Analyzes a wide variety of methods, with emphasis on currently accepted methodology. Different kinds of materials are examined in detail, including authentic materials and the Internet. Students will develop techniques for effectively teaching the four language skill areas in well-designed courses while also adapting standards-based content to the needs of ESOL students. [3 credits]

EDU-347 Assessing Second Language Acquisition

Introduces the student to various assessment techniques that are used in ESOL teaching. Examines traditional testing techniques, along with more recently developed alternative

(authentic) methods for assessing second language learning, focusing on the four language skills: reading, writing, listening and speaking. Communicative competence in general will be stressed. n addition, we will critically evaluate the ESOL assessment methods used for placement purposes by various local public school systems as well as placement tests used for adult and higher education. [3 credits]

EDU-357 Procurement & Acquisition of Reading

Assists pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structure including spoken syllables, phonemes, graphemes and morphemes is included. Using current research-based strategies, participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development, gifted and talented and other exceptionalities. Throughout the course, candidates will demonstrate their knowledge of concepts and skills through a variety of tasks such as assessing their ability to identify linguistic units, observations of students and analysis of student work, and presentations of research summaries. NOTE: Students cannot receive credit for both EDU-207 and EDU-357. [3 credits]

EDU-360 Techniques of Teaching Reading and Writing to Students With Limited English Proficiency

Addresses the development of reading and writing from a cognitive perspective. Students will become familiar with the approaches, methods and techniques appropriate for the teaching of reading and writing to English Language Learners. Special topics such as the integrated skills curriculum, language-specific rhetorical styles and free voluntary reading will also be discussed. Students will evaluate and design appropriate classroom materials. [3 credits]

EDU-373 Field Exp in Spec Ed

Provides supervised classroom observation and participation in special education in diverse Baltimore area schools. Assigned by the School of Education in cooperation with local school systems. Permission required. [3 credits]

EDU-376 Clinical Field Experience: Secondary

Provides direct instructional field experience in an assigned Baltimore area public middle school for three weeks, all day. Includes instruction in middle school organization and

curriculum, characteristics and diverse needs of middle school children, and issues in teaching and learning. Classroom observation and participation. Weekly seminars. Permission required. Three-week session, full school days. [3 credits]

EDU-402 American Education in Historical Perspective

Surveys major developments in the history of American education from colonial times to the present. Examines influential persons, ideas and institutions in the context of American society. Education and public policy, legal issues, priorities and innovations in American education reviewed from a critical perspective. [3 credits]

EDU-409 Internship:Teaching ESOL K-12

Develops intensive opportunities for full-time observation and supervised internship teaching experience in diverse Baltimore area professional development schools. Permission required. Teaching internship fee required. [16 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-410 Internship: Teaching in Early Childhood Education

Incorporates full-time observation and supervised student teaching experiences in diverse Baltimore area professional development schools. Permission required. Internship fee required. [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-411 Internship: Teaching in the Elementary School

Provides full-time observation and supervised internship experiences in diverse Baltimore area professional development schools. Seminars on various topics in education such as analysis of teaching in elementary schools, school and family relationships, and interviewing and employment practices. Permission required. Teaching internship fee required. [5-11 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-413 Internship:Teaching in the Secondary School

Incorporates full-time observation and supervised internship teaching experience in diverse

Baltimore area professional development schools during the fall semester only. Permission required. Teaching internship fee required. [11 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-420 Dim Curric/Inst Sec Sch

Examines aims, organization and administration of American secondary schools. Principles of curriculum organization and design for middle and senior high schools. Curriculum development in school systems, in specific schools, and in academic disciplines. Multicultural and gender issues are considered. Class is interrelated with methods courses in study and application of principles of teaching-learning, used of technology for instruction, analysis of teaching, assessment of classroom management. [3 credits]

EDU-429 Meth Bus Ed/Sec Sch

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-430 Art N-12

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-431 English in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-432 Modern Foreign Language in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-433 Mathematics in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-437 Science in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area.

Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-439 Social Studies in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-440 English Grammar for ESOL Teachers

Analyzes the grammar of American English in detail, with an emphasis on those areas of English grammar that tend to present problems for ESOL/EFL students. Students will 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-451 Teaching Reading and Writing in the Content Areas II

Examines methods, purposes and criteria used in diagnosing strengths and weaknesses of students with a range of reading abilities; e.g., special needs, gifted and talented, ESOL. Focus is on authentic formal and informal assessment of individual secondary school students and application of test results in various secondary curriculum content areas. Includes an applied, school-based assessment experience. [3 credits]

EDU-460 Assessment of Reading

Provides students with a background in assessment and its relationship to instruction. Students will learn about the variety of assessments available to the classroom teacher in the areas of reading and writing and how to administer, score and interpret the results of these various assessments. Instructional decisions regarding the educational program of the child, and his/her diverse needs will also be examined. [3 credits] NOTE: Please refer to cohort schedule. Additional clas times may meet in previous semester.

EDU-491 Topics in Education

SPE-321 Methods of Teaching Students With Special Needs

Provides the student with methods to facilitate the teaching of students with diverse learning needs. Course content includes cognitive processing, classroom management and organization strategies. Models of instructional delivery, adaptation of instructional materials, strategy instruction and means of assessing student progress are explored. Current trends and issues in special education are included as well. [3 credits]

SPE-326 Special Education for the Classroom Teacher

Includes brief history as well as legal foundations of current special education models and practices. Explores characteristics of students with disabilities as well as at-risk populations in general education. Addresses the responsibilities of educators, exploring generic strategies for programming for special needs students in the general education classroom, including the Common Core Standards. Required for all Maryland teachers. [3 credits]

SPE-337 Communication Skills for the Special Educator

Addresses human relations, communication and informal counseling skills and their critical role in meeting the diverse needs of students with disabilities. Explores role of the special educator as a member of an interdisciplinary team. Includes research on parent/teacher attitudes, roles and responsibilities. Presents models and techniques for effective interface with parents as well as other professionals encountered in theprocess of holistic programming. Additional topics include parent training, advocacy, multicultural considerations and accessing community services. NOTE: Students cannot receive credit for both SPE-237 and SPE-337. [3 credits]

SPE-344 Assessment in Special Education

Introduces diagnostic processes used in special education. Includes student-conducted informal and formal assessments as well as analysis, interpretation and presentation of test results. Covers prescriptive techniques and instructional planning as well as current trends in student assessment. Addresses P.L. 94-142, COMAR and other related legislation. Permission required. Prerequisite: SPE-326. [3 credits]

SPE-373 Field Experience in Special Education

Provides supervised classroom observation and participation in special education in a Baltimore area school. Assigned by the education department in cooperation with local school

systems. Permission required. (Offered in Winterim.) [3 credits]

SPE-421 Elementary Curriculum Design and Adaptation

Applies principles for adapting curriculum to special needs students at the elementary level. Includes analysis of diagnostic and developmental factors, goal setting and IEP formulation. Explores instructional strategies, identification of materials and resources, and evaluation techniques as they relate to the basic content areas and the Common Core Standards. Prerequisites: SPE-326. Permission required. [2 credits]

SPE-475 Internship: Teaching in Special Education

Provides student with opportunities for full-time supervised teaching in a special education program in diverse Baltimore area schools. Permission required. Teaching internship fee required. [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.

SPE-491 Top: Comm Skills for Spec Educ

This course is reserved for specialized topics and independent study. [3 credits]

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2020-2021

Special Education (Dual Certification)

Special Education - Women's College.

Elementary Education/Liberal Studies

The Elementary Education/Liberal Studies Major provides a balanced program of liberal arts courses in a variety of academic fields, a planned sequence of professional courses, and practical field experiences that culminate in an extended teaching internship experience. Completion of the program qualifies graduates for Maryland State Department Certification in Elementary Education. Each student works closely with an academic advisor to ensure that the student obtains all the credits needed for the degree, as well as the requirements of the State Department of Education for Certification in Elementary Education. All students must complete the Application for Teacher Education through the School of Education prior to methods courses. Women's College students interested in Elementary Education are encouraged to declare the Elementary Education/Liberal Studies Major in spring semester of the first year.

For students in CAUS, the practical field experiences, including the teaching internship, are the only parts of the Program of Study offered during the day. These must be taken during the academic year when elementary schools are in session. The teaching internship must be completed in the fall semester.

Elementary Education with Dual Certification in Special Education

Required Courses

The following courses are available to the student seeking to meet the course requirements for Maryland Certification in Special Education in addition to Certification through the approved program in Elementary Education. The student interested in pursuing this option is advised to begin coursework in the first year and to follow carefully the sequence outlined by her advisor. Students working toward dual certification will use special education courses in place of electives. They will take the Liberal Studies and Elementary Education courses listed previously and an additional 24 credits in Special Education. The student teaching experience can be accomplished during the same semester as the Elementary Education student teaching. More than 120 credits

are needed to graduate with dual certification.

Professional Courses

SPE-337 Communication Skills for the Special Educator (3)
SPE-321 Methods of Teaching Students with Special Needs (3)
SPE-344 Assesment in Special Education (3)
SPE-373 Field Experience in Special Education (3)
SPE-421 Elementary Curriculum Design and Adaptation (3)
SPE-422 Secondary Curriculum Design and Adaptation (for students seeking seoondary certification only) (3)
SPE-475 Student Teaching in Special Education (Student teaching fee required) (6)
Transportation is required for method labs, field experiences and internships.

Elementary Education/Liberal Studies and Special Education Certification Four-Year Plan

Below is a sample Program of Study for the CAUS student enrolled in the Elementary Education/Liberal Studies with Special Education Certification Major. Students should select courses with the assistance of a faculty advisor.

Fall		Spring	
First year			
IDS-100 Perspectives on Education	3	Chemistry or Physical Science	4
ENG-101 College Writing	3	English Literature	3
Physical Science or Biology	4	EDU-303 Elementary Reading Materials	3
Mathematics (120, 121, 122, 125)	3	MUS-202 Music for Teachers	3
Foreign Language	3	SPE-201 Introduction to Special Education	3
[16 credits]		Physical Education	1
		[17 credits]	
Second year			

Physical Science or Biology	4	ART-208 Creative Arts	3
EDU-357 Processes and Acquisition/Reading	3	Mathematics (120, 121, 122, 125)	3
Philosophy (200-level)	3	Sociology	3
COM-206 Public Speaking	3	GEO-206 Geography	3
SPE-344 Assessment Special Education	3	SPE-337 Communication Skills for Teachers	3
[16 credits]		RST-201 Introduction to Biblical Studies	3
		[18 credits]	
Pass PRAXIS Core before methods classes			
Third year			
SPE-321 Methods of Teaching Students with Special Needs	3	EDU-309/EDU-310 Methods:	
PSY-203 Child/Adolescent Development	3	Reading in Elem. School	3
Special Education	3	Mathematics in Elem. School	3
EDU-301 Educational Psychology	3	EDU-307/EDU-312 Methods:	
Mathematics (120, 121, 122, 125)	3	Social Studies in Elem. School	3
[15 credits]		Science in Elem. School	3
		[12 credits]	
Fourth year			
EDU-411 Internship: Teaching in the Elementary School	10	English Literature	3
SPE-475 Internship: Teaching Special Education	6	EDU-402 Am. Ed. in History	3
[16 credits]		EDU-460 Assessment of Reading	3

	Religious Studies (300)	3
	History	3
	Mathematics (120, 121, 122, 125)	3
	[18 credits]	

This Program requires that students complete courses during the Winterim session -

First-Year Winterim: EDU-300 Technology for Management and Instruction
Second-Year Winterim: EDU-252 Clinical Field Experience: Elementary
Third-Year Winterim: SPE-373 Field Experience: Special Education
Fourth-Year Winterim: Philosophy 300- or 400-level course

Courses

EDU-252 Clinical Field Experience: Elementary

Offers a direct instructional field experience in an assigned area elementary public school for three weeks, all day. Includes instruction in school organization, curriculum, characteristics and diverse needs of children, and issues in teaching and learning. Classroom observation and participation seminars. Permission required. (Offered in Winterim. Three-week session, full school days.) [3 credits]

EDU-253 Clinical Field Experience: ESOL

Provides opportunities for supervised classroom observation and participation in ESOL in a Baltimore area school. Assigned by the education department in cooperation with the local school systems. Three-week session, full school days. (Offered in Winterim.) [3 credits]

EDU-300 Technology for Instruction & Management

Provides prospective classroom teacher swith opportunities for planning, designing and producing projects that support the instructional needs of students in grades K-12, including best practices for the integration of technology into curriculum with state and national technology standards. Students complete a variety of projects to develop skills in word processing, Web page development, computer presentations and other technolgies. For education majors only. [3 credits]

EDU-301 Educational Psychology

Examines stages of the cognitive, affective and physical domains of student development. Includes analysis and discussion of basic theories of learning and teaching and their applications to classroom situations including diversity and individual differences as factors influencing student learning (including socioeconomic diversity, cultural diversity and the needs of special education students, gifted and talented education and English Language Learners), motivation and classroom management. Assessment issues including formal and informal assessment, norm referenced and criterion referenced testing, and the implications of assessment measures (such as the Maryland Common Core Curriculum Standards) for learning and teaching are also examined. Includes student-centered approaches to learning (including service-learning activities). Recommended prerequisite: PSY-203. [3 credits]

EDU-303 Elementary School Reading Materials

Assists participants in selecting and evaluating materials for teaching reading and developing related skills that are consistent with the findings of scientifically based reading research. Strengthens understanding of research-supported programs, approaches and methods to address different levels of reading proficiency within the classroom and thereby enable all students (G&T, ELL, Special Needs, etc) to become strategic, fluent and independent readers. Participants will use a variety of texts and other materials to promote independent reading. Participants will be prepared to involve parents and members of the school and community to promote daily reading inside and outside of school. Throughout the course, participants will apply key concepts to various group and individual tasks and projects, including discussions and simulations. NOTE: Students cannot receive credit for both EDU-103 and EDU-303. [3 credits]

EDU-307 Social Studies in the Elementary School

Provides a conceptual and analytical approach to teaching and learning social studies in the elementary school. Emphasis on integration of content and process through use of experimental, activity and inquiry approaches to meet the needs of diverse learners. Includes information related to selecting instructional resources, developing curriculum materials and integrating concepts, skills and values. Requires construction of learning materials and peer teaching. Permission required. [4 credits]

EDU-308 Issues in ESOL

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-309 Instruction in Reading

Increases the participant's familiarity with a representative array of research-based instructional techniques and strategies in reading. Participants will learn age-appropriate instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension). Throughout the course candidates will demonstrate their knowledge of the instructional routines and strategies by role-play, live demonstration, critiquing models, using the Common Core Reading Standards and reviewing the research in support of those approaches. [4 credits]

EDU-310 Mathematics in the Elementary School

Integrates mathematical concepts with the methods employed to teach mathematics in the elementary school. Emphasis on National Council of Teachers of Mathematics (NCTM) Standards and implementation of the Common Core Mathematics standards in instruction. Focus on a hands-on approach using manipulatives. Includes preparation of lesson plans and microteaching experiences. Permission required. [4 credits]

EDU-312 Science in the Elementary School

Integration of basic concepts of physical, life, earth and space sciences. Emphasis on discovery of concepts through demonstrations and investigations. Addresses the three domains of science education: knowledge, skills and attitudes. Attention given to National Standards, the Common Core Science Standards and the use of indicators in planning, instruction and assessing. Includes preparation of a science unit and microteaching experience. Permission required. [4 credits]

EDU-313 Science and Social Studies in the Elementary School

Emphasizes integration of content and process through demonstration, investigative and inquiry approaches. Addresses the three domains of knowledge, skills and attitudes. Attention is given to recent trends, national and state standards, and the use of indicators in planning instruction and assessing. Includes preparation of instructional units and microteaching experience. [3 credits]

EDU-315 Curriculum/Methods and Materials For the Young Child

Presents curriculum, methods and materials for early childhood programs, preschool through primary grades. Family and community involvement strategies. Instruction in planning, implementation and assessment of interdisciplinary activities to stimulate cognitive, linguistic, social and motor development to meet the diverse needs of learners. [3 credits]

EDU-344 Teaching Reading and Writing in the Secondary School Content Areas I

Studies principles and techniques in teaching interactive reading and writing in secondary school content areas: vocabulary and skill development; pre-reading, reading and post-reading strategies. Techniques for assessing student literacy levels and readability levels of texts. Strategies for individualizing instruction to address the unique needs of diverse learners; e.g., gifted and talented, second language learners, students with special needs, etc. Includes classroom observation and participation in Baltimore area secondary schools. Preparation of lesson plans and peer teaching. [3 credits]

EDU-346 Methods and Materials for ESOL

Familiarizes students with methods and materials available to the ESOL teacher. Analyzes a wide variety of methods, with emphasis on currently accepted methodology. Different kinds of materials are examined in detail, including authentic materials and the Internet. Students will develop techniques for effectively teaching the four language skill areas in well-designed courses while also adapting standards-based content to the needs of ESOL students. [3 credits]

EDU-347 Assessing Second Language Acquisition

Introduces the student to various assessment techniques that are used in ESOL teaching. Examines traditional testing techniques, along with more recently developed alternative (authentic) methods for assessing second language learning, focusing on the four language skills: reading, writing, listening and speaking. Communicative competence in general will be stressed. n addition, we will critically evaluate the ESOL assessment methods used for placement purposes by various local public school systems as well as placement tests used for adult and higher education. [3 credits]

EDU-357 Procurement & Acquisition of Reading

Assists pre-service and in-service teachers in understanding the reading acquisition process

through observation and analysis of reading and written language development. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structure including spoken syllables, phonemes, graphemes and morphemes is included. Using current research-based strategies, participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development, gifted and talented and other exceptionalities. Throughout the course, candidates will demonstrate their knowledge of concepts and skills through a variety of tasks such as assessing their ability to identify linguistic units, observations of students and analysis of student work, and presentations of research summaries. NOTE: Students cannot receive credit for both EDU-207 and EDU-357. [3 credits]

EDU-360 Techniques of Teaching Reading and Writing to Students With Limited English Proficiency

Addresses the development of reading and writing from a cognitive perspective. Students will become familiar with the approaches, methods and techniques appropriate for the teaching of reading and writing to English Language Learners. Special topics such as the integrated skills curriculum, language-specific rhetorical styles and free voluntary reading will also be discussed. Students will evaluate and design appropriate classroom materials. [3 credits]

EDU-373 Field Exp in Spec Ed

Provides supervised classroom observation and participation in special education in diverse Baltimore area schools. Assigned by the School of Education in cooperation with local school systems. Permission required. [3 credits]

EDU-376 Clinical Field Experience: Secondary

Provides direct instructional field experience in an assigned Baltimore area public middle school for three weeks, all day. Includes instruction in middle school organization and curriculum, characteristics and diverse needs of middle school children, and issues in teaching and learning. Classroom observation and participation. Weekly seminars. Permission required. Three-week session, full school days. [3 credits]

EDU-402 American Education in Historical Perspective

Surveys major developments in the history of American education from colonial times to the present. Examines influential persons, ideas and institutions in the context of American

society. Education and public policy, legal issues, priorities and innovations in American education reviewed from a critical perspective. [3 credits]

EDU-409 Internship:Teaching ESOL K-12

Develops intensive opportunities for full-time observation and supervised internship teaching experience in diverse Baltimore area professional development schools. Permission required. Teaching internship fee required. [16 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-410 Internship: Teaching in Early Childhood Education

Incorporates full-time observation and supervised student teaching experiences in diverse Baltimore area professional development schools. Permission required. Internship fee required. [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-411 Internship: Teaching in the Elementary School

Provides full-time observation and supervised internship experiences in diverse Baltimore area professional development schools. Seminars on various topics in education such as analysis of teaching in elementary schools, school and family relationships, and interviewing and employment practices. Permission required. Teaching internship fee required. [5-11 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-413 Internship:Teaching in the Secondary School

Incorporates full-time observation and supervised internship teaching experience in diverse Baltimore area professional development schools during the fall semester only. Permission required. Teaching internship fee required. [11 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-420 Dim Curric/Inst Sec Sch

Examines aims, organization and administration of American secondary schools. Principles

of curriculum organization and design for middle and senior high schools. Curriculum development in school systems, in specific schools, and in academic disciplines. Multicultural and gender issues are considered. Class is interrelated with methods courses in study and application of principles of teaching-learning, used of technology for instruction, analysis of teaching, assessment of classroom management. [3 credits]

EDU-429 Meth Bus Ed/Sec Sch

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-430 Art N-12

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-431 English in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of

teaching. Permission required for all methods courses. [3 credits]

EDU-432 Modern Foreign Language in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-433 Mathematics in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-437 Science in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-439 Social Studies in the Secondary School

Students in all methods courses examine the nature of the academic discipline, the structure and modes of thinking through which knowledge in the discipline advances, current research

on teaching the subject, models of teaching, and techniques appropriate for instruction in the content area. Application of teaching-learning theory to the content area in planning, motivation, instruction, questioning, discussion and assessment in the content area. Evaluation and use of the Maryland Common Core State Curriculum and student learner outcomes (as applicable), other curriculum guides, textbooks and resource materials in the field. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. Permission required for all methods courses. [3 credits]

EDU-440 English Grammar for ESOL Teachers

Analyzes the grammar of American English in detail, with an emphasis on those areas of English grammar that tend to present problems for ESOL/EFL students. Students will 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-451 Teaching Reading and Writing in the Content Areas II

Examines methods, purposes and criteria used in diagnosing strengths and weaknesses of students with a range of reading abilities; e.g., special needs, gifted and talented, ESOL. Focus is on authentic formal and informal assessment of individual secondary school students and application of test results in various secondary curriculum content areas. Includes an applied, school-based assessment experience. [3 credits]

EDU-460 Assessment of Reading

Provides students with a background in assessment and its relationship to instruction. Students will learn about the variety of assessments available to the classroom teacher in the areas of reading and writing and how to administer, score and interpret the results of these various assessments. Instructional decisions regarding the educational program of the child, and his/her diverse needs will also be examined. [3 credits] NOTE: Please refer to cohort schedule. Additional clas times may meet in previous semester.

EDU-491 Topics in Education

SPE-321 Methods of Teaching Students With Special Needs

Provides the student with methods to facilitate the teaching of students with diverse learning needs. Course content includes cognitive processing, classroom management and organization strategies. Models of instructional delivery, adaptation of instructional materials, strategy instruction and means of assessing student progress are explored. Current trends and issues in special education are included as well. [3 credits]

SPE-326 Special Education for the Classroom Teacher

Includes brief history as well as legal foundations of current special education models and practices. Explores characteristics of students with disabilities as well as at-risk populations in general education. Addresses the responsibilities of educators, exploring generic strategies for programming for special needs students in the general education classroom, including the Common Core Standards. Required for all Maryland teachers. [3 credits]

SPE-337 Communication Skills for the Special Educator

Addresses human relations, communication and informal counseling skills and their critical role in meeting the diverse needs of students with disabilities. Explores role of the special educator as a member of an interdisciplinary team. Includes research on parent/teacher attitudes, roles and responsibilities. Presents models and techniques for effective interface with parents as well as other professionals encountered in theprocess of holistic programming. Additional topics include parent training, advocacy, multicultural considerations and accessing community services. NOTE: Students cannot receive credit for both SPE-237 and SPE-337. [3 credits]

SPE-344 Assessment in Special Education

Introduces diagnostic processes used in special education. Includes student-conducted informal and formal assessments as well as analysis, interpretation and presentation of test results. Covers prescriptive techniques and instructional planning as well as current trends in student assessment. Addresses P.L. 94-142, COMAR and other related legislation. Permission required. Prerequisite: SPE-326. [3 credits]

SPE-373 Field Experience in Special Education

Provides supervised classroom observation and participation in special education in a Baltimore area school. Assigned by the education department in cooperation with local school systems. Permission required. (Offered in Winterim.) [3 credits]

SPE-421 Elementary Curriculum Design and Adaptation

Applies principles for adapting curriculum to special needs students at the elementary level. Includes analysis of diagnostic and developmental factors, goal setting and IEP formulation. Explores instructional strategies, identification of materials and resources, and evaluation techniques as they relate to the basic content areas and the Common Core Standards. Prerequisites: SPE-326. Permission required. [2 credits]

SPE-475 Internship: Teaching in Special Education

Provides student with opportunities for full-time supervised teaching in a special education program in diverse Baltimore area schools. Permission required. Teaching internship fee required. [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.

SPE-491 Top: Comm Skills for Spec Educ

This course is reserved for specialized topics and independent study. [3 credits]

Notre Dame of Maryland University
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Baltimore, Maryland 21210

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

School of Nursing

The philosophy of the School of Nursing grounds the caring curriculum, as well as all activities of the School:

Nursing and the teaching of Nursing is a journey through deep caring connections with patients, students, colleagues, and the discipline of Nursing. Nursing is imagined and known through caring authentic presence with others and multiple ways of knowing. Nursing is a presence to life lived with those entrusted to our care, a beacon, attentive to the extraordinary in the mundane and boldly entering questions of meaning. All stories of individuals and of the discipline are valued as necessary to the growth and advancement of the profession. Healing practice is possible in partnership relationships; nursing creates safe welcoming places, encouraging growth, seeking to understand and knowing each other's hearts.

Nurses are called to care through advocacy, action, 'power-with' and trusting relationships with persons and groups in diverse settings. Nursing embraces diversity and commitment to social justice. With perseverance and fortitude, caring and compassion are preserved as the ethical foundation of nursing practice and scholarship.

A nursing way of being requires reflective practice, a listening, that allows for meaning-making in all dimensions of academic and practice endeavors. Nursing practice is characterized by thoughtfulness and necessarily lived out with intention. This way of being a College of Nursing in all aspects allows for possibilities for our mission to be realized—educating nurses to transform the world.

The Philosophy of the School of Nursing is lived by the graduates through the following program outcomes: Presence, Praxis, Advocacy, Scholarship, Self-Care and Leadership.

Women's College or College of Adult Undergraduate Studies?

Although many Programs of Study are offered through both the Women's College and the College of Adult Undergraduate Studies (CAUS), there are significant differences in their populations and scheduling. To determine whether the Women's College or CAUS is the most appropriate for you, see the college descriptions under Academic Information.

Additional Resources

- Bachelor of Science in Nursing Program
- RN to BSN Program (for Registered Nurses)

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

410-435-0100
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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Bachelor of Science in Nursing Program

Women's College

Diane Aschenbrenner, MS, RN
Jane Balkam, PhD, APRN, CPNP, IBCLC
Virginia Byer, MSN, RN
Simone Christian, MA, Instructional Designer
Rodnita Davis, MSN, RN
Kathryn Handy, DNP, RN
Amanda Henson, MS, RN, Director, Center for Caring with Technology
Jenna Hoffman, MS, Retention and Success Specialist
Zane Hunter, AA, Simulation and Technology Specialist
Carol Kurtz-Stack, BA, Adult Student Advisor
Deborah Naccarini, DNP, RN, CNE, Associate Dean
Mary O'Connor, PhD, RN, FACHE
Mary Packard, PhD, RN
Sabita Persaud, PhD, RN, APHN-BC, Associate Dean
Amber Renaud, MSN, RN, Simulation Lab Assistant
Amy Rohrs, BS, Dean's Assistant and Clinical Placement Coordinator
Natalie Scimonelli, MA, Enrollment Manager
Melody Seitz, PhD, RNC-OB
Brittany Sherrod-Howard, AA, Administrative Assistant
Marleen Thornton, PhD, RN
Mark Walker, MS, RN, CNL, CCRN
Kathleen Wisser, PhD, RN, CNE, Dean, School of Nursing

The School of Nursing offers a Bachelor of Science in Nursing (BSN) to students admitted through the Women's College. Dedicated to the mission of the School Sisters of Notre Dame, the School of Nursing educates students in a caring science curriculum to become leaders in the profession of nursing, and thereby to transform healthcare and the world. The BSN program challenges students to strive for intellectual and professional excellence, to build inclusive communities, to

engage in service to others, and to promote social responsibility. The philosophy of the School of Nursing grounds the caring curriculum, as well as all activities of the School:

Nursing and the teaching of nursing is a journey through deep caring connections with patients, students, colleagues, and the discipline of nursing. Nursing is imagined and known through caring authentic presence with others and multiple ways of knowing. Nursing is a presence to life lived with those entrusted to our care, a beacon, attentive to the extraordinary in the mundane and boldly entering questions of meaning. All stories of individuals and of the discipline are valued as necessary to the growth and advancement of the profession. Healing practice is possible in partnership relationships; nursing creates safe welcoming places, encouraging growth, seeking to understand and knowing each other's hearts.

Nurses are called to care through advocacy, action, 'power-with' and trusting relationships with persons and groups in diverse settings. Nursing embraces diversity and commitment to social justice. With perseverance and fortitude, caring and compassion are preserved as the ethical foundation of nursing practice and scholarship.

A nursing way of being requires reflective practice, a listening, that allows for meaning-making in all dimensions of academic and practice endeavors. Nursing practice is characterized by thoughtfulness and necessarily lived out with intention. This way of being a School of Nursing in all aspects allows for possibilities for our mission to be realized—educating nurses to transform the world.

The Philosophy of the School of Nursing is lived by the graduates through the following program outcomes: Presence, Praxis, Advocacy, Scholarship, Self-Care and Leadership.

Students are admitted to Notre Dame as Nursing students and complete most liberal arts and basic science courses prior to beginning the Nursing Major in the junior year. The BSN program integrates the academic discipline with reflective clinical practice. Clinical experiences occur in a variety of hospital and community settings serving diverse populations throughout the region. BSN graduates are prepared as nurse generalists and are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX–RN) in order to secure licensure as a Registered Nurse.

The Nursing Program is approved by the Maryland Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (655 K Street, NW, Suite 750, Washington, DC 20001; Phone: 202-887-6791).

Progression Policy in the Nursing Major

Once enrolled in the Nursing Major, students must meet the following criteria in order to progress in the Major:

Criteria for Progression

- Adhere to the *NSNA Code of Ethics for Nursing Students—Code of Academic and Clinical Conduct*.
- Maintain a cumulative grade point average of 2.8 in Nursing courses.
- Achieve a grade of C or better in all Nursing courses.
  - Satisfactorily complete the clinical component of each Nursing course. A clinical failure constitutes failure of the entire Nursing course regardless if a passing grade was obtained in classroom theory tests.
  - Minimum of 70% examination average must be met before other assignments are considered in select Nursing courses in order to pass the course. Once the examination average of 70% is met, all other assignment grades will be factored. These select courses include: NUR-301 Holistic Health Assessment, NUR-305 Foundations of a Caring Profession, NUR-310 Pathopharmacology, NUR-311 Professional Nursing Care of the Adult I, NUR-312 Nursing Care of Children and Families, NUR-408 Maternal and Infant Nursing, NUR-409 Professional Nursing Care of the Adult II, NUR-410 Psychiatric Mental Health Nursing, NUR-431 Community Health Nursing.
- Only one Nursing course (NUR designation) may be repeated—and only one time. Failure of a second Nursing course results in dismissal from the Nursing Program.
- Students are limited to repeating one science course (for a grade less than C) and one Nursing course (for a grade less than C) throughout the entire Program of Study.
- Students are limited to two withdrawals from Nursing courses during their course of study.
- Students who withdraw from the Program due to non-academic reasons may be reinstated on a space available basis. Students must have withdrawn in good academic standing with a cumulative GPA of 2.8 or above in all Nursing courses. University admission policies are followed.

The complete policy for acceptance to the Nursing Major is contained on this page and in the Undergraduate Nursing Student Entry-Level BSN Student Handbook. See here for the complete progression policy for Majors.

Program of Study

Required Courses for the Major in Nursing (Credits)

BIO-111 General Biology (4)
BIO-253 General Microbiology (4)
BIO-260 Genetics and Genomics for Clinical Practice (3)
BIO-281 Human Anatomy & Physiology I (4)
BIO-282 Human Anatomy & Physiology II (4)

CHM-108 Survey of General, Organic & Biochemistry (4)
LSP-108 Spanish Language and Culture for Healthcare Professionals (3)
MAT-103 Applied Algebra (unless waived) (3)
MAT-215 Basic Statistics (3)
NUR-250 Nutrition for Wellness (online) (3)
NUR-301 Holistic Health Assessment (4)
NUR-303 Nursing Informatics (online) (2)
NUR-304 Healthy Aging (3)
NUR-305 Foundations of a Caring Profession (5)
NUR-307 Research in Nursing Practice (3)
NUR-308 Professional Nursing Care: Psychiatric/Mental Health (4)
NUR-310 Pathopharmacology (4)
NUR-311 Professional Nursing Care of the Adult I (4)
NUR-406 Contemporary Trends and Theory (3)
NUR-408 Professional Nursing Care: Maternal and Newborn (4)
NUR-409 Professional Nursing Care of the Adult II (4)
NUR-417 Professional Nursing Care: Children and Families (4)
NUR-431 Community Health Nursing (5)
NUR-432 Caring Nursing Leadership (3)
NUR-461 Clinical Practicum (6)
PSY-101 Introductory Psychology (4)
PSY-233 Human Growth & Development (3)
PHL-339 Medical Ethics (3)
SOC-101 Introductory Sociology (3)

Note: *Students also complete the General Education Requirements for the Bachelor of Science degree. Nursing students are encouraged to take fine arts and Spanish courses for their elective requirements.*

Nursing Four-Year Plan

Students must select courses with the assistance of a faculty advisor. The Program of Study requires a total of 123 to 129 credits.

FALL	SPRING
FIRST YEAR	
*MAT-100 Algebraic Applications OR	

*MAT-103 Applied Algebra (unless waived)	4
NDMU-100 First Year Seminar	3
ENG-101 College Writing	4
BIO-111 Fundamentals of Biology	3
HIS- History Requirement	4
[14/18 credits]	3

CHM-108 Survey of General, Organic & Biochemistry	4
BIO-253 Microbiology	4
ENG- English Literature	3
PHL-201 Introduction to Philosophy	3
PSY-101 Introductory Psychology	4
[18 credits]	

SECOND YEAR

BIO-260 Genetics and Genomics for Clinical Practice	3
NUR-250 Nutrition for Wellness (Online)	3
PHL-339 Medical Ethics	3
BIO-281 Human Anatomy & Physiology I	4
RST-201 Introduction to Biblical Studies	3
LSP-105 Spanish Language & Culture for Professionals I (unless waived)	1
[16/17 credits]	

BIO-282 Human Anatomy & Physiology II	4
SOC-101 Introductory Sociology	3
PSY-233 Human Growth & Development	3
MAT-215 Basic Statistics	3
RST-300/400 Upper Level RST Course Requirement	3
LSP-106 Spanish Language & Culture for Professionals II (unless waived)	1
[16/17 credits]	

THIRD YEAR

NUR-301 Holistic Health Assessment	4
NUR-303 Nursing Informatics	2
NUR-305 Foundations of a Caring Profession	5

NUR-304 Healthy Aging	3
NUR-311 Professional Nursing Care of the Adult I	4
NUR-307 Research in Nursing Practice	3

NUR-310 Pathopharmacology	4	NUR-308 Professional Nursing Care: Psychiatric/Mental Health	4
[15 credits]		*[14 credits]*	

FOURTH YEAR			
NUR-417 Professional Nursing Care: Children and Families		LSP-108 Spanish Language & Culture for Healthcare Professionals	1
NUR-406 Contemporary Trends and Theory in Nursing	3	NUR-431 Community Health Nursing	5
NUR-408 Professional Nursing Care: Maternal and Newborn	4	NUR-432 Caring Nursing Leadership	3
NUR-409 Professional Nursing Care of the Adult II	4	NUR-461 Clinical Practicum	6
[15 credits]		*[15 credits]*	

Total General Education Credits: 62/68	
Total Nursing Credits: 61	
[123/129 total credits]	

Additional Curriculum Information

Gender and Cross-Cultural Studies General Education Requirements - In addition to the General Education Requirements listed in the curriculum, all NDMU students must satisfy a Gender Studies Requirement and a Cross-Cultural Studies Requirement.

Students who take both MAT-100/103 and BIO-110 will need to fit a General Education Requirement into a winterim or summer semester (these students will meet with their advisor to make a plan for completing the requirement).

***Math Requirement**

If Nursing students place into MAT-100 Algebraic Applications on the Math Placement Test, then they are required to take MAT-100. If Nursing students place into MAT-103 Applied Algebra, then

they are required to take MAT-103; however, if they place into MAT 107 or higher, then MAT-103 may be waived.

***General Biology Requirement**

BIO-111 General Biology requires permission of instructor to take without BIO-110 Exploring Concepts of Biology as a pre-requisite course.

***Foreign Language Requirement for Nursing Majors only**

LSP-108 Spanish Language & Culture for Healthcare Professionals is a requirement of the Nursing Major. Students will take a Spanish Placement Test that determines whether or not LSP-105 Spanish Language & Culture for Professionals I and/or LSP-106 Spanish Language & Culture for Professionals II is required to take prior to LSP-108. If students place into LSP-105 on the placement test, then they are required to take LSP-105, LSP-106 and LSP-108. If students place into LSP-106 on the placement test, then they are required to take LSP-106 and LSP-108. If students place into LSP-108 on the placement test, then they are required to take LSP-108 only.

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4701 North Charles Street
Baltimore, Maryland 21210

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

RN to BSN

Nursing Department

Diane Aschenbrenner, MS, RN
Jane Balkam, PhD, APRN, CPNP, IBCLC
Simone Christian, MA, Instructional Designer
Naomi Cross MS, RN
Rodnita Davis, MSN, RN
Kathryn Handy, DNP, RN
Amanda Henson, MS, RN, Director, Center for Caring with Technology
Jenna Hoffman, MS, Success Academic and Advising Coordinator
Zane Hunter, AA, Simulation and Technology Specialist
Carol Kurtz-Stack, BA, Adult Student Advisor
Diane Lehman MS, RN
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, PHNA-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, RN to BSN Online Program Director
Mark Walker, MS, RN, CNL, CCRN
Kathleen Wisser, PhD, RN, CNE, Dean, School of Nursing

Degrees offered

Major

Campuses

Main Campus

The School of Nursing offers a RN to BSN (Bachelor of Science in Nursing)

Program to students admitted through the College of Adult Undergraduate Studies. Designed for practicing registered nurses, the program challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others and to promote social responsibility.

Summary

The Nursing program of study builds on registered nurses' prior education and clinical experiences and prepares them for the challenges and opportunities of the contemporary health care environment. Through Notre Dame's innovative curriculum, RN professional opportunities are expanded in as few as two and a half years of part-time study, or one year of full-time study.

The Bachelor of Science program is approved by the Maryland Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (655 K Street, NW, Suite 750, Washington, DC 20001; Phone: 202-887-6791).

Notre Dame’s RN to BSN program is offered through an accelerated format. Students begin their Program of Study with an upper-level nursing course designed to assist students with the transition to baccalaureate nursing education. Students must complete a minimum of 120 credits and all University and Nursing requirements to earn the Bachelor of Science degree. The curriculum requires: 24 general education credits, 21 departmental requirement credits, and 30 upper-level Nursing credits earned at Notre Dame. Students may transfer up to 68 credits, in addition to receiving 30 extra credits per the Maryland Nursing Education Articulation Model.

All nursing courses meet face to face along with some online sessions. Face to face sessions generally meet for four hours and on the same day of the week.

Maryland Nursing Education Articulation Model

Notre Dame of Maryland University is a participant in the Maryland Nursing Education Articulation Model.

All registered nurses admitted to the University will enter under the terms of this model, as they apply to Notre Dame of Maryland University's Nursing Program.

All registered nurses (RNs) or students who plan to take NCLEX-RN for licensure will enter under the following terms:

- A maximum of 68 credits will be accepted in transfer;
- No community college nursing course credits will be transferred;

- All RNs with an active license in Maryland or a compact state will be granted 30 upper-level Nursing credits per the Maryland Nursing Education Articulation Model; and,
- RNs will complete the remaining 30 upper-level nursing credits and any additional program requirements through Notre Dame of Maryland University.

Credits Needed from Notre Dame

A minimum of 30 earned credits from Notre Dame of Maryland University is required for graduation. The final 30 credits for the degree must be earned at Notre Dame of Maryland University.

Specific course requirements for the RN to BSN program include:

General Education requirements (24 Credits)*

200-level Philosophy (3)
200-level Religious Studies (3)
300-level Philosophy (Ethics or Moral Issues) (3)
300/400-level Religious Studies (3)
English Composition (3)
Literature (3)
History (3)
Math (Basic Statistics) (3)

**The General Education Requirements for Natural and Social Sciences are part of the Department requirements.*

Please Note: As part of the degree program (120 credits) at least one course must be focused on Gender Studies and one on Cross-Cultural Studies. Students who take the upper-level Religious Studies course as part of the accelerated sequence will fulfill the Gender Studies requirement through that course. The Cross-Cultural Studies requirement will be fulfilled through the upper-level nursing course NUR-412 *Population Health through a Caring Lens*. NUR-412 is a required nursing course. Students who have earned an Associate Degree prior to admission to the University are exempt from the Gender and Cross-cultural Requirement. However, most students will need to complete the upper-level Religious Studies course at NDMU in order to fulfill General Education Requirements;

Department Requirements for the Nursing Major (21 credits)

Core

Human Anatomy & Physiology (6-8)*
Microbiology (3-4)*
Introduction to Psychology** (3)

Human Growth & Development ** (3)
Introduction to Sociology (3)
Genetics and Genomics for Clinical Practice (3)

*Lab Required
**Challenge Exam Available

Upper-level Nursing credits from an Associate Degree or diploma program granted through Maryland Nursing Education Articulation Model (30 credits)

Upper-level Nursing courses at Notre Dame (31 credits)

NUR-306 Writing for Professionals (1)
NUR-319 Holistic Health Assessment & Nutrition Across the Lifespan for Professional Nurses (5)
NUR-400 Information Systems for Caring Practice (3)
NUR-411 Healthy Aging for Professional Nurses (3)
NUR-412 Population Health through a Caring Lens (4)
NUR-420 Nursing Research for Professional Nurses (3)
NUR-440 Caring Nursing Leadership for Professional Nurses (3)
NUR-450 Capstone Experience (2)

One Nursing Elective:

NUR-314 Nursing Situations in Palliative Caring (3) or

NUR-315 Advocacy, Politics and Power (3) or

NUR-316 Spirituality in Nursing Practice (3)

International/Study Abroad Opportunities

Special topics focused on nursing practice may be taken in partial fulfillment of select nursing courses. Contact the School of Nursing at 410-532-5526 for more information.

Licensure

Students may start the RN to BSN program of study at Notre Dame without a RN license. However, students must have an **active** unencumbered Maryland or compact RN license before enrolling in Notre Dame coursework that incorporates experiential learning components with Notre Dame's practice partners, *and/or* a designated capstone course.

Policies

In addition to the policies and procedures in this Catalog, all students are responsible for the policies and procedures in the current *School of Nursing RN to BSN Student Handbook* that is located on the School of Nursing homepage under Resources.

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NOTRE DAME OF MARYLAND UNIVERSITY

NDMU Catalog

2020-2021

Special Academic Programs

The Elizabeth Morrissy Honors Program
The Transformational Leaders Program
Student Designed Major

The Elizabeth Morrissy Honors Program

Jeana DelRosso, Ph.D., *Director*

Learn to Live

The Elizabeth Morrissy Honors Program is designed to meet the needs and interests of Women's College students of outstanding academic ability and high motivation. The goal is to provide opportunities for students to experience the same challenge and excitement in education that Elizabeth Morrissy encouraged throughout her distinguished 40-year career as a professor of History, Political Science and Economics at the Notre Dame.

Morrissy courses are designed to create small learning communities of scholars exploring a topic together and enjoying the pleasure of mutual discovery and intellectual stimulation. Some courses are offered within specific disciplines and may meet general education requirements. Other courses are interdisciplinary and become electives within the student's Program of Study. Drawn from a variety of departments, Morrissy courses promote the integration of knowledge which offers new insights into students' learning. This integration is often accomplished by two professors teaching together to provide perspectives from different disciplines and to enrich the experience of all. Through the Program's research, internship, service, leadership and collaborative opportunities, students are empowered to use their knowledge to improve the quality of their lives and the lives of others.

Students become Morrissy scholars by application or invitation. Students applying for admission to Notre Dame may apply for admission to the Morrissy Honors Program. The Morrissy Honors Council reviews the records of those applicants and of other incoming first-year students to prepare a cohort of potential scholars. In addition to selection at entrance, each semester the director of the Morrissy Program asks for recommendations from the faculty for other potential

scholars to be considered for invitation into the program.

Students must register for at least one honors course per year and take six honors courses during their four years at the University. Those who are enrolled in "3/2" programs with other institutions or who spend a semester or year studying overseas need to complete a minimum of 5 honors courses. Transfer students from an honors program may transfer nine honors credits. Transfer students with an AA degree from a community college without an honors program need to complete a minimum of 4 honors courses. Three credits of honors work may be taken as an independent study with the approval of the sponsoring faculty member and the Morrissy director. Students are expected to maintain a 3.3 overall average and a B average in honors courses to remain in the program. Honors courses cannot be taken on a pass/fail basis. The director reviews the records of Morrissy scholars at the end of each semester.

Morrissy scholars receive recognition in various ways. Honors courses are so designated on student transcripts. Completion of the program is noted on scholars' final transcripts and diplomas and in the Commencement program. Students in the Morrissy Program are also recognized publicly at Notre Dame's annual Honors Convocation. Students in the Program enjoy the special benefits of the Mildred Otenasek Honors House, which stands as a symbol of the Program and serves as a gathering place for social, academic, and program activities.

In addition to special courses, Morrissy scholars have access to a variety of honors activities. Each semester, the director hosts a dinner for Morrissy scholars and honors faculty. Each year, the Honors Program sponsors off-campus trips to museums and performing arts events. Morrissy scholars often serve the University during programs planned for prospective students visiting campus as well as at lecture series or cultural events offered for the Notre Dame community and the general public. Members of the Morrissy Honors Student Executive Board assist the Morrissy director in making plans for the program.

The Elizabeth Morrissy Honors Program maintains memberships in the National Collegiate Honors Council, the Northeast Regional Honors Council, and the Maryland Collegiate Honors Council. Morrissy scholars regularly participate in honors conferences through poster and paper presentations.

Honors Course Descriptions

ART-279 Honors: Concepts in Visual Aesthetics
Introduces new ideas and concepts stemming from a particular period and/or movement in society, becoming the "fireworks" that stir the artistic spirit to react to those ideas consciously, vibrantly, intuitively and with unique creativity. This class will use audio-visuals, readings and shared dialog to examine works of art and varied aesthetic concepts. It will address the artist as a gendered translator of history, as a visionary, and as a social documentarian within the context of

significant periods in Western art. Prerequisite: Morrissy scholar or permission. Fulfills the general education requirement in fine arts. [3 credits]

BIO-108 Honors: Natural History
Examines the contributions made by natural historians over the past 200 years, including Charles Darwin, Konrad Lorenz and Stephen Jay Gould. Readings and discussions will focus on topics including mechanisms of evolution, the fossil record and animal domestication. Students will consider how natural history has contributed extensively to theories of biological evolution. Prerequisite: Morrissy scholar or permission. [3 credits]

BIO-239 Honors: Genetics
Meets concurrently with and considers the same subject matter as BIO-239 (non-Honors). Honors students meet for one hour extra per week to concentrate on the historical and social aspects of genetics. Four hours lecture and three hours laboratory. Prerequisites: BIO-111 and CHM-110 with a minimum grade of C. [4 credits]

BIO-308 Honors: Geology and Ecology of the American West
Focuses on the basic concepts of plate tectonics and applies them to the geological events that shaped the American West. Focuses on the relationships between the plants and animals of the American West and their environment. Develops connections between the geology and ecology of the area. Integrates current ecological problems of the area such as water regulation, mining and logging. Lecture and laboratory are integrated into three two-hour sessions. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in natural science. Designed for non-science majors. [4 credits]

COM-329 Honors: Women in Mass Communication History
Engages students in an historical-critical study of the role of women in the communication fields of broadcasting, journalism, public relations and advertising. Surveys their contributions as practitioners and the challenges they have met as part of the professional media culture. Offers opportunities to meet women working in the media and to participate in an oral history project. Fulfills general education requirement in history and gender studies. [3 credits]

ECO-220 Honors: Economics and Contemporary Issues
Applies economic principles and methodologies to the decision-making process of individuals, businesses and governments. Evaluates current political, social and economic events using basic economic theories and principles. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in social science. [3 credits]

ECO-330 Honors: Food Safety Risk Analysis
Analyzes the extent and significance of food-borne diseases in the United States and around the world. Examines the most important hazards to food safety, including food additives and

pesticides, microbial hazards, irradiation, and food defense as well as science-based solutions to their management. Considers the interdisciplinary risk analysis paradigm as a modern approach to food safety systems in considerable detail. Prerequisite: Morrissy scholar or permission. [3 credits]

ENG-251 Honors: Ethnic American Literature
Examines works by writers of different ethnic groups in 20th century America, with emphasis on African-American, Asian-American, Jewish-American, Native-American and Latino/a writings. The course will provide interdisciplinary approaches to literature; readings will come from several literary genres, including novels, short stories and poetry, but students will also read theory and criticism relevant to recent work in ethnic studies. The course will teach students to read and write about literature, and it will introduce many of the important works of 20th century American minority literature. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in literature and cross-cultural studies. [3 credits]

ENG-313 Honors: Thomas Hardy: Novelist and Poet
Provides an in-depth study of English writer Thomas Hardy (1840-1928). Hardy is known as a Victorian novelist and a modern poet; his work thus crosses literary (generic) and historical boundaries. Students will read selected novels and poems as we trace Hardy's career and examine literary topics such as serial publication, the circulating library, and censorship, along with themes such as the Victorian "Woman Question," the part-real, part-invented land of Wessex, social class, law, and the "ache of modernism" in his later novels. Students will engage in primary (letters, notebooks, etc.) and secondary (critical) research as they explore these and other topics in two research projects during the semester. The course emphasizes the process of writing a research paper. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in literature. [3 credits]

ENG-324 Honors: The Irish "Troubles": Literature, History and Film
Examines, from a variety of perspectives, the Irish "Troubles," that is, the violent political conflicts between Irish and English in the early 20th century and between Catholics and Protestants in Northern Ireland in the late 20th century. Explores literary and cinematic treatments of the conflict and compares them with historical accounts in order to arrive at a better understanding of the "Troubles." Students will discuss the treatment of the "Troubles" in the plays of Sean O'Casey and Brian Friel, the poetry of W.B. Yeats and Seamus Heaney, the fiction of Frank O'Connor, Liam O'Flaherty, Eugene McCabe and others, and the memoir, *Guerilla Days in Ireland* by Tom Barry. Students will also view several films, including "Michael Collins" and "Bloody Sunday." Prerequisite: Morrissy scholar or permission. [3 credits]

ENG-347 Honors: “New Woman” Literature
This course will examine selections from the body of writing known as New Woman literature in

England during the 1880s and 1890s, along with selected works from American and European writers. New Woman novels, essays, and plays address what was called "the Woman Question" and its primary issues, e.g., women's independence, the "nature" of women, women's roles and responsibilities, the effects of women's independence, sexual relations and gender differences. The course will follow the development of the New Woman character and will examine common conflicts and themes among the various representative works. Prerequisite: Morrissy scholar or permission. Fulfills General Education requirement in literature. [3 credits]

ENG-360 Honors: Geek Lit

Epithets such as geeks, dorks, nerds, and dweebs were once pejorative labels designed to stigmatize individuals. With the rise of the digital age, however, some people have self-selected identification in these categories, developing a distinctive subculture. But is there an identifiable geek literary culture? Is there a geek canon? We will consider themes of escapism, social alienation, intellectual superiority, conspicuous consumption, and the effect of technology on human nature in a series of texts often associated with the geek. Authors studied in this class may include J.K. Rowling, J.R.R. Tolkien, Neal Stephenson, Douglas Adams, Harlan Ellison, Neil Gaiman, and Allan Moore, among others. Our texts will extend into non-print media, including digital and Internet phenomena. We will be investigating these texts with the same scholarly rigor and intensity with which we would consider any body of literature. Thus, this course is suitable for geeks themselves as well as the geek-curious. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in literature. [3 credits]

ENG-440 Honors: Women and/as Monsters in Literature and Culture

Women's writings, as well as women writers themselves, have historically been viewed as "monstrous"; this course investigates the notion of monstrous women, as well as women writing about monsters, by examining both female- and male-authored, canonical and non-canonical texts, primarily but not exclusively from the past two centuries. We will investigate some of the following questions: What is the connection between women and monsters in literature? In what ways, and why, has women's writing been considered monstrous? How do issues of gender, race, class, ethnicity, nationality, disability, and sexual orientation affect the literary connection between women and monsters? Who is included in and excluded from a society, what makes one human, what is natural and unnatural, and what do particular monsters show about the societies and cultures that describe them, define them, fear them? Writers studied may include Charlotte Brontë, Octavia Butler, Angela Carter, Henry James, Toni Morrison, Marge Piercy, and Mary Wollstonecraft Shelley. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in literature and gender studies. [3 credits]

HIS-200 Honors: The Age of Genocide

Examines the nature, causes, and consequences of genocide in order to understand the possibilities and challenges of preventing genocidal violence in the future. The course introduces

students to the controversies surrounding the definition and analysis of genocide. It begins with the contested question of what constitutes genocide, and how genocide stands apart from other forms of mass violence such as ethnic cleansing and massacres. The course then considers several approaches to theorizing the causes of genocide. In addition, we analyze the challenges of identifying potentially genocidal situations before the killing begins and of intervening to prevent and stop genocides. The course also studies processes of reconciliation in societies that have experienced, or teetered on the brink of, genocide. Using scholarly texts, works of fiction, and films, we explore issues of causation, intervention, and healing in cases including the colonial genocides of indigenous populations, the Holocaust, Rwanda, Cambodia, Bosnia, Kosovo, the Iraqi Kurds, and Darfur. Ultimately, the course asks students to decide whether genocide is an inevitable scourge of the human condition or a tragic aberration that humanity has the power to transcend. Prerequisite: Morrissy scholar or permission. Fulfills General Education requirement in history. [3 credits]

HIS-231 Honors: Traditional Japan through Literature and Art
Introduces students to pre-modern Japan (ca. 600-1800 CE) by means of highly evocative literature in excellent English translations. Approaches these readings as reflections of successive historical eras, as literature of universal appeal, and as examples of the development of Japanese aesthetics. Prerequisite: Morrissy scholar or permission. Fulfills general education requirements in history and cross-cultural studies. [3 credits]

HIS-352 Honors: Educating Women in the United States
Examines women's education from the colonial period through the mid-20th century. Pays particular attention to the contributions of key educators and on the ways race, class, ethnicity and gender shaped decisions about who was to be educated, by whom, and for what purpose. Assesses contemporary issues in women's education. Prerequisite: Morrissy scholar or permission. Fulfills the general education requirements in history and gender studies. [3 credits]

HIS-370 Honors: The City in History
Considers the reality that, before 1800, most people everywhere lived in rural villages or small towns, in a world of long-familiar faces. More recently, many have lived in cities of more than one million in population in what one sociologist calls a "world of strangers." What difference does it make? How does society control individuals in a big city? How do individuals experience urban life? Social scientists have long debated these questions, and the course examines the major answers that they have proposed. It also considers the implications of those answers for the solution of today's city problems. Prerequisite: Morrissy scholar or permission. Fulfills general education requirements in history and cross-cultural studies. [3 credits]

HIS-373 Honors: The Exploding Society: United States, 1950 to the present
Explores the quantitative and qualitative explosion in the United States after 1950. Considers

rapid demographic movement, economic growth, dramatic social change and expanded international responsibilities. Considers post-Watergate disillusionment. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in history. [3 credits]

HIS-402 Honors: Women, War and Peace
Examines the wartime experiences of women in Europe, the United States and Asia. Addresses question of how perceptions of women and "female nature" inform attitudes about women's wartime roles. Uses historical monographs, literature, art and film to examine and evaluate the relationship between war and gende Also assesses women's role in the international peace movement. Prerequisite: Morrissy scholar or permission. Fulfills general education requirements in history and gender studies. [3 credits].

NDMU-100 Honors: First Year Seminar
Provides a comprehensive view of related topics defining the college experience. Explores through readings, films and discussion such topics as personal culture, educational culture, cultural diversity and lifelong learning. For first-year Women's College students and transfer students with fewer than twelve (12) credits. Prerequisite: Morrissy scholar or permission. Fulfills ENG-101 writing requirement. [3 credits]

IDS-172 Honors: The Axial Age: Philosophy of East and West
Considers the new ways of thought that emerged in the ancient Near East, Greece, India and China during the first millennium B.C. ("the axial age"). Thinkers reconsidered basic areas of concern—the transcendent, human nature, the family, society, government, knowledge, the past and death—in relation to the pre-existing culture. For example, this re-interpretation of tradition led to the rise of Biblical Judaism in the Near East; classical philosophy in Greece; the Upanishads and Buddhism in India; and Confucianism and Daoism in China. In this seminar, students discuss the thought of the "axial age," compare ideas across civilizations and learn how to write philosophical essays. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in lower-level philosophy. [3 credits]

IDS-231 Honors: The Science of Science Fiction
Considers science fiction as a literature of ideas—the ideas of modern science. Selects contemporary science fiction writers and film makers in order to gain a perspective on the development of a fiction of scientific ideas and a prophecy of future technological change. Employs reading, film and the campus planetarium. Prerequisite: Morrissy scholar or permission. [3 credits]

IDS-271 Honors: Romanticism: The Beautiful Infinite
Analyzes seminal works of the 19th century Romantic movement in the fields of art and music. The relatedness of the two forms is revealed through discovery of common themes running through works of the Romantic period—the emancipation of the individual, the love of nature,

nationalism, and fondness for the fantastic and the exotic. Common qualities of expression found among the two art forms during the period also emerge, providing a holistic sense of the intellectual and artistic atmosphere of the times. Opportunities for visits to museums, concerts, and theatre or opera performances are provided. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in fine arts. [3 credits]

IDS-369 Honors: Genethics
Provides students with the opportunity to understand and evaluate various religious and philosophical positions and arguments on a range of contemporary moral issues related to biotechnology. Explores the science of genetics and its application to the fields of biology, technology and medicine. Examines selected topics in the ethics of genetic testing, research, drugs and therapy. Prerequisite: Morrissy scholar or permission and RST-201. Fulfills general education requirements for upper-level religious studies and values. [3 credits]

IDS-373 Cosmos and Creation: Religion and Science
Explores the relationship between religion and science as bodies of knowledge, modes of inquiry, and ways of knowing. Examines the complex history of science and religion as social institutions in various degrees of cooperation and tension. Areas of inquiry will include theology, spirituality, scientific theories, and philosophy of science, as well as the intersection of these areas at key historical moments such as the Copernican revolution, natural selection, and the development of quantum physics. Prerequisite: RST 201. Fulfills general education requirement for upper-level religious studies. [3 credits]

IDS-378 Honors: The Holocaust
Explores the roots of anti-Semitism and the rise to power of the Nazis. Considers the development of the German policies toward the Jews, from economic discrimination to planned extermination, the fate of Jews in various countries under German control, and the possibility of resistance and opportunities for rescue. Prerequisite: Morrissy scholar or permission. [3 credits]

IDS-471 Honors: Politics and Ethics of War and Peace
Explores war and peace through an examination of historical conflicts, social science explanations, ethical positions and alternative peace proposals. Considers 20th century conflicts and alternative explanations of war, and the individual, state and international levels. Compares and contrasts ethical positions from several religious and philosophical traditions. Prerequisite: Morrissy scholar or permission and RST-201. Fulfills general education requirements in upper-level religious studies, values, and history. [3 credits]

IDS-479 Honors: Philosophy through Literature
Takes a fresh look at traditional philosophical problems using classic philosophical texts and literary works that deal with common issues. Considers the questions: What is self? Is there an

answer to the problem of evil? Are our actions free or determined? Are there any objective moral values? Is the material world real? Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in upper-level philosophy. [3 credits]

LCO-378 Honors: From Homer to *Star Wars*: The Epic Tradition in Western Literature
Traces the evolution of the epic as a literary genre transcending national and cultural boundaries. Epics from Homer and Virgil through the romance epics will be analyzed, culminating in a study of epic characteristics in Star Wars. Prerequisite: Morrissy scholar or permission. [3 credits]

MUS-243 Honors: A Musical Mosaic
Focuses on representative musical compositions and related works of art in Western and non-Western cultures. An exploration of the varied elements which, through individual creativity, hold parts (not always compatible) together to form the sound structure that becomes the mosaic that is music. Develops the aural sense of formal structure and the visual sense of sound. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in fine arts. [3 credits]

PHL-301 Honors: The Mind-Body Problem
Introduces students to the problematic nature of the statement "our minds control our bodies." Identifies the philosophical and psychological assumptions underlying this statement. Examines the contradictions and unrecognized implications of these assumptions. Explores alternative accounts of what is known, in philosophy and psychology, as mind-body interaction, including accounts that deny the existence of mind, and/or provides alternative models. Prerequisites: IDS-172 or PHL-201 and PSY-101. Fulfills general education requirement in philosophy. [3 credits]

PHL-376 Honors: Human Flourishing
Requires students to examine, in a seminar format, the representations of human flourishing presented in Ancient philosophy and literature. Ancient texts, such as Homer's *Odyssey*, Plato's dialogues, Aristotle's Nicomachean Ethics, and Greek tragedies present myriad understandings of the relationship between moral goodness, luck, and human flourishing. These topics will be studied with a focus on primary texts, hand in hand with contemporary philosophical writings on relevant themes. Prerequisite: Morrissy Scholar or permission and 200-level PHL course. Fulfills general education requirement in upper-level philosophy. [3 credits]

PHL-471 Honors: Morals and Mortality: Ethics of Exiting
Considers the structure and foundations of morality with special emphasis on ethical problems related to death and dying. Prerequisite: PHL-201, Morrissy scholar or permission. Fulfills general education requirement in upper-level philosophy and values. [3 credits]

PHY-101, 102 Honors: General Physics I, II
Studies the fundamental physical laws of nature and their use in understanding natural phenomena. Provides a knowledge base for study in all the sciences and applications in

mathematics. Topics include mechanics, acoustics, optics, electricity and magnetism. Three lectures, one three-hour laboratory weekly. Pre-requisite: Morrissy scholar or permission. Fulfills general education requirement in natural science. [4 credits each semester]

POL-370 Honors: Model OAS

Prepares students to participate in the Model Organization of American States (Model OAS) competition, which takes place at OAS headquarters in Washington, D.C. in the spring. A team of 10 Notre Dame students, representing an assigned country, debates other colleges and universities from the United States, Latin America and the Caribbean on issues such as democratization, regional integration, poverty, environmental problems and human rights issues. In addition to becoming familiar with hemispheric issues, students learn leadership, cooperation, persuasion and diplomatic skills. Prerequisite: Morrissy scholar and permission. Fulfills general education requirement in social science and cross-cultural studies. [3 credits]

PSY-371 Women and her Symbols

Explores symbols and symbolism related to women through interdisciplinary lenses of psychology, philosophy, literature, politics, sociology, religious and cultural traditions, and art. Students will critically examine, analyze, and discuss the use of symbols in understanding women from psychological and spiritual perspectives. The use of symbols will be explored through theories, scientific evidence, cultural and religious rituals, art, and literature. Students will complete an integrative project. Prerequisite: Morrissy Scholar or permission from instructor and Morrissy Program Director. Fulfills general education requirement in social science and cross-cultural studies. [3 credits]

RST-471 Honors: Theological Investigations

Engages students in the exploration of current scholarship about a person, event or topic of religious or theological significance. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement for upper-level religious studies. [3 credits]

PSY/SOC-271 Honors: Psychology and Sociology of Gender Roles

An analysis of the social sources and psychological mechanisms that shape gender role differentiation. Special attention will be given to the political, ideological behavior and social construction of gender Historical and cross-cultural data will be used to demonstrate patterns of inequality. The psychological and social impact of gender inequality will be examined. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in social science. [3 credits]

SOC-371 Honors: Social Problems

Considers how social conditions come to be defined as social problems. Reviews causes and theoretical explanations for their origins and possible interventions to resolve social problems. Topics include substance abuse, family violence, environmental issues, discrimination, crime and

terrorism. Prerequisite: Morrissy scholar or permission. [3 credits]

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The Transformational Leaders Program

Anne Ellen Henderson, Ph.D., *Coordinator*

The Transformational Leaders Program is offered to students in the Women's College. It embodies the University's commitment to the mission of its founders, the School Sisters of Notre Dame, to educate women to transform the world. The Transformational Leaders Program prepares students to be catalysts for positive social change. Through a combination of interdisciplinary coursework, internship and service learning experiences, international study opportunities, and professional development activities, students gain the expertise to become leaders who make change happen. Students in the Transformational Leaders Program earn a certificate in Leadership and Social Change. The Program can be combined with any Major, and is designed to complement a variety of Programs of Study.

Students begin the Transformational Leaders Program by completing a one-credit Emerging Leaders Lab, generally during their first year. This course builds students' project management skills and teamwork capabilities through service initiatives. The Program continues with IDS-200, Foundations of Leadership, which combines theoretical analysis of leadership with practical leadership-building experience. From approved options, students also select three discipline-based courses related to change-oriented leadership. Students participate in an internationally-oriented Professional Connections Experience designed to strengthen their global perspectives, enhance their understanding of cultural diversity, and provide hands-on career development opportunities. The Professional Connections Experience involves six credit hours of study abroad or service learning in a multinational or multicultural organization. The Program culminates in a capstone leadership seminar, IDS-410, which integrates academic research with a social change project. During the Program, students are also invited to participate in professional networking and workshop activities to help them build the contacts and the expertise relevant to their particular leadership interests.

As part of the Transformational Leaders Program, students develop leadership portfolios which, along with the record of their academic achievements, serve to demonstrate their development as leaders. Students' leadership portfolios are submitted to the program coordinator in their senior year. Portfolios must be approved for seniors to receive the Leadership and Social Change Certificate.

Program of Study

(Consult the program coordinator for the latest information on approved courses)

Required Courses (Credits)

IDS-100L Emerging Leaders Lab (1)
IDS-200 Foundations of Leadership (3)
IDS-410 Seminar: Leadership and Social Change. (3)
Off-campus experience: study abroad or service learning in a multinational or multicultural organization (6)

Three courses (at least two of which are at the 300/400 level) from among the following:

Social Issues and Values

Students choose two of the following courses:

BIO-115 Environmental Science (4)
BIO-307 Ecology (4)
ECO-220 Honors: Economics and Contemporary Issues (3)
ECO-440 Environmental Economics (3)
EDU-402 American Education in Historical Perspective (3)
ENG-327 Contemporary World Literature (3)
POL-324 Women, Politics and Law (3)
POL-440 Global Issues (3)
PSY-375 Sex and Gender (3)
RST-304 Christian Social Ethics (3)
RST-345 Justice and Peace. (3)
RST-403 Problems in Discrimination and Prejudice. (3)
RST-424 Ecology and Theology (3)
SOC-209 Race, Class and Gender (3)
SOC-271 Honors: Sociology of Gender Roles (3)
SOC-301 Social Justice (3)
SPE-326 Special Education for the Classroom Teacher (3)

Group/Organizational Leadership

Students choose one of the following courses:

ART-322 Picture Story (3)
BUS-394 Organizational Behavior (3)
COM-303 Intercultural Communication (3)
COM-331 Public Relations (3)

COM-382 Gender and Communication (3)
COM-403 Organizational Communication (3)
IDS-430 Women in Science and Technology: A Washington Seminar (3)
POL-317 Civic Participation and Leadership (3)
POL-370 Honors: Model OAS (3)
POL-411 Women and Public Policy (3)
SPE-237 Communication Skills for the Special Educator (3)

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Student-Designed Major

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A student proposing a student-designed Major should have a minimum cumulative GPA of 2.5. She must have at least two faculty advisors, one of whom is designated as the primary advisor. The proposed Major should include:

a) number of credits equal to the average number of credits for a Major in a related area, typically about 40 credits,
b) a balanced number of upper division (300-400) courses with lower division (100-200) courses,
c) courses appropriate to the proposed Major, and,
d) no more than one independent study in the Major per year.

The student-designed Major should be prepared for submission for approval to the Dean of the School of Arts, Sciences, and Business in the second semester of the sophomore year..

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Additional Resources

- Elizabeth Morrissy Honors Program
- Student Designed Major

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NDMU Catalog

2020-2021

Elizabeth Morrissy Honors Program

Jeana DelRosso, Ph.D., *Director*

Learn to Live

The Elizabeth Morrissy Honors Program is designed to meet the needs and interests of Women's College students of outstanding academic ability and high motivation. The goal is to provide opportunities for students to experience the same challenge and excitement in education that Elizabeth Morrissy encouraged throughout her distinguished 40-year career as a professor of History, Political Science and Economics at the Notre Dame.

Morrissy courses are designed to create small learning communities of scholars exploring a topic together and enjoying the pleasure of mutual discovery and intellectual stimulation. Some courses are offered within specific disciplines and may meet general education requirements. Other courses are interdisciplinary and become electives within the student's Program of Study. Drawn from a variety of departments, Morrissy courses promote the integration of knowledge which offers new insights into students' learning. This integration is often accomplished by two professors teaching together to provide perspectives from different disciplines and to enrich the experience of all. Through the Program's research, internship, service, leadership and collaborative opportunities, students are empowered to use their knowledge to improve the quality of their lives and the lives of others.

Students become Morrissy scholars by application or invitation. Students applying for admission to Notre Dame may apply for admission to the Morrissy Honors Program. The Morrissy Honors Council reviews the records of those applicants and of other incoming first-year students to prepare a cohort of potential scholars. In addition to selection at entrance, each semester the director of the Morrissy Program asks for recommendations from the faculty for other potential scholars to be considered for invitation into the Program.

Students must register for at least one honors course per year and take six honors courses during their four years at the University. Those who are enrolled in "3/2" programs with other institutions or who spend a semester or year studying overseas need to complete a minimum of 5 honors courses. Transfer students from an honors program may transfer nine honors credits. Transfer

students with an AA degree from a community college without an honors program need to complete a minimum of 4 honors courses. Three credits of honors work may be taken as an independent study with the approval of the sponsoring faculty member and the Morrissy director. Students are expected to maintain a 3.3 overall average and a B average in honors courses to remain in the Program. Honors courses cannot be taken on a pass/fail basis. The Director reviews the records of Morrissy scholars at the end of each semester.

Morrissy scholars receive recognition in various ways. Honors courses are so designated on student transcripts. Completion of the program is noted on scholars' final transcripts and diplomas and in the Commencement program. Students in the Morrissy Program are also recognized publicly at Notre Dame's annual Honors Convocation. Students in the Program enjoy the special benefits of the Mildred Otenasek Honors House, which stands as a symbol of the Program and serves as a gathering place for social, academic and program activities.

In addition to special courses, Morrissy scholars have access to a variety of honors activities. Each semester, the director hosts a dinner for Morrissy scholars and honors faculty. Each year, the Honors Program sponsors off-campus trips to museums and performing arts events. Morrissy scholars often serve the University during programs planned for prospective students visiting campus as well as at lecture series or cultural events offered for the Notre Dame community and the general public. Members of the Morrissy Honors Student Executive Board assist the Morrissy director in making plans for the program.

The Elizabeth Morrissy Honors Program maintains memberships in the National Collegiate Honors Council, the Northeast Regional Honors Council, and the Maryland Collegiate Honors Council. Morrissy scholars regularly participate in honors conferences through poster and paper presentations.

Honors Course Descriptions

ART-279 Honors: Concepts in Visual Aesthetics
Introduces new ideas and concepts stemming from a particular period and/or movement in society, becoming the "fireworks" that stir the artistic spirit to react to those ideas consciously, vibrantly, intuitively and with unique creativity. This class will use audio-visuals, readings and shared dialog to examine works of art and varied aesthetic concepts. It will address the artist as a gendered translator of history, as a visionary, and as a social documentarian within the context of significant periods in Western art. Prerequisite: Morrissy scholar or permission. Fulfills the general education requirement in fine arts. [3 credits]

BIO-108 Honors: Natural History
Examines the contributions made by natural historians over the past 200 years, including Charles Darwin, Konrad Lorenz and Stephen Jay Gould. Readings and discussions will focus on topics

including mechanisms of evolution, the fossil record and animal domestication. Students will consider how natural history has contributed extensively to theories of biological evolution. Prerequisite: Morrissy scholar or permission. [3 credits]

BIO-239 Honors: Genetics
Meets concurrently with and considers the same subject matter as BIO-239 (non-Honors). Honors students meet for one hour extra per week to concentrate on the historical and social aspects of genetics. Four hours lecture and three hours laboratory. Prerequisites: BIO-111 and CHM-110 with a minimum grade of C. [4 credits]

BIO-308 Honors: Geology and Ecology of the American West
Focuses on the basic concepts of plate tectonics and applies them to the geological events that shaped the American West. Focuses on the relationships between the plants and animals of the American West and their environment. Develops connections between the geology and ecology of the area. Integrates current ecological problems of the area such as water regulation, mining and logging. Lecture and laboratory are integrated into three two-hour sessions. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in natural science. Designed for non-science majors. [4 credits]

COM-329 Honors: Women in Mass Communication History
Engages students in an historical-critical study of the role of women in the communication fields of broadcasting, journalism, public relations and advertising. Surveys their contributions as practitioners and the challenges they have met as part of the professional media culture. Offers opportunities to meet women working in the media and to participate in an oral history project. Fulfills general education requirement in history and gender studies. [3 credits]

ECO-220 Honors: Economics and Contemporary Issues
Applies economic principles and methodologies to the decision-making process of individuals, businesses and governments. Evaluates current political, social and economic events using basic economic theories and principles. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in social science. [3 credits]

ECO-330 Honors: Food Safety Risk Analysis
Analyzes the extent and significance of food-borne diseases in the United States and around the world. Examines the most important hazards to food safety, including food additives and pesticides, microbial hazards, irradiation, and food defense as well as science-based solutions to their management. Considers the interdisciplinary risk analysis paradigm as a modern approach to food safety systems in considerable detail. Prerequisite: Morrissy scholar or permission. [3 credits]

ENG-251 Honors: Ethnic American Literature

Examines works by writers of different ethnic groups in 20th century America, with emphasis on African-American, Asian-American, Jewish-American, Native-American and Latino/a writings. The course will provide interdisciplinary approaches to literature; readings will come from several literary genres, including novels, short stories and poetry, but students will also read theory and criticism relevant to recent work in ethnic studies. The course will teach students to read and write about literature, and it will introduce many of the important works of 20th century American minority literature. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in literature and cross-cultural studies. [3 credits]

ENG-313 Honors: Thomas Hardy: Novelist and Poet
Provides an in-depth study of English writer Thomas Hardy (1840-1928). Hardy is known as a Victorian novelist and a modern poet; his work thus crosses literary (generic) and historical boundaries. Students will read selected novels and poems as we trace Hardy's career and examine literary topics such as serial publication, the circulating library, and censorship, along with themes such as the Victorian "Woman Question," the part-real, part-invented land of Wessex, social class, law, and the "ache of modernism" in his later novels. Students will engage in primary (letters, notebooks, etc.) and secondary (critical) research as they explore these and other topics in two research projects during the semester. The course emphasizes the process of writing a research paper. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in literature. [3 credits]

ENG-324 Honors: The Irish "Troubles": Literature, History and Film
Examines, from a variety of perspectives, the Irish "Troubles," that is, the violent political conflicts between Irish and English in the early 20th century and between Catholics and Protestants in Northern Ireland in the late 20th century. Explores literary and cinematic treatments of the conflict and compares them with historical accounts in order to arrive at a better understanding of the "Troubles." Students will discuss the treatment of the "Troubles" in the plays of Sean O'Casey and Brian Friel, the poetry of W.B. Yeats and Seamus Heaney, the fiction of Frank O'Connor, Liam O'Flaherty, Eugene McCabe and others, and the memoir, *Guerilla Days in Ireland* by Tom Barry. Students will also view several films, including "Michael Collins" and "Bloody Sunday." Prerequisite: Morrissy scholar or permission. [3 credits]

ENG-347 Honors: “New Woman” Literature
This course will examine selections from the body of writing known as New Woman literature in England during the 1880s and 1890s, along with selected works from American and European writers. New Woman novels, essays, and plays address what was called "the Woman Question" and its primary issues, e.g., women's independence, the "nature" of women, women's roles and responsibilities, the effects of women's independence, sexual relations and gender differences. The course will follow the development of the New Woman character and will examine common conflicts and themes among the various representative works. Prerequisite: Morrissy scholar or

permission. Fulfills General Education requirement in literature. [3 credits]

ENG-360 Honors: Geek Lit

Epithets such as geeks, dorks, nerds, and dweebs were once pejorative labels designed to stigmatize individuals. With the rise of the digital age, however, some people have self-selected identification in these categories, developing a distinctive subculture. But is there an identifiable geek literary culture? Is there a geek canon? We will consider themes of escapism, social alienation, intellectual superiority, conspicuous consumption, and the effect of technology on human nature in a series of texts often associated with the geek. Authors studied in this class may include J.K. Rowling, J.R.R. Tolkien, Neal Stephenson, Douglas Adams, Harlan Ellison, Neil Gaiman, and Allan Moore, among others. Our texts will extend into non-print media, including digital and Internet phenomena. We will be investigating these texts with the same scholarly rigor and intensity with which we would consider any body of literature. Thus, this course is suitable for geeks themselves as well as the geek-curious. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in literature. [3 credits]

ENG-440 Honors: Women and/as Monsters in Literature and Culture

Women's writings, as well as women writers themselves, have historically been viewed as "monstrous"; this course investigates the notion of monstrous women, as well as women writing about monsters, by examining both female- and male-authored, canonical and non-canonical texts, primarily but not exclusively from the past two centuries. We will investigate some of the following questions: What is the connection between women and monsters in literature? In what ways, and why, has women's writing been considered monstrous? How do issues of gender, race, class, ethnicity, nationality, disability, and sexual orientation affect the literary connection between women and monsters? Who is included in and excluded from a society, what makes one human, what is natural and unnatural, and what do particular monsters show about the societies and cultures that describe them, define them, fear them? Writers studied may include Charlotte Brontë, Octavia Butler, Angela Carter, Henry James, Toni Morrison, Marge Piercy, and Mary Wollstonecraft Shelley. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in literature and gender studies. [3 credits]

HIS-200 Honors: The Age of Genocide

Examines the nature, causes, and consequences of genocide in order to understand the possibilities and challenges of preventing genocidal violence in the future. The course introduces students to the controversies surrounding the definition and analysis of genocide. It begins with the contested question of what constitutes genocide, and how genocide stands apart from other forms of mass violence such as ethnic cleansing and massacres. The course then considers several approaches to theorizing the causes of genocide. In addition, we analyze the challenges of identifying potentially genocidal situations before the killing begins and of intervening to prevent and stop genocides. The course also studies processes of reconciliation in societies that have

experienced, or teetered on the brink of, genocide. Using scholarly texts, works of fiction, and films, we explore issues of causation, intervention, and healing in cases including the colonial genocides of indigenous populations, the Holocaust, Rwanda, Cambodia, Bosnia, Kosovo, the Iraqi Kurds, and Darfur. Ultimately, the course asks students to decide whether genocide is an inevitable scourge of the human condition or a tragic aberration that humanity has the power to transcend. Prerequisite: Morrissy scholar or permission. Fulfills General Education requirement in history. [3 credits]

HIS-231 Honors: Traditional Japan through Literature and Art
Introduces students to pre-modern Japan (ca. 600-1800 CE) by means of highly evocative literature in excellent English translations. Approaches these readings as reflections of successive historical eras, as literature of universal appeal, and as examples of the development of Japanese aesthetics. Prerequisite: Morrissy scholar or permission. Fulfills general education requirements in history and cross-cultural studies. [3 credits]

HIS-352 Honors: Educating Women in the United States
Examines women's education from the colonial period through the mid-20th century. Pays particular attention to the contributions of key educators and on the ways race, class, ethnicity and gender shaped decisions about who was to be educated, by whom, and for what purpose. Assesses contemporary issues in women's education. Prerequisite: Morrissy scholar or permission. Fulfills the general education requirements in history and gender studies. [3 credits]

HIS-370 Honors: The City in History
Considers the reality that, before 1800, most people everywhere lived in rural villages or small towns, in a world of long-familiar faces. More recently, many have lived in cities of more than one million in population in what one sociologist calls a "world of strangers." What difference does it make? How does society control individuals in a big city? How do individuals experience urban life? Social scientists have long debated these questions, and the course examines the major answers that they have proposed. It also considers the implications of those answers for the solution of today's city problems. Prerequisite: Morrissy scholar or permission. Fulfills general education requirements in history and cross-cultural studies. [3 credits]

HIS-373 Honors: The Exploding Society: United States, 1950 to the present
Explores the quantitative and qualitative explosion in the United States after 1950. Considers rapid demographic movement, economic growth, dramatic social change and expanded international responsibilities. Considers post-Watergate disillusionment. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in history. [3 credits]

HIS-402 Honors: Women, War and Peace
Examines the wartime experiences of women in Europe, the United States and Asia. Addresses

question of how perceptions of women and "female nature" inform attitudes about women's wartime roles. Uses historical monographs, literature, art and film to examine and evaluate the relationship between war and gende Also assesses women's role in the international peace movement. Prerequisite: Morrissy scholar or permission. Fulfills general education requirements in history and gender studies. [3 credits].

NDMU-100 Honors: First Year Seminar
Provides a comprehensive view of related topics defining the college experience. Explores through readings, films and discussion such topics as personal culture, educational culture, cultural diversity and lifelong learning. For first-year Women's College students and transfer students with fewer than twelve (12) credits. Prerequisite: Morrissy scholar or permission. Fulfills ENG-101 writing requirement. [3 credits]

IDS-172 Honors: The Axial Age: Philosophy of East and West
Considers the new ways of thought that emerged in the ancient Near East, Greece, India and China during the first millennium B.C. ("the axial age"). Thinkers reconsidered basic areas of concern—the transcendent, human nature, the family, society, government, knowledge, the past and death—in relation to the pre-existing culture. For example, this re-interpretation of tradition led to the rise of Biblical Judaism in the Near East; classical philosophy in Greece; the Upanishads and Buddhism in India; and Confucianism and Daoism in China. In this seminar, students discuss the thought of the "axial age," compare ideas across civilizations and learn how to write philosophical essays. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in lower-level philosophy. [3 credits]

IDS-231 Honors: The Science of Science Fiction
Considers science fiction as a literature of ideas—the ideas of modern science. Selects contemporary science fiction writers and film makers in order to gain a perspective on the development of a fiction of scientific ideas and a prophecy of future technological change. Employs reading, film and the campus planetarium. Prerequisite: Morrissy scholar or permission. [3 credits]

IDS-271 Honors: Romanticism: The Beautiful Infinite
Analyzes seminal works of the 19th century Romantic movement in the fields of art and music. The relatedness of the two forms is revealed through discovery of common themes running through works of the Romantic period—the emancipation of the individual, the love of nature, nationalism, and fondness for the fantastic and the exotic. Common qualities of expression found among the two art forms during the period also emerge, providing a holistic sense of the intellectual and artistic atmosphere of the times. Opportunities for visits to museums, concerts, and theatre or opera performances are provided. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in fine arts. [3 credits]

IDS-369 Honors: Genethics
Provides students with the opportunity to understand and evaluate various religious and philosophical positions and arguments on a range of contemporary moral issues related to biotechnology. Explores the science of genetics and its application to the fields of biology, technology and medicine. Examines selected topics in the ethics of genetic testing, research, drugs and therapy. Prerequisite: Morrissy scholar or permission and RST-201. Fulfills general education requirements for upper-level religious studies and values. [3 credits]

IDS-373 Cosmos and Creation: Religion and Science
Explores the relationship between religion and science as bodies of knowledge, modes of inquiry, and ways of knowing. Examines the complex history of science and religion as social institutions in various degrees of cooperation and tension. Areas of inquiry will include theology, spirituality, scientific theories, and philosophy of science, as well as the intersection of these areas at key historical moments such as the Copernican revolution, natural selection, and the development of quantum physics. Prerequisite: RST 201. Fulfills general education requirement for upper-level religious studies. [3 credits]

IDS-378 Honors: The Holocaust
Explores the roots of anti-Semitism and the rise to power of the Nazis. Considers the development of the German policies toward the Jews, from economic discrimination to planned extermination, the fate of Jews in various countries under German control, and the possibility of resistance and opportunities for rescue. Prerequisite: Morrissy scholar or permission. [3 credits]

IDS-471 Honors: Politics and Ethics of War and Peace
Explores war and peace through an examination of historical conflicts, social science explanations, ethical positions and alternative peace proposals. Considers 20th century conflicts and alternative explanations of war, and the individual, state and international levels. Compares and contrasts ethical positions from several religious and philosophical traditions. Prerequisite: Morrissy scholar or permission and RST-201. Fulfills general education requirements in upper-level religious studies, values, and history. [3 credits]

IDS-479 Honors: Philosophy through Literature
Takes a fresh look at traditional philosophical problems using classic philosophical texts and literary works that deal with common issues. Considers the questions: What is self? Is there an answer to the problem of evil? Are our actions free or determined? Are there any objective moral values? Is the material world real? Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in upper-level philosophy. [3 credits]

LCO-378 Honors: From Homer to *Star Wars*: The Epic Tradition in Western Literature
Traces the evolution of the epic as a literary genre transcending national and cultural boundaries.

Epics from Homer and Virgil through the romance epics will be analyzed, culminating in a study of epic characteristics in Star Wars. Prerequisite: Morrissy scholar or permission. [3 credits]

MUS-243 Honors: A Musical Mosaic
Focuses on representative musical compositions and related works of art in Western and non-Western cultures. An exploration of the varied elements which, through individual creativity, hold parts (not always compatible) together to form the sound structure that becomes the mosaic that is music. Develops the aural sense of formal structure and the visual sense of sound. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in fine arts. [3 credits]

PHL-301 Honors: The Mind-Body Problem
Introduces students to the problematic nature of the statement "our minds control our bodies." Identifies the philosophical and psychological assumptions underlying this statement. Examines the contradictions and unrecognized implications of these assumptions. Explores alternative accounts of what is known, in philosophy and psychology, as mind-body interaction, including accounts that deny the existence of mind, and/or provides alternative models. Prerequisites: IDS-172 or PHL-201 and PSY-101. Fulfills general education requirement in philosophy. [3 credits]

PHL-376 Honors: Human Flourishing
Requires students to examine, in a seminar format, the representations of human flourishing presented in Ancient philosophy and literature. Ancient texts, such as Homer's *Odyssey*, Plato's dialogues, Aristotle's Nicomachean Ethics, and Greek tragedies present myriad understandings of the relationship between moral goodness, luck, and human flourishing. These topics will be studied with a focus on primary texts, hand in hand with contemporary philosophical writings on relevant themes. Prerequisite: Morrissy Scholar or permission and 200-level PHL course. Fulfills general education requirement in upper-level philosophy. [3 credits]

PHL-471 Honors: Morals and Mortality: Ethics of Exiting
Considers the structure and foundations of morality with special emphasis on ethical problems related to death and dying. Prerequisite: PHL-201, Morrissy scholar or permission. Fulfills general education requirement in upper-level philosophy and values. [3 credits]

PHY-101, 102 Honors: General Physics I, II
Studies the fundamental physical laws of nature and their use in understanding natural phenomena. Provides a knowledge base for study in all the sciences and applications in mathematics. Topics include mechanics, acoustics, optics, electricity and magnetism. Three lectures, one three-hour laboratory weekly. Pre-requisite: Morrissy scholar or permission. Fulfills general education requirement in natural science. [4 credits each semester]

POL-370 Honors: Model OAS
Prepares students to participate in the Model Organization of American States (Model OAS)

competition, which takes place at OAS headquarters in Washington, D.C. in the spring. A team of 10 Notre Dame students, representing an assigned country, debates other colleges and universities from the United States, Latin America and the Caribbean on issues such as democratization, regional integration, poverty, environmental problems and human rights issues. In addition to becoming familiar with hemispheric issues, students learn leadership, cooperation, persuasion and diplomatic skills. Prerequisite: Morrissy scholar and permission. Fulfills general education requirement in social science and cross-cultural studies. [3 credits]

PSY-371 Women and her Symbols
Explores symbols and symbolism related to women through interdisciplinary lenses of psychology, philosophy, literature, politics, sociology, religious and cultural traditions, and art. Students will critically examine, analyze, and discuss the use of symbols in understanding women from psychological and spiritual perspectives. The use of symbols will be explored through theories, scientific evidence, cultural and religious rituals, art, and literature. Students will complete an integrative project. Prerequisite: Morrissy Scholar or permission from instructor and Morrissy Program Director. Fulfills general education requirement in social science and cross-cultural studies. [3 credits]

RST-471 Honors: Theological Investigations
Engages students in the exploration of current scholarship about a person, event or topic of religious or theological significance. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement for upper-level religious studies. [3 credits]

PSY/SOC-271 Honors: Psychology and Sociology of Gender Roles
An analysis of the social sources and psychological mechanisms that shape gender role differentiation. Special attention will be given to the political, ideological behavior and social construction of gender Historical and cross-cultural data will be used to demonstrate patterns of inequality. The psychological and social impact of gender inequality will be examined. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in social science. [3 credits]

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d) no more than one Independent Study in the Major per year.

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