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2023-2024

OCT 16 2023

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Site made manifest with Manifesto (https://www.manifestocms.com/) Course Catalog software (https://www.manifestocms.com/audiences/course-catalog).

Admission to Programs

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

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

Submission of Application Materials

Admission Criteria: Master's Degree, Certificate and Certification Programs - General Requirements

Admission Criteria: Doctoral Degree Programs - Requirements

Program-Specific Admission Requirements for Master's Degree, Certificate and Certification Programs

International Student Admission

Registration for Non-Matriculants

Visiting Students

Policies Related to Admission

Self-Service

Submission of Application Materials

Students in the graduate programs must hold a baccalaureate degree from an accredited college or university **before** beginning graduate study. Applications are accepted through the University website (www.ndm.edu). Candidates for admission are assessed on an individual basis, based on admission criteria and any additional information which the student may provide. Notre Dame of Maryland University will recognize and accept transfer credit and conferred degrees from colleges and universities who are accredited by the following Regional Accrediting Bodies:

- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education(NECHE)
- Higher Learning Commission (HLC)
- Northwestern Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Accrediting Commission for Community and Junior Colleges (AACJC)
- Western Association of Schools and Colleges (WASC)

Students with degrees from universities outside of the United States should submit an official course by course evaluated transcript, the University recommends using WES or CAREE for these services.

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 the end of their first term they would have to show final official transcripts with a degree conferral date.

All conditionally admitted students will also be required to maintain satisfactory academic progress requirements 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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Admission Criteria: Master's Degree, Certificate and Certification Programs

General Requirements

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

1. Completed graduate application.
2. Official transcripts from all prior institutions.
3. A program specific essay is required for admission. (Essay requirement is waived for students who have completed a previous master's degree.)

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

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

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Admission Criteria: Doctoral Degree Programs - Requirements

Doctoral Programs

Ph.D. in Instructional Leadership for Changing Populations

Admission Requirements (School of Education)

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

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

Ph.D. in Higher Education Leadership for Changing Populations

Admission Requirements (School of Education)

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

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

Occupational Therapy Doctorate

Admission Requirements

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

1. Successful completion of a Bachelor's degree from an accredited institution with a GPA of 3.0 on a 4.0-point scale
2. Completion of prerequisite courses

3. Three letters of recommendation
4. Human service observation hours
5. Personal statement
6. Resume
7. Interview

Pharmacy Doctorate

For information on admissions to the School of Pharmacy, please visit the School of Pharmacy Catalog (found on at www.ndm.edu; under admissions).

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Program-Specific Admission Requirements for Master's Degrees, Certificate and Certification Programs

in Addition to General Requirements

School of Arts, Science, and Business

Master of Arts in Art Therapy

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

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

1. A statement of purpose detailing: affinity for working with people; motivation for pursuing a career in art therapy; personal meaning of art and/or creativity in the candidate's life; creative strengths and areas of anticipated growth. APA format should be used.
   Note: This essay is in addition to the general essay required as described under General Requirements.
2. Two recommendation letters.
3. Art portfolio for review. Portfolio to include: minimum of 15 pieces reflecting knowledge of a range of materials (two and three-dimensional media) and techniques. Actual works or high resolution photos of work acceptable. Expressive work not exclusively created as assignments are preferred.
4. Coursework prerequisites:

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

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

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

Master of Arts in English Literature

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

Master of Science in Analytics

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

Post-Baccalaureate Certificates in Business

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

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School of Education

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

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

Master of Arts in Teaching (part time or GEI-10 month cohort)

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

their work in the summer term in order to complete their studies within ten (10) months. Students applying to the 10-month MAT program are not eligible for waivers of any admissions requirements and must complete all items.

Applicants must complete the general requirements for graduate admission and meet and/or address the following program requirement(s). *Essay is waived for applicants who have completed a previous master's degree.*

1. Two Letters of Recommendation are required for all applicants who are not currently working in schools.

Master of Arts in TESOL

Applicants must complete the general requirements for graduate admission and meet and/or address the following program requirement(s). *Essay is waived for applicants who have completed a previous master's degree.*

1. Two Letters of Recommendation are required for all applicants who are not currently working in schools.

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

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

Accelerated Certification for Teaching

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

Applicants must complete the general requirements for graduate admission and meet and/or address the following program requirement(s). *Essay is waived for applicants who have completed a previous master's degree.*

1. Two Letters of Recommendation are required for all applicants who are not currently working in schools.

Certificate of Advanced Study in Education (CASE)

Applicants must complete the general requirements for graduate admission and meet and/or address the following program requirement(s). *Essay is waived for applicants who have completed a previous master's degree.*

1. Two Letters of Recommendation are required for all applicants who are not currently working in schools.

Post-Baccalaureate Certificate in Curriculum and Instruction

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

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School of Nursing

Master of Science in Nursing, Family Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner

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

Applicants must complete the general requirements for graduate admission and meet and/or address the following program requirement(s).

1. An active unrestricted State of Maryland license or compact state RN license.

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

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

Applicants must complete the general requirements for graduate admission and meet and/or address the following program requirement(s).

1. An active unrestricted State of Maryland license or compact state RN license.

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

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International Student Admission

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

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

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

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

Upon admission, students who are not permanent residents of the United States must contact Notre Dame's Director for International Education a to begin the student visa process. Once you have accepted the offer of admission and received your F-1 student visa you may register for classes. International students cannot be accepted conditionally.

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

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

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Registration for Non-Matriculants

Students may be permitted to enroll in order to take graduate level courses for their own enrichment or to fulfill requirements. Students may register as non-matriculants once they have completed the application for admission and submitted proof of successful completion of a Bachelor's degree. By their signature on the application, **students are affirming they have earned their undergraduate degree.** If the confirmation of the undergraduate degree (transcript) is not received from the granting institution, Notre Dame reserves the right to withdraw credit for the course(s) and to terminate the student's status.

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

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

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

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Visiting Students

Degree-seeking students in a graduate program at another college or university may be admitted as visiting students, taking courses at Notre Dame to be transferred to their graduate program. **Courses taken at the graduate level are not eligible to be used for the undergraduate degree (or vice versa).**

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

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Policies Related to Admission

Transfer Credit Policy

At the time of admission, students must initiate requests for transfer credit for courses already completed. Graduate courses taken at other colleges and universities after admission to Notre Dame require advance approval from the appropriate dean. In certain programs, it may not be possible to take core courses elsewhere given their unique design. Except as noted elsewhere in this catalog, a maximum of **six (6) graduate credits** may be transferred into any of the Master's

degree programs at Notre Dame. Courses transferred into the graduate program must carry a grade of "B" or better, be directly related to the student's program, and not have been applied toward another degree (Transfer credits must have been completed in the past seven years).

Re-admission Policy

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

Registration Policies

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

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

Change in Registration

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

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Self-Service

Self-Service is an online tool for Notre Dame students. Self-Service data is real-time and enables students direct access including but not limited to: the course schedule, and information on a student's grades, schedules, financial aid, as well as access to online registration and payment services. All students are provided access to Self-Service and are encouraged to use this tool.

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Site made manifest with Manifesto (https://www.manifestocms.com/) Course Catalog software (https://www.manifestocms.com/audiences/course-catalog).

Academic Calendar

View the Academic Calendar (https://www.ndm.edu/academic-calendar)

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Academic Calendar

2022-2023 2023-2024

2023-2024

July 24 - August 11	Fall 2023 Pharmacy Introductory Practice Experience (P2, P3)
July 24 - December 08	Fall 2023 Pharmacy Advanced Practice Experiences (P4)
August 08 - 10	Fall 2023 Pharmacy SOP New Student Orientation
August 14 - 28	Fall 2023 Pharmacy SOP Drop/Add Period
August - 14	Fall 2023 Pharmacy First day of didactic classes (P1, P2, P3)
August - 28	Fall 2023 Full Term Begins
August - 28	Fall 2023 Term A Begins
August - 31	Fall 2023 Term A Registration; Drop/Add, 100% Ends

September - 01	Fall 2023 Term A Withdrawal with 75% Refund Begins
September - 04	Labor Day - Campus closed (No Classes, IPPEs or APPEs)
September - 05	Fall 2023 Full Term Registration; Drop/Add, 100%Ends
September - 06	Fall 2023 Full Term, Pharmacy & Term A Roster Verification Due
September - 06	Fall 2023 Full Term Withdrawal with 75% Refund Begins
September - 06	Fall 2023 Term A Withdrawal with 75% Refund Ends
September - 07	Fall 2023 Term A Withdrawal with 0% Refund Begins
September - 11	Fall 2023 Term C Begins
September - 11	Fall 2023 ABSN Term 1 Begins
September - 11	Fall 2023 ABSN Term 2 Begins
September - 12	Fall 2023 Full Term Withdrawal with 75% Refund Ends
September - 12	Fall 2023 Term C, 1 & 2 Roster Verification Due
September - 13	Fall 2023 Full Term Withdrawal with 0% Begins
September - 14	Fall 2023 Census
September - 14	Fall 2023 ABSN Term 2 Drop/Add, 100% Ends
September - 15	Fall 2023 ABSN Term 2 Withdrawal with 75% Refund Begins
September - 18	Fall 2023 Term C Registration; Drop/Add, 100% Ends
September - 18	Fall 2023 ABSN Term 1 Drop/Add, 100% Ends
September - 18	Fall 2023 ABSN Term 2 Withdrawal with 75% Refund Ends

September - 19	Fall 2023 Term C Withdrawal with 75% Refund Begins
September - 19	Fall 2023 ABSN Term 1 Withdrawal with 75% Refund Begins
September - 19	Fall 2023 ABSN Term 2 Withdrawal with NO Refund Begins
September - 25	Fall 2023 Term C Withdrawal with 75% Refund Ends
September - 25	Fall 2023 ABSN Term 1 Withdrawal with 75% Refund Ends
September - 26	Fall 2023 Term C Withdrawal with 0% Refund Begins
September - 26	Fall 2023 ABSN Term 1 Withdrawal with NO Refund Begins
September - 28	Fall 2023 Term A Last Day Withdrawal
September - 30	School of Pharmacy White Coat Ceremony
October - 02	Fall 2023 PA Term H Begins
October 09 - 12	Undergraduate Studies mid-term week
October - 09	Fall 2023 ABSN Term 2 Last Day Withdrawal
October -09	Fall 2023 PA Term H Registration; Drop/Add, 100% Ends
October - 10	Fall 2023 PA Term H Withdrawal with 75% Refund Begins
October - 13	Undergraduate Studies mid-term break
October - 13	Fall 2023 Pharmacy Last day to withdraw from classes
October - 15	May 2024 Graduation Application Deadline
October - 16	Fall 2023 PA Term H Withdrawal with 75% Refund Ends

October - 17	Fall 2023 PA Term H Withdrawal with 0% Begins
October - 17	Undergraduate Studies mid-term grades due
October - 17	Community Day (revised class schedule; School of Pharmacy - no didactic classes only)
October - 21	Fall 2023 Term A Ends
October - 23	Fall 2023 Term B Begins
October - 24	Fall 2023 Term A Grades Due
October - 26	Fall 2023 Term B Registration; Drop/Add, 100%Ends
October - 27	Fall 2023 Term B Withdrawal with 75% Refund Begins
October - 27	Fall 2023 ABSN Term 2 Ends
October 30 - November 03	Spring 2024 School of Pharmacy Registration
October - 30	Fall 2023 ABSN Term 3 Begins
October - 31	Fall 2023 Term B Withdrawal with 75% Refund Ends
October - 31	Fall 2023 ABSN Term 2 Grades Due
October - 31	Fall 2023 Term B & 3 Roster Verification Due
November - 01	Fall 2023 Term B Withdrawal with 0% Refund Begins
November - 01	Winterim & Spring 2024 Registration; Drop/Add, 100% Refund Begins
November - 02	Fall 2023 Full Term Last Day Withdrawal
November - 02	Fall 2023 ABSN Term 3 Drop/Add, 100% Ends
November - 03	Fall 2023 ABSN Term 3 Withdrawal with 75% Refund Begins

November - 06	Fall 2023 ABSN Term 3 Withdrawal with 75% Refund Ends
November - 07	Fall 2023 Term C Last Day to Withdrawal
November - 07	Fall 2023 ABSN Term 1 Last Day Withdrawal
November - 07	Fall 2023 ABSN Term 3 Withdrawal with NO Refund Begins
November - 21	Fall 2023 Pharmacy Last day of semester classes (P2, P3)
November 22 - 24	Thanksgiving Holiday - Campus closed (No Classes, IPPEs or APPEs)
November - 27	Fall 2023 Term B Last Day Withdrawal
November - 27	Fall 2023 Pharmacy Reading Period (P2, P3)
November - 27	Fall 2023 ABSN Term 3 Last Day Withdrawal
November - 27	Fall 2023 PA Term H Last Day to Withdrawal
November 28 - Dec 04	Fall 2023 Pharmacy Final Exams (P2, P3)
December - 01	Fall 2023 Pharmacy Last day of semester classes (P1)
December - 04	Fall 2023 Pharmacy Reading Period (P1)
December 05 - 11	Fall 2023 Pharmacy Final Exams (P1)
December 05 - 11	Fall 2023 Pharmacy Remediation Week (P2, P3)
December 11 - 15	Fall 2023 Full Term Traditional Undergraduate Exam Week
December 12 - 18	Fall 2023 Pharmacy Remediation Week (P1)
December - 15	Fall 2023 ABSN Term 1 Ends

December - 15	Fall 2023 ABSN Term 3 Ends
December - 16	Fall 2023 Full Term Ends
December - 16	Fall 2023 Term B Ends
December - 16	Fall 2023 Term C Ends
December - 19	Fall 2023 Full Term Grades Due
December - 19	Fall 2023 Term B Grades Due
December - 19	Fall 2023 Term C Grades Due
December - 19	Fall 2023 ABSN Term 1 Grades Due
December - 19	Fall 2023 ABSN Term 3 Grades Due
December 25 - 29	Christmas Holiday - Campus closed
December - 31	December Graduation Date
January - 01	New Year's Holiday - Campus closed
January 02 - 08	Winterim 2024 Pharmacy
January - 02	Winterim 2024 Begins
January 02	Winterim 2024 Pharmacy Registration; Drop/Add, 100% Refund Ends
January 03	Winterim 2024 Pharmacy Withdrawal with 75% Refund
January - 04	Winterim 2024 Registration; Drop/Add, 100% Refund Ends
January 04	Winterim 2024 Pharmacy Roster Verification Due
January 04	Winterim 2024 Pharmacy Withdrawal 0% Refund Begins
January - 05	Winterim 2024 Withdrawal with 75% Refund Begins

January - 05	Fall 2023 PA Term H Ends
January 07	Winterim 2024 Pharmacy Last Day to Withdrawal
January 07	Winterim 2024 Pharmacy Ends
January - 08	Fall 2023 PA Term H Grades Due
January - 08	Spring 2024 School of Pharmacy P4 Advanced Practice Experiences Begins
January - 08	Winterim 2024 Withdrawal with 75% Refund Ends
January - 08	Winterim 2024 Roster Verification Due
January - 09	Winterim 2024 Withdrawal 0% Refund Begins
January 11 - 25	Spring 2024 School of Pharmacy Drop/Add Period
January - 11	Winterim 2024 Census
January - 11	Winterim 2024 School of Pharmacy Grades Due
January - 11	Spring 2024 School of Pharmacy First Day Didactic Classes
January - 12	Winterim 2024 Last Day Withdrawal
January - 15	Martin Luther King Holiday - Campus closed
January - 20	Winterim 2024 Ends
January - 22	Spring 2024 Full Term Begins
January - 22	Spring 2024 Term A Begins
January - 22	Spring 2024 ABSN Term 1 Begins
January - 22	Spring 2024 ABSN Term 2 Begins
January - 24	Winterim 2024 Grades Due

January - 25	Spring 2024 Term A Registration; Drop/Add, 100%Ends
January - 25	Spring 2024 ABSN Term 2 Drop/Add, 100% Ends
January - 26	Spring 2024 Term A Withdrawal with 75% Refund Begins
January - 26	Spring 2024 ABSN Term 2 Withdrawal with 75% Refund Begins
January - 29	Spring 2024 Full Term Registration; Drop/Add, 100%Ends
January - 29	Spring 2024 ABSN Term 1 Drop/Add, 100% Ends
Januaryr - 30	Spring 2024 Full Term, Pharmacy, Term A, B, 1 & 2 Roster Verification Due
January - 30	Spring 2024 Full Term Withdrawal with 75% Refund Begins
January - 30	Spring 2024 Term A Withdrawal with 75% Refund Ends
January - 30	Spring 2024 ABSN Term 1 Withdrawal with 75% Refund Begins
January - 30	Spring 2024 ABSN Term 2 Withdrawal with 75% Refund Ends
January - 31	Spring 2024 Term A Withdrawal with 0% Begins
January - 31	Spring 2024 ABSN Term 2 Withdrawal with NO Refund Begins
February - 05	Spring 2024 Full Term Withdrawal with 75% Refund Ends
February - 05	Spring 2024 ABSN Term 1 Withdrawal with 75% Refund Ends
February - 06	Spring 2024 Full Term Withdrawal with 0% Begins

February - 06	Spring 2024 ABSN Term 1 Withdrawal with NO Refund Begins
February - 08	Spring 2024 Census
February - 19	Spring 2024 ABSN Term 2 Last Day Withdrawal
February - 22	Spring 2024 Term A Last Day Withdrawal
March 04 - 08	Spring 2024 UG Midterm Week
March - 07	Spring 2024 School of Pharmacy Last Day to Withdraw from Classes
March - 08	Spring 2024 ABSN Term 2 Ends
March 11 - 15	Spring 2024 Undergraduate Studies & School of Pharmacy ONLY Spring Break (No Didactic or IPPEs; APPEs must report)
March - 11	Spring 2024 ABSN Term 3 Begins
March - 12	Spring 2024 Midterm Grades Due
March - 12	Spring 2024 ABSN Term 2 Grades Due
March - 14	Spring 2024 ABSN Term 3 Drop/Add, 100% Ends
March - 15	Spring 2024 ABSN Term 3 Withdrawal with 75% Refund Begins
March - 16	Spring 2024 Term A Ends
March - 18	Spring 2024 Term B Begins
March - 19	Spring 2024 Term A Grades Due
March - 19	Spring 2024 ABSN Term 1 Last Day Withdrawal
March - 19	Spring 2024 ABSN Term 3 Withdrawal with 75% Refund Ends

March - 20	Spring 2024 ABSN Term 3 Withdrawal with NO Refund Begins
March - 21	Spring 2024 Term B Registration; Drop/Add, 100%Ends
March - 22	Spring 2024 Term B Withdrawal with 75% Refund Begins
March - 26	Spring 2024 Term B Withdrawal with 75% Refund Ends
March - 27	Spring 2024 Full Term Last Day Withdrawal
March - 27	Spring 2024 Term B Withdrawal with 0% Begins
March - 27	Summer 2024 Full Term Registration; Drop/Add, 100%Begins
March 29 - April 01	Easter Holiday - Campus closed (No Classes, IPPEs or APPEs)
April - 02	Spring 2024 Term B & 3 Roster Verification Due
April 02 - 05	Spring 2024 School of Pharmacy Registration for Summer/Fall 2024
April - 08	Spring 2024 ABSN Term 3 Last Day Withdrawal
April - 11	Spring 2024 Term B Last Day Withdrawal
April 22 - 26	Spring 2024 School of Pharmacy P4 Capstone Experience
April - 26	Spring 2024 ABSN Term 1 Ends
April - 26	Spring 2024 ABSN Term 3 Ends
April - 29	Spring 2024 School of Pharmacy Last Day of didactic classes
April 30 - May 07	Spring 2024 School of Pharmacy P4 Assessments
April - 30	Spring 2024 School of Pharmacy Reading Period

April - 30	Spring 2024 ABSN Term 1 Grades Due
April - 30	Spring 2024 ABSN Term 3 Grades Due
May 01 - 08	Spring 2024 School of Pharmacy Final Exams (includes Saturday exams)
May - 07	Spring 2024 Full Term UG Reading Day
May 08 - 14	Spring 2024 Full Term UG Exam Week
May 09 - 15	Spring 2024 School of Pharmacy Remediation Week
May - 11	Spring 2024 Term B Ends
May 13 - 17	Spring 2024 School of Pharmacy P4 NAPLEX & MPJE Law Review
May - 14	Spring 2024 Full Term Ends
May - 14	Spring 2024 Term B Grades Due
May - 17	Spring 2024 Full Term Grades Due
May - 17	Spring 2024 School of Pharmacy P4 Graduation Awards Banquet
May - 19	Commencement
May 20 - June 07	Spring 2024 School of Pharmacy Intro Practice Experiences (P2 Only)
May - 20	Summer 2024 ABSN Term 1 Begins
May - 20	Summer 2024 ABSN Term 2 Begins
May - 23	Summer 2024 ABSN Term 2 Drop/Add, 100% Ends
May - 24	Summer 2024 ABSN Term 2 Withdrawal with 75% Refund Begins

May - 27	Memorial Day - Campus Closed
May - 28	Summer 2024 Full Term Begins
May - 28	Summer 2024 Term A Begins
May - 28	Summer 2024 ABSN Term 1 Drop/Add, 100% Ends
May - 28	Summer 2024 ABSN Term 2 Withdrawal with 75% Refund Ends
May - 29	Summer 2024 ABSN Term 2 Withdrawal with NO Refund Begins
May - 30	Summer 2024 Term A Registration; Drop/Add, 100%Ends
May - 31	Summer 2024 Term A Withdrawal with 75% Refund Begins
June - 03	Summer 2024 Full Term Registration; Drop/Add, 100%Ends
June - 03	Summer 2024 ABSN Term 1 Withdrawal with 75% Refund Ends
June - 04	Summer 2024 Full Term Withdrawal with 75% Refund Begins
June - 04	Summer 2024 Term A Withdrawal with 75% Refund Ends
June - 04	Summer 2024 ABSN Term 1 Withdrawal with NO Refund Begins
June - 05	Summer 2024 Term A Withdrawal with 0% Begins
June - 10	Summer 2024 Full Term Withdrawal with 75% Refund Ends
June - 11	Summer 2024 Full Term Withdrawal with 0% Begins

June - 13	Summer 2024 Census
June - 15	December 2023 Graduation Application Deadline
June - 17	Summer 2024 Term A Last Day Withdrawal
June - 17	Summer 2024 Term C Begins
June - 17	Summer 2024 ABSN Term 2 Last Day Withdrawal
June - 18	Summer 2024 Term C Registration; Drop/Add, 100%Ends
June - 19	Summer 2024 Term C Withdrawal with 75% Refund Begins
June - 20	Summer 2024 Term C Withdrawal with 75% Refund Ends
June - 21	Summer 2024 Term C Withdrawal with 0% Begins
June - 24	Summer 2024 Term C Last Day Withdrawal
June - 29	Summer 2024 Term A Ends
June - 29	Summer 2024 Term C Ends
July - 01	Summer 2024 Term B Begins
July - 02	Summer 2024 Term A Grades Due
July - 02	Summer 2024 Term C Grades Due
July - 04	Independence Day - Campus closed
July - 05	Summer 2024 Term B Registration; Drop/Add, 100%Ends
July - 05	Summer 2024 ABSN Term 2 Ends

July - 06	Summer 2024 Term B Withdrawal with 75% Refund Begins
July - 08	Summer 2024 Full Term Last Day Withdrawal
July - 08	Summer 2024 ABSN Term 3 Begins
July - 09	Summer 2024 Term B Withdrawal with 75% Refund Ends
July - 09	Summer 2024 ABSN Term 2 Grades Due
July - 10	Summer 2024 Term B Withdrawal with 0% Begins
July - 11	Summer 2024 ABSN Term 3 Drop/Add, 100% Ends
July - 12	Summer 2024 ABSN Term 3 Withdrawal with 75% Refund Begins
July - 15	Summer 2024 Term D Begins
July - 15	Summer 2024 ABSN Term 1 Last Day Withdrawal
July - 16	Summer 2024 Term D Registration; Drop/Add, 100%Ends
July - 16	Summer 2024 ABSN Term 3 Withdrawal with 75% Refund Ends
July - 17	Summer 2024 Term D Withdrawal with 75% Refund Begins
July - 17	Summer 2024 ABSN Term 3 Withdrawal with NO Refund Begins
July - 18	Summer 2024 Term D Withdrawal with 75% Refund Ends
July - 19	Summer 2024 Term D Withdrawal with 0% Begins
July - 22	Summer 2024 Term B Last Day Withdrawal

July - 22	Summer 2024 Term D Last Day Withdrawal
July - 27	Summer 2024 Term D Ends
July - 29	Summer 2024 ABSN Term 1 Withdrawal with 75% Refund Begins
July - 30	Summer 2024 Term D Grades Due
August - 03	Summer 2024 Full Term Ends
August - 03	Summer 2024 Term B Ends
August - 05	Summer 2024 ABSN Term 3 Last Day Withdrawal
August - 06	Summer 2024 Full Term Grades Due
August - 06	Summer 2024 Term B Grades Due
August - 23	Summer 2024 ABSN Term 1 Ends
August - 23	Summer 2024 ABSN Term 3 Ends
August - 27	Summer 2024 ABSN Term 1 Grades Due
August - 27	Summer 2024 ABSN Term 3 Grades Due
August - 31	August Graduation Date

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A Child's Place (/childs-place)

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Academic Policies/Regulations

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Matriculant Status and Leave of Absence
Repeating a Course
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Study Abroad
Term Resignation
Withdrawing from a Course
Withdrawing from a Program
Withdrawal from the University

Academic Standing

Graduate students must maintain a 3.0 on a 4-point scale (B) Cumulative GPA to remain in Good Academic Standing. Students whose Cumulative Grade Point Average falls below 3.0 will be placed on Academic Probation status. Students on Academic Probation will be given three semesters (in which they register for a course) to raise their Cumulative Grade Point Average to 3.0. Failure to do so will result in Academic Dismissal from the graduate program.

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Advising

Students are advised by one of the professional academic advisors or Graduate Program Coordinators and as needed by faculty. Students are informed of future class schedules, changes of policy and other matters of interest through their Notre Dame email account, the University website or through special mailings. The final responsibility for completing program requirements rests with the student. Students should be aware that questions about academic progress are discussed only via official University email.

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Attendance

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

therefore, class attendance and engagement in learning are essential to the process.

Students are expected to be:

• present for all class meetings (onsite or online), to be punctual, and to remain for the duration of the class;

• familiar with and to adhere to the written attendance policies pertaining to their specific School or program of study; and

• aware that the effect of absences is heightened in courses that are compressed in length (for Winterim or shortened part of term courses, no absences are allowed).

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

If a student believes an attendance problems is related to a disability (short term, long term or temporary) or medical condition, the student may be protected under disability services. Students must meet and register with the Office of Accessibility and Health Promotions (not the course faculty or Advisor) to receive reasonable accommodations. The University is committed to providing reasonable accommodations and equal access to its programs.

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Auditing a Course

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

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Children in the Classroom Setting

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

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Communication and Email

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

Email accounts for new students are created prior to the start of the semester or term. Students may forward their Notre Dame email to any other account of their choosing. For questions concerning Notre Dame email accounts, students should contact the IT Help Desk at HelpDesk@ndm.edu (http://catalog.ndm.edu/HelpDesk@ndm.edu) or 410-532-5200.

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

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

	Full-Time Enrollment	¾-Time Enrollment	½-Time Enrollment	Less than ½-Time Enrollment
Master's Degree/Graduate Certificate	9 credits	7-8 credits	4.5-6 credits	1-4 credits

Ph.D. Degree	6 credits	4-5 credits	3 credits	1-2 credits

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

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Grades

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

A	95 - 100%	4.0
B+	90 - 94%	3.5
B	85 - 89%	3.0
C+	77 - 84%	2.5
C	70 - 76%	2.0
F	Below 70%	0.0
AU	Audit	
W	Withdrawal with permission	
I	Work incomplete due to emergency/other extenuating circumstances	

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

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

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Grade Appeals

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

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

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

1. When a student wishes to appeal a final grade, the student must write to the faculty member setting forth the basis for the appeal, evidence relevant to the case, and the remedy sought. This appeal must be made within two weeks of the official end of the semester.
2. The faculty member will respond in writing to the student's appeal within two weeks of receiving the written appeal.
3. If not satisfied with the faculty member's response, the student may, within two weeks of the response, appeal to the Dean in the School of Education, Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business, and Associate Dean in the School of Nursing.
4. The student makes the appeal in writing, again setting forth the appeal, the evidence, and the remedy sought in Step One. The Dean in the School of Education; Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business; or Associate Dean in the School of Nursing informs the faculty member of the student's appeal and obtains a copy of the faculty member's written response to the student. The Dean in the School of Education; Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business; or Associate Dean in the School of Nursing then reviews the written record and may select an alternate mediator agreeable to both parties.
5. The Dean in the School of Education; Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business; or Associate Dean in the School of Nursing then writes a response including a report on the steps taken in the mediation process. The written response will be

sent to the student, the faculty member, and the School's dean (Arts, Sciences and Business and Nursing) within two weeks of the conclusion of the mediation process.

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

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

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Graduation

Students may not change their Major, Minor, Concentration, or Option in the term of their graduation. Students may not graduate in the term they are accepted.

All students must file a Graduation Application (http://www.ndm.edu/registrar/graduation) with the Registrar's Office to initiate the graduation process. **This application is required irrespective of the student's intent to participate in the Commencement Ceremony.** Filing a Graduation Application will initiate a formal review of credits and requirements by the both the School and Registrar's Office staff. The graduation fee must accompany the Graduation Application before it can be processed. Students completing a Certificate program (other than CASE) will file a certificate completion application with the Registrar's Office to initiate the completion process. Filing the certificate completion application will initiate a formal review of credits to verify certificate requirements have been met. The fee must accompany the application before it can be processed.

The deadlines for submitting this Application are as follows:

May Commencement: October 15
August Commencement: April 15
December Commencement: June 15

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

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

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

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Honor Code

By enrolling at Notre Dame of Maryland University, every student accepts and is bound by the *Honor Code (https://www.ndm.edu/sites/default/files/pdf/ndmu_student_handbook_07-24-2018.pdf)*. The *Honor Code (https://www.ndm.edu/sites/default/files/pdf/ndmu_student_handbook_07-24-2018.pdf)* is based on respect for the individual, personal responsibility, and honesty. It requires students, faculty, staff and administrators to uphold *Honor Code (https://www.ndm.edu/sites/default/files/pdf/ndmu_student_handbook_07-24-2018.pdf)* procedure including the reporting of violations. Under the *Honor Code*, examinations have been unproctored since 1936. The *Honor Code (https://www.ndm.edu/sites/default/files/pdf/ndmu_student_handbook_07-24-2018.pdf)* expects academic honesty.

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

The *Honor Code (https://www.ndm.edu/sites/default/files/pdf/ndmu_student_handbook_07-24-2018.pdf)* assumes that all work submitted is one's own, and, therefore it is agreed that:

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

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

Violations of the *Honor Code (https://www.ndm.edu/sites/default/files/pdf/ndmu_student_handbook_07-24-2018.pdf)* include, but are not limited to:

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

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

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

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

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Honor Societies

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

Kappa Gamma Pi, the National Catholic College Graduate Honor Society, invites graduate students who have achieved impressive academic and service records. This honor is restricted to 15% of each graduating class; new members are nominated during the months immediately preceding graduation.

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

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

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

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

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

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Incomplete Grade

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

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

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

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Matriculant Status and Leave of Absence

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

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

NDMU's Leave of Absence policy does not meet guidlines established by the US Department of Education and is therefore not officially recognized by the Office of Financial Aid. Students on leave maintain their matriculant status; therefore, they are not eligible to earn credit at another college during their leave from Notre Dame without advance approval.

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Repeating a Course

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

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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 general, all students need to attend and participate in their courses within 72 hours of the course start date, or contact their professor to make attendance arrangements.

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

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Study Abroad

Notre Dame of Maryland University is committed to providing students an educational experience that is global in nature. Students are encouraged to include a study abroad experience in their Program of Study, if possible. Study in another culture during the Winterim or the summer term will enrich students' academic programs and can help them develop an international perspective, intercultural and linguistic skills, as well as a sense of global responsibility.

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

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Term Resignation

Term Resignation is reserved for students who, due to extenuating circumstances, 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 medical resignation please contact the Office of Accessibility and Health Promotions. Non-medical resignations may be presented to the School Dean.

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. (https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fcatalog.ndm.edu%2Ffinancial-aid%2Fpolicies%2Fsatisfactory-academic-progress&data=05%7C01%7CSPrice%40ndm.edu%7Cda7f54bb79404fc8304208da76f2dfbc%7C23e76ce8053b4267b0d3b497df4bbaf8%7C1%7C0%7C637

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Withdrawing from Courses

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

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

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Withdrawing from a Program

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

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Withdrawal from the University

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.

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Academic Programs

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

Master's Programs

- Administration and Supervision for Changing Populations (http://catalog.ndm.edu/ccg/page/ma-in-administration-and-supervision-for-changing-populations/index.php)
- Catholic School Leader/Teacher (http://catalog.ndm.edu/ccg/school-of-education-graduate-catalog/catholic-school-leaderteacher)
- Contemporary Communication (http://catalog.ndm.edu/ccg/page/ma-in-contemporary-communication/index.php)
- English Literature (http://catalog.ndm.edu/ccg/page/ma-in-english/index.php)
- Gifted and Talented Education (http://catalog.ndm.edu/ccg/page/ma-in-gifted-and-talented-education/index.php)
- Analytics in Knowledge Management (http://catalog.ndm.edu/ccg/page/ms-analytics-in-analytics-in-knowledge-management/index.php)
- Leadership and Management (http://catalog.ndm.edu/ccg/page/ma-in-leadership-and-management/index.php)
- Leadership in Special Education (http://catalog.ndm.edu/ccg/page/ma-in-leadership-in-special-education/index.php)

- Leadership in Teaching (http://catalog.ndm.edu/ccg/page/ma-in-leadership-in-teaching/index.php)
    - Administration and Supervision (http://catalog.ndm.edu/2018-2019/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2/administration-and-supervision)
    - C (http://catalog.ndm.edu/2018-2019/graduate-catalog/academic-programs-graduate-catalog)ultural Proficiency
    - Digital Technology Leadership (http://catalog.ndm.edu/2018-2019/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2/digital-technology-leadership)
    - E (http://catalog.ndm.edu/2018-2019/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2/digital-technology-leadership)nglish to Speakers of Other Languages
    - Library Media Specialist (http://catalog.ndm.edu/2018-2019/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2/library-media-specialist)
    - Mathematics Instructional Leader (PreK - Grade 6 or Grade 4 - 9) (http://catalog.ndm.edu/2018-2019/graduate-catalog/school-of-education-graduate-catalog/post-masters-certifications/mathematics-instructional-leader-pre-k-grade-6-or-grade-4-9)
    - Literacy Specialist/Coach (Reading Specialist) (http://catalog.ndm.edu/2018-2019/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2/reading-specialist)
    - Spanish (http://catalog.ndm.edu/2018-2019/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2/spanish)
    - STEM (http://catalog.ndm.edu/2018-2019/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2/stem)
- Nonprofit Management (http://catalog.ndm.edu/ccg/page/ma-in-nonprofit-management/index.php)
- Nursing (http://catalog.ndm.edu/ccg/graduate-catalog/school-of-nursing-graduate-catalog)
- Teaching (http://catalog.ndm.edu/ccg/page/ma-in-teaching/index.php)
- TESOL (Teachers of English to Speakers of Other Languages) (http://catalog.ndm.edu/ccg/page/ma-in-tesol/index.php)

Ph.D. Programs

- Instructional Leadership for Changing Populations (http://catalog.ndm.edu/ccg/page/phd-in-instructional-leadership-for-changing-populations/index.php)
- Higher Education Leadership for Changing Populations (http://catalog.ndm.edu/ccg/page/phd-in-instructional-leadership-for-changing-populations/index.php)

Certificate Programs

- Accelerated Certification for Teaching (http://catalog.ndm.edu/ccg/page/accelerated-certification-for-teaching/index.php)
- Certificate of Advanced Study in Education (http://catalog.ndm.edu/ccg/page/certificate-of-advanced-study-in-education/index.php)
- Post-Baccalaureate Certificate in Curriculum and Instruction (http://catalog.ndm.edu/ccg/page/post-baccalaureate-certificate-in-curriculum-and-instruction/index.php)
- Post-Baccalaureate Certificate in Leadership and Management (http://catalog.ndm.edu/ccg/page/post-baccalaureate-certificate-in-leadership-and-management/index.php)
- Post-Baccalaureate Certificate in Leadership of Nonprofit Organizations (http://catalog.ndm.edu/ccg/page/post-baccalaureate-certificate-in-leadership-of-nonprofit-organizations/index.php)
- Post-Master Certificate: Nurse Educator
- Post-Master Certificate: Nurse Administrator
- Post-Master Certification
    - Administration and Supervision (http://ndm.edu/grad-prof-studies/academics/programs/administration-and-supervision-post-masters-certification)
    - (http://ndm.edu/grad-prof-studies/academics/programs/administration-and-supervision-post-masters-certification)Gifted and Talented Education (http://ndm.edu/grad-prof-studies/academics/programs/gifted-and-talented-education-post-masters-certification)
    - Library Media Specialist (http://ndm.edu/grad-prof-studies/academics/programs/library-media-specialist-post-masters-certification)
    - Mathematics Instructional Leader (http://ndm.edu/grad-prof-studies/academics/programs/mathematics-instructional-leader-post-masters-certification) (Pre-K - Grade 6 or Grade 4-9)
    - Literacy Specialist/Coach (Reading Specialist)
    - Special Education (http://ndm.edu/grad-prof-studies/academics/programs/special-education-post-masters-certification)
    - STEM (http://ndm.edu/grad-prof-studies/academics/programs/stem-post-masters-certification)
    - TESOL (http://ndm.edu/grad-prof-studies/academics/programs/tesol-post-masters-certification)

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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** (http://www.ndm.edu/student-life/accessibility-and-health-promotion)**:** We are committed to supporting equal opportunity access for those with disabilities.
- **Health & Wellness Promotion:** (http://www.ndm.edu/student-life/health-wellness-promotion)We offer education, activities and Student Health 101 (http://readsh101.com/ndm.html) resources that encourage making healthy choices and building positive habits.
- **Health Services:** NDMU offers a University-sponsored student injury and illness plan (http://www.ndm.edu/student-life/health-wellness/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 (http://www.ndm.edu/content/accessibility-and-health-promotion-appointment-request)
(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.

Additional Details on Documentation Guidelines (http://www.ndm.edu/student-life/accessibility/documentation-guidelines)
(http://www.ndm.edu/student-life/accessibility/documentation-guidelines)

3. Meet

Meet to discuss accommodations; after the submission of paperwork (http://www.ndm.edu/node/35801), the student will be contacted by the Director of Accessibility and Health Promotion to schedule a meeting to discuss accommodations through an interactive process. An appropriate accommodation plan will be developed to share with professors.

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

- It is a direct threat to the health or safety of other; or



- It is a substantial or fundamental change in an essential element of curriculum or there is a substantial alteration in the manner in which services are provided.

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

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

4. Receipt of Accommodation Letters

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

5. Responsibilities

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

Auxiliary Supports/Services and Accommodations (http://www.ndm.edu/student-life/accessibility-and-health-promotion)
(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 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 (http://www.ndm.edu/content/accessibility-and-health-promotion-appointment-request) 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 (mailto:amorales@ndm.edu) and read about steps for grievances (http://www.ndm.edu/student-life/accessibility-and-health-promotion).

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Financial Aid

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

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

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

Learn more

- Application Process (/graduate-catalog/financial-aid-gr/application-process-gr?menu=financial-aid-gr)
- Cost of Attendance (/graduate-catalog/financial-aid-gr/cost-of-attendance-gr?menu=financial-aid-gr)
- Graduate Level State Scholarships (/graduate-catalog/financial-aid-gr/state-scholarship?menu=financial-aid-gr)
- Policies (/graduate-catalog/financial-aid-gr/policies-fa-gr?menu=financial-aid-gr)
- Rights and Responsibilities (/graduate-catalog/financial-aid-gr/rights-and-responsibilities-gr?menu=financial-aid-gr)
- TEACH Grant Program (/graduate-catalog/financial-aid-gr/teach-grant-program-gr?menu=financial-aid-gr)

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Application Process

Obtain an FSA ID

All students and parents of dependent students should apply for a **U.S. Department of Education Federal Student Aid (FSA) ID (https://fafsa.ed.gov/)**. 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) (https://studentaid.ed.gov/sa/fafsa/next-steps/student-aid-report)** 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 (https://studentaid.ed.gov/sa/about/announcements/irs-drt-unavailable)** 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 (https://studentaid.ed.gov/sa/fafsa/estimate)**. 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 (http://catalog.ndm.edu/2018-2019/financial-aid/policies/satisfactory-academic-progress)** 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 (http://www.ndm.edu/admissions-aid/financial-aid/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 (http://www.ndm.edu/admissions-aid/financial-aid/contact-us)** 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 (http://www.ndm.edu/admissions-aid/financial-aid/how-apply/cost-attendance)** for detailed information by student type.

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Graduate Level State Scholarships

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

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

Graduate Nursing Faculty Scholarship

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

- Apply Online (https://mdcaps.mhec.state.md.us)

Graduate and Professional Scholarship

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

Edward T. Conroy Memorial Scholarship Program

Applicants must meet one of the following requirements to eligible:

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

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

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

How to Apply: Applications are sent from the Office of Financial Aid via NDMU email and are available **online** (http://www.ndm.edu/admissions/financialaid/forms-and-publications/).

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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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.

Learn more

- Communication and Confidentiality (/graduate-catalog/financial-aid-gr/policies-fa-gr/communication-and-confidentiality-gr?menu=policies-fa-gr)
- Contractual/Consortium Agreements (/graduate-catalog/financial-aid-gr/policies-fa-gr/contractual-consortium-agreements-policy-gr?menu=policies-fa-gr)
- Courses - Dropping (/graduate-catalog/financial-aid-gr/policies-fa-gr/courses-dropping-gr?menu=policies-fa-gr)
- Courses - Withdrawal (/graduate-catalog/financial-aid-gr/policies-fa-gr/courses-withdrawal-gr?menu=policies-fa-gr)

- Cumulative Total Loan Limits (/graduate-catalog/financial-aid-gr/policies-fa-gr/cumulative-total-loan-limits?menu=policies-fa-gr)
- Disbursement of Funds (/graduate-catalog/financial-aid-gr/policies-fa-gr/disbursement-of-funds-gr?menu=policies-fa-gr)
- Leave of Absence and Return to Title IV Funds (/graduate-catalog/financial-aid-gr/policies-fa-gr/leave-of-absence-and-return-to-title-iv-funds-gr?menu=policies-fa-gr)
- Loan Limits Each Year (/graduate-catalog/financial-aid-gr/policies-fa-gr/loan-limits-each-year-gr?menu=policies-fa-gr)
- Satisfactory Academic Progress (/graduate-catalog/financial-aid-gr/policies-fa-gr/satisfactory-academic-policies-gr?menu=policies-fa-gr)

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Communication and Confidentiality

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

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

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

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

Confidentiality Policy

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

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

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

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

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Contractual/Consortium Agreements

Consortium Agreements

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

Contractual Agreements

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

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

The Johns Hopkins School of Medical Imaging is recognized as an eligible institution of higher education for purposes of *state* financial aid programs. These include Maryland State Scholarships and Veterans Benefits but do not include Federal Financial Aid such as Pell Grants and Direct Subsidized/Unsubsidized Loans. Students may also apply for a low interest loan through The Johns Hopkins Federal Credit Union (JHFCU). The applicant must meet JHFCU loan

requirements. The Schools of Medical Imaging do not guarantee loan approval by JHFCU. Specifics about loan policies can be addressed at the time of the applicant's interview or through the school office. All financial arrangements must be resolved before attending the respective program.

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Courses - Dropping

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

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

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

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

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Courses - Withdrawal

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

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

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

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

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

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

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

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

Confirmation of future enrollment within the same semester will prevent the recalculation process from being initiated. If a student decides that dropping a single course during the semester is necessary, but expects to complete the subsequent module courses during the same semester, he or she will be given the option to confirm that intention by responding to email notice from the Office of Financial Aid. Without documented confirmation by the student, the Office of Financial Aid will assume the student ceased attendance and will begin the Return of Title IV funds process.

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

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Cumulative Total Loan Limits

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

Aggregate Loan Limits

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

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Disbursement of Funds

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

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

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

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

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Leave of Absence and Return to Title IV Funds

Leave of absence

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

Return of federal student aid

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

Federal Regulations require the University to calculate a Return of Federal Student Aid funds for students who Withdraw (officially or unofficially) from all classes on or before the 60 percent attendance point in the semester and for students who Withdraw from any module-based courses.
If the student officially Withdraws, the determination date is the date NDMU determines the

student began the Withdrawal process. If the student does not provide official notification of his/her intent to Withdraw, the determination date will be determined as the date NDMU became aware the student was not attending class. For official Withdrawal, NDMU uses the date the student provided official notification to Withdraw as the Withdrawal date; for unofficial Withdrawals, the last date of academically related activity as given by a professor is used as the Withdrawal date.

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

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

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

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

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

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

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

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

How to Handle a Grant Overpayment

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

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

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

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

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

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

Students considering Withdrawal should contact the Office of Financial Aid.

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Loan Limits Each Year

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

For Returning Students:

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

New Students/First Time Borrowers at NDMU:

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

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

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

Graduate and Pharmacy Students

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

Graduate Plus Loan

To receive a Direct Grad PLUS Loan, students must:

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

To receive a Direct Graduate PLUS Loan, the student must complete the FAFSA and complete the Graduate PLUS application on studentloans.gov (file:///C:/Users/mmoore9/Desktop/studentloans.gov). The information provided by the student will be sent to Notre Dame of Maryland University by using their school code 002065.

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

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

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Satisfactory Academic Progress

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

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

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

For more detail, the Financial Aid Satisfactory Academic Progress Policy is available on the Office of Financial Aid **website (http://www.ndm.edu/admissions-aid/financial-aid/how-keep-it/policies/satisfactory-academic-progress)**.

Satisfactory Academic Progress Requirements Graduate Students

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

Satisfactory Academic Progress Requirements Pharmacy Students

- maintain the required Cumulative Grade Point Average (GPA) of 2.0;
- maintain a successful Cumulative Course Completion Rate (pace) of at least 75%;
- complete the academic Program of Study within the maximum timeframe (MTF); and
- meet all School of Pharmacy academic requirements.

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Rights and Responsibilities

Student Rights

Students have the right to:

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

Student Responsibilities

Students Must:

1. Monitor their NDMU email account and respond to requests from the Office of Financial Aid;
2. Reapply for aid every year;
3. Complete all application forms accurately and submit them on time - there are no exceptions as this is a federal mandate,
4. Provide correct information. In most instances, misreporting information on financial aid applications is a violation of federal law and may be considered a criminal offense punishable by jail and/or fines;
5. Complete all additional documentation, verification, correction, and/or new information requested by either the Office of Financial Aid or the agency to which they submitted their application;
6. Read and Understand all forms requiring their signature and for keeping copies of all documentation;
7. Accept responsibility for all signed agreements;
8. Be aware of NDMU's refund procedures and the consequences of withdrawing from classes;
9. Report any change in their status to the Office of Financial Aid;
10. Report any financial aid received from outside sources to the Office of Financial Aid;
11. Use any financial aid granted to solely for educational expenses related to Notre Dame of Maryland University;
12. Perform the work that is agreed upon in accepting a federal work-study award; and
13. Repay all student loans whether or not they graduate or complete their Program of Study.

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

Eligibility Requirements:

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

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

Additional Information

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

Other Identified Teacher Shortage Areas (Doc)
(http://www.ed.gov/about/offices/list/ope/pol/tsa.do)

High-need fields include:

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

See additional information
(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 Website. The TEACH Grant Agreement to Serve specifies the conditions under which the grant will be awarded, the teaching

service requirements, and includes an acknowledgment by the student they understand that if they do not meet the teaching service requirements, they must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed.

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

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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 (mailto: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 (http://tel:4105325401/), amorales@ndm.edu (mailto:amorales@ndm.edu).

Additional information is available through:

U.S. Department of Education
Office for Civil Rights
The Wanamaker Bldg. Region III Office
100 Penn Square, East-Suite 515
Philadelphia, PA 19107
Telephone: (215) 656-6010

Sexual Misconduct Policy and Procedures

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

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

Policies and Procedures

Information regarding the University's Sexual Misconduct Policy and Procedures and other related information is available on the University's Title IX page (http://www.ndm.edu/about-us/compliance/title-ix).

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 (mailto:gfitzgerald@ndm.edu)

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Online Learning

Online learning

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

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

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

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

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

Students may change student type only one time during their academic program tenure. This means that an OL student may request to change their classification and become an on-campus student or an on-campus student may request to change their classification and become an on OL student. Once a student type is changed, it cannot be changed back until the program is completed or a student fully withdrawals (separates) from the University for more than one academic year.

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

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

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Student Records

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

The following are general policies regarding Student Academic Records (official) at Notre Dame of Maryland University.

Privacy Rights of Students
File Confidentiality and Availability
Additional Academic Files
Other Records
Release of Records
Background Checks
Court Requests
Placement Records
Records of Deceased Students
Directory Information
Consent Not Required
Concerns and Complaints
Photo Release

Privacy Rights of Students

Notre Dame of Maryland University complies with the provisions of The Family Educational Rights and Privacy Act (FERPA) (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn), 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 (https://www.ndm.edu/registrar).

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 (https://www.ndm.edu/registrar/student-forms).

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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

The Academic and Career Enrichment Center assists students in the preparation of resumes and in the compilation of recommendations, which the student may have sent, upon written request, to prospective employers. NDMU does not operate a permanent, ongoing placement service for its graduates.

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Records of Deceased Students

The records of deceased students may be released to survivors under the following circumstances: The order of succession for requests is first for the surviving spouse, parent, executor of the estate and eldest surviving child; then the eldest surviving sibling; and then any surviving descendant. The requestor must provide as much of the following information as possible: name of the student; social security number; date of attendance at Notre Dame; and a copy of the death certificate. The requestor must provide the following personal information: name, address, evidence of qualification to receive the records (see order of succession above), phone number, signature, and date of the request.

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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)

Directory Information

Notre Dame of Maryland University considers the following to be Directory Information:

- Name
- Email Address
- Classification
- Degrees and awards received
- Major/Concentration/Minors
- Dates of attendance
- Participation in official activities/sports

Directory Information may be released to the public without prior written consent of the student (see next section).

To prevent the release of Directory Information, the student must present a written request to the Registrar's Office before the first Friday of each semester. This information release hold is valid for one semester and must be submitted at the beginning of each subsequent semester. If a hold is placed on the release of information, that hold prohibits release of all items of Directory Information to all outside persons, organizations or agencies.

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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.

Sources:

- https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
- http://familypolicy.ed.gov/content/model-notifications-rights-under-ferpa-postsecondary-institutions (http://familypolicy.ed.gov/content/model-notifications-rights-under-ferpa-postsecondary-institutions)
- http://familypolicy.ed.gov/content/ferpa-model-notice-directory-information (http://familypolicy.ed.gov/content/ferpa-model-notice-directory-information)

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Photo Release

Notre Dame of Maryland University has the right to the use and reproduction of photographs taken of students while they are enrolled, for present and future use in University publications and marketing efforts, without compensation to the student. A student who does not wish to have a photo used must submit a signed statement to the Registrar's Office before the first Friday of each semester.

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Tuition and Fees for 2023-2024

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.

Graduate Studies (per credit hour unless otherwise indicated)

School of Arts, Sciences and Business Master's Programs	$610
School of Arts, Sciences and Business Art Therapy Program	$690
School of Education Accelerated Certificate in Teaching Program	$595
School of Education Master's Programs	$595
School of Education Master's in Teaching/Graduate Education Internship Program (program total)	$26,000
School of Education CASE Program	$735
School of Education Ph.D. Program	$735

School of Nursing Master's Program - Leadership in Administration & Leadership in Nursing Education	$690
School of Nursing Master's Program - Family Nurse Prac & Adult-Gerontology Primary Care Nurse Prac	$900
School of Pharmacy Program (per year)	$40,350
School of Pharmacy Student Fee	$2,000
Registration/Technology Fee *Non-Refundable* (per year)	$195
NDMU Online Programs (online.ndm.edu)	
Online Certificate	$515
Online Master's Degree	$590
Online Ph.D.	$635
Registration/Technology Fee	$195

Financial aid

Limited financial aid is available in the form of low-interest loans and veterans' benefits. Contact the Notre Dame Office of Financial Aid at 410-532-5369. Contact the Registrar's Office at 410-532-5327 for questions regarding VA benefits. Employee tuition benefits may be available from your employer.

Tuition adjustment policy

Tuition adjustments are based upon the total tuition due for all courses in any given semester. They are made on a percentage basis dependent on the date that the written withdrawal request is received in the registrar's office. Tuition adjustment schedules, with the appropriate dates and percentages, are published in the course schedules at the beginning of each semester.

Note: Telephone messages, communications with faculty members or advisors, and non-attendance at class are not valid methods of withdrawing from classes and do not obligate the University to refund all or part of the tuition. The fact that a student has not attended a class has no impact on tuition adjustment.

The University reserves the right to drop from classes any student who has not satisfied all financial obligations by the time classes begin. Nonpayment of tuition without proper notification to the registrar's office of withdrawal from classes does not obligate the University to refund tuition payments or to credit a student's account for the tuition for that semester. If the University

exercises its right to drop students for nonpayment, students must re-register for the courses. Payment of the outstanding tuition does not constitute re-registration and does not ensure the student a seat in any class.

Requests for a tuition refund must be made in writing to the business office or indicated on the withdrawal form available in the registrar's office. Registration, admission application fee and late fees are non-refundable. A student who is receiving financial aid will be subject to the refund policy established by federal guidelines.

Employer tuition remission payment plans

The Employer Tuition Remission Payment Plan enables students to register and partially defer tuition. At the time of registration all fees and 15 percent of total tuition is due. The balance of your tuition is payable 60 days after the last class of the semester. See the form for full details and requirements. A Verification of Employer Tuition Remission Eligibility form must be completed. For more information regarding the Employer Tuition Remission Payment Plan, call 410-532-5365.

Miscellaneous Fees

Lab Fee (per class)	$35
Applied Music Fee (per credit)	$350
Graduation Fee	$275
Certificate Completion Fee	$75
Transcript Fee (per transcript)	$10
Prior Learning Assessment Credit Recording Fee (per credit)	$25
Prior Learning Assessment Challenge Exam Fee (per course)	$250
Prior Learning Assessment Portfolio Evaluation Fee (1st course)	$250
Prior Learning Assessment Portfolio Evaluation Fee (each additional)	$125

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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 (https://www.ndm.edu/apply-now).
2. Once admitted, obtain an Application for Program of Education Form (VA form 22-1990) (http://www.gibill.va.gov/) from the Department of Veterans Affairs and submit the NDMU Intent to Register Form to Registerar's Office.
3. Submit a copy of the completed application to the Registrar's Office.
4. You must be registered for classes before enrollment certification can be sent to the Buffalo Regional Processing Center.
5. Additional payment and/or fees for the balance after VA education benefit disbursement are the student's responsibility.
    1. While waiting for VA education benefit disbursement students will not:
        1. Be assessed late fees
        2. Be prevented from enrolling
        3. Be required to secure alternative or additional funding
        4. Be denied access to any school resources

Financial Aid for Veterans and Dependents

Students, Veterans, and Dependents are eligible for various grants, scholarships and tuition assistance. Refer to the Updated GI Bill® (https://www.accreditedschoolsonline.org/resources/financial-aid-scholarships-for-veterans/).

"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.benefits.va.gov/gibill (https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.benefits.va.gov%2Fgibill&data=04%7C01%7CSPrice%40ndm.edu%7C29ba7fee65824fac823b08d94097622e%7C23e76ce8053b4

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 (https://www.ndm.edu/apply-now)
2. Complete the State Tuition Waiver form (https://military.maryland.gov/NG/Pages/tuition-assistance.aspx)
3. Have your Unit Commander sign the letter
4. Present the approved tuition waiver to the business office (https://www.ndm.edu/business-office) and display valid military ID

Some program limitations and exclusions may apply, including NDMU Online (https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fonline.ndm.edu%2F&data=05%7C01%7CSPrice%40ndm.edu%7C54b5254a61a44ce786c808da758f5bcc%7C23e76ce8053b4267b0d3 Hybrid Accelerated Bachelor of Science in Nursing, Doctorate in Pharmacy (Pharm.D.), Doctorate in Occupational Therapy (OTD), and Ph.D. in Instructional Leader in Changing Populations. Please contact the University's Business Office (https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ndm.edu%2Fbusiness-office&data=05%7C01%7CSPrice%40ndm.edu%7C54b5254a61a44ce786c808da758f5bcc%7C23e76ce8053b4267b0d3b497df4bbaf8%7C1%7C0%7C63795 to determine if a program is eligible.

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 (http://www.benefits.va.gov/gibill/yellow_ribbon.asp), 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 (https://www.dantes.doded.mil/EducationPrograms/become-a-teacher/troopstoteachers.html) 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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School of Arts, Sciences and Business

Learn more

- Master of Arts in Art Therapy (/graduate-catalog/graduate-school-of-arts-and-sciences/master-of-arts-in-art-therapy_1?menu=graduate-school-of-arts-and-sciences)
- Master of Arts in Contemporary Communication (/graduate-catalog/graduate-school-of-arts-and-sciences/ma-in-contemporary-communication?menu=graduate-school-of-arts-and-sciences)
- Master of Arts in English Literature (/graduate-catalog/graduate-school-of-arts-and-sciences/ma-in-english-literature?menu=graduate-school-of-arts-and-sciences)
- Master of Arts in Leadership and Management (/graduate-catalog/graduate-school-of-arts-and-sciences/master-of-arts-in-leadership-and-management?menu=graduate-school-of-arts-and-sciences)
- Master of Arts in Nonprofit Management (/graduate-catalog/graduate-school-of-arts-and-sciences/master-of-arts-in-nonprofit-management?menu=graduate-school-of-arts-and-sciences)
- Master of Science in Analytics (online) (/graduate-catalog/graduate-school-of-arts-and-sciences/ms-in-analytics?menu=graduate-school-of-arts-and-sciences)
- Master of Science in Risk Management (online) (/graduate-catalog/graduate-school-of-arts-and-sciences/master-of-science-in-risk-management?menu=graduate-school-of-arts-and-sciences)
- Post-baccalaureate Certificate in English Literature (/graduate-catalog/graduate-school-of-arts-and-sciences/post-baccalaureate-certificate-in-english-literature?menu=graduate-school-of-arts-and-sciences)

- Post-baccalaureate Certificate in Latin (/graduate-catalog/graduate-school-of-arts-and-sciences/post-baccalaureate-certificate-in-latin?menu=graduate-school-of-arts-and-sciences)
- Post-baccalaureate Certificate in Leadership and Management (/graduate-catalog/graduate-school-of-arts-and-sciences/post-baccalaureate-certificate-in-leadership-and-management?menu=graduate-school-of-arts-and-sciences)
- Post-baccalaureate Certificate in Leadership of Nonprofit Organizations (/graduate-catalog/graduate-school-of-arts-and-sciences/post-baccalaureate-certificate-in-leadership-of-nonprofit-organizations?menu=graduate-school-of-arts-and-sciences)
- Post-baccalaureate Certificate in Risk Management (online) (/graduate-catalog/graduate-school-of-arts-and-sciences/online-graduate-certificate-in-risk-management?menu=graduate-school-of-arts-and-sciences)

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MA in Art Therapy

Department

Pamela O'Brien, *Dean, School of Arts, Sciences and Business*
Cathy Goucher, MA, ATR-BC, LCPC, LCPAT, *Chair and Field Instruction Coordinator*
Julia Andersen MA, ATR-BC, LCPAT, ATCS, *Graduate Program Director*
Yasmine Awais PhD, ATR-BC, LCPAT, ATCS *Graduate Research Coordinator*

Degrees offered

Master's

Campuses

Main Campus

Summary

The NDMU Master of Arts in Art Therapy represents study related to one of the newest, unique specializations in the helping professions. The Program of Study focuses on engagement with theory and processes of Art Therapy. Study weaves together counseling and psychological theory and techniques toward distinct art psychotherapy practices. This is coupled with rich practical understanding of the creative process and facility with art materials and methods aimed at advancing healing and growth for clients.

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

The MA in Art Therapy Program at NDMU was awarded initial accreditation by the Commission on Accreditation of Allied Health Programs (CAAHP) in November 2022. Students should plan to pursue state licensure and/or national credentialing in order to meet requirements for practice in the field.

Program Objectives

Programs within the Art Therapy Department, housed in Notre Dame of Maryland University's historic Women's College and the College of Graduate Studies, will prepare women and men for entry into the field of art therapy, with an emphasis on graduates who are strong practitioners and clinicians within the field. Further, building on its tradition to educate students who transform their communities and work toward a culture of inclusivity and social responsibility, the program intends to have a strong emphasis on preparing clinicians who will give back to and meaningfully serve their communities, in addition to their work with clients.

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

NDMU's Masters in Art Therapy (MA) Program has been designed to ensure students will graduate with the necessary coursework and clinical internship hours needed for meeting the Art Therapy Credentials Board's (ATCB) requirements for professional credentialing (ATR-BC), as well as Maryland licensure requirements (LGPAT/LCPAT) in Maryland. Students planning to practice locally will submit application to the Maryland Board of Professional Counselors and Therapists as they complete their studies in demonstration that educational requirements have been met and to ask that permission be

granted to allow them to sit for the licensing exam required. Achieving a passing score on this exam, the MA graduate will be licensed as an LGPAT, gaining entry into the field and eligibility to work as an art therapist in a variety of clinical settings including hospitals, social service facilities, senior centers, government agencies, correctional facilities, schools, and community settings. Additionally, licensed art therapists have sufficient training across a variety of courses and disciplines as to be marketable not only in art therapy, but in general therapy and counseling positions and community programming.

The Master's in Art Therapy is offered in a traditional face-to-face, full or part-time format in the liberal arts tradition. In the full-time format, the 64 credit Program of Study, including 1,000 total hours of practicum and internship, should be completed within three years.

Notre Dame of Maryland University requires a Grade Point Average of 3.0 on a 4-point scale for graduation for any of the Graduation Degree or Certificate Programs of Study. This means that students can only receive two C's in their NDMU grad program and still graduate. With permission of the SOASB Dean, a student may repeat only one course that has been failed, with the exception of failure of any section of Internship, which may not be repeated if failed. The higher grade and course credits will be counted in the student's Cumulative Grade Point Average and toward the credits needed for the degree. Both grades, however, will appear on the student's official transcript. The repeated course must be taken at Notre Dame. A second grade of 'F' in any course will result in Academic Dismissal from the graduate program. A course with a grade of 'C' or higher may not be repeated. Students wishing to explore appealing a grade are directed to the NDMU grade appeal process.

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

a. Understand the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.

b. Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.

c. Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.

d. Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.

e. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.

f. Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.

g. Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.

h. Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.

i. Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.

j. Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.

k. Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.

l. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.

m. Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.

n. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

o. Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

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

Admission Requirements

To be considered for admission to the Master of Arts in Art Therapy Program of Study at NDMU, applicants must have completed a bachelor's degree with a Cumulative GPA of 3.0 or above. There is no GRE requirement or general essay requirement for admission. Applicants must first complete the General Application for Graduate Admission, and submit all transcripts for verification of prerequisites needed. Prerequisites are as follows:

- A minimum of **18 credit hours in studio art including** drawing (3), painting (3), *and* ceramics or photography (3);
- A minimum of **9 credit hours in psychology including** child/adolescent or human development *and* abnormal psychology; and,
- At least 12 hours of the studio art and at least 9 hours of the psychology must be completed prior to admission with the remaining being completed within the first year of enrollment in the program. Students are stronly encouraged to complete all prerequisites before program entry for optimal time management of course and field time and project requriements.

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

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

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

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

Curriculum (64 credits)

ATP-501 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-501) History and Theory of Art Therapy (3)

ATP-502 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-502) Professional Ethics and Legal Issues (3)

ATP-503 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-503) Human Development and Art Therapy (3)

ATP-504 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-504) Art Therapy in Counseling (3)

ATP-505 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-505) Internship I (1)

ATP-506 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-506) Internship II (1)

ATP-507 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-507) Assessment, Testing and Evaluation (3)

ATP-508 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-508) Psychopathology: Art & Diagnosis (3)

ATP-509 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-509) Process: Art Therapy & Counseling (3)

ATP-510 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-510) Creative Techniques and Materials of Art Therapy (3)

ATP-511 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=ATP#ATP-511) Art Therapy with Children and Adolescents (3)

ATP-512 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-512) Internship III (1)

ATP-513 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=ATP#ATP-513) Art Psychotherapy & Trauma (3)

ATP-514 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-514) Group Therapy Thechniques in Art Therapy (3)

ATP-515 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-515) Research Methods (3)

ATP-516 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-516) Art Therapy and Substance Use Disorder Counseling (3)

ATP-517 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=ATP#ATP-517) Marital &

Family Art Therapy (3)

ATP-518 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-518) Internship IV (1)

ATP-519 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-519) Social & Cultural Diversity in Art Therapy (3)

ATP-520 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-520) Art Therapy and Transformative Practice for Social Justice (3)

ATP-521 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-521) Career Counseling (3)

ATP-601 (https://catalog.ndm.edu/courses/list/index.php?dept=ATP#ATP-601) Thesis Project - Graduate Seminar

ART-509 (https://catalog.ndm.edu/courses/list/index.php?dept=ART#ART-509) Graduate Experience in Photography (3)

ART-510 (https://catalog.ndm.edu/courses/list/index.php?dept=ART#ART-510) Graduate Experience in Ceramics (3)

ART-525 (https://catalog.ndm.edu/courses/list/index.php?dept=ART#ART-525) Graduate Mixed Media Workshop (3)

Courses

ART-509 Graduate Photography Workshop

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

ART-510 Graduate Ceramics Workshop

Provides students with the opportunity to work independently with traditional and contemporary approaches to ceramic materials and processes to develop an individual approach to art making. Students work in consultation with faculty and meet as a group to workshop and critique concepts and techniques. As an advanced studio course for graduate art therapy students, methodologies in support of ways in which ceramics can be brought into the narrative, self-expressive realm, advancing the basics of handbuilding methods, will be emphasized. [3 credits]

ART-525 Graduate Mixed Media Workshop

Provides students with the opportunity to work independently with a range of materials and processes to develop an individual approach to art making. Students work in consultation with faculty and meet as a group to workshop and critique concepts and techniques. As an advanced studio course for graduate art therapy students, methodologies in support of ways in which mixed media can be brought into the narrative, self-expressive realm will be emphasized. [3 credits]

ATP-501 History and Theory of Art Therapy

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

ATP-502 Professional Ethics and Legal Issues

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

ATP-503 Human Development and Art Therapy

Examines the stages of human growth and development and offers students opportunity to scaffold assessment and treatment of typical and atypical individuals across the lifespan. Study of normative developmental stages of art will provide students a contextual les for assessing and

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

ATP-504 Art Therapy in Counseling

Explores various theoretical approaches including psychodynamic, cognitive/behavioral, and humanistic approaches along with current counseling trends and their relation to art psychotherapy approaches, emphasizing integration. Introduces and provides initial opportunity, via in class experiential exercises, for practice of establishing and developing the therapeutic relationship through verbal and art mediated counseling processes. Students will develop an approach sensitive to clients' and counselor's cultural backgrounds, personal philosophies, wellness, and presenting needs. Case presentations and experiential exercises will guide class discussions. Students will articulate their own developing theoretical orientations. Prerequisite: Enrolled in Graduate Art Therapy Program (MA). ATP-501 taken previously or concurrently. [3 credits]

ATP-505 Internship I

Engages student in an initial embedded practicum field experience comprised of observation and clinical practice of art therapy in an appropriate setting in regular consultation with a site supervisor and faculty supervisor. Following successful completion of this initial fieldwork (100 hours), student seamlessly begins official internship within the same setting, including enhanced clinical practice opportunities extended over time under continued on-site supervision. Weekly individual supervision is provided directly at the Internship site in addition to weekly group supervision provided at the university by art therapy faculty for shared learning and clinical consultation. Prerequisite: Enrollment in the Graduate Art Therapy Program. ATP-501 and ATP-504 will be taken prior or concurrently. [1 credit]

ATP-506 Internship II

Engages student in a continuation of the field experience undertaken in Internship I. Internship II steadily builds upon initial skills and supports the student toward developing competency in diagnostic formulation and treatment planning; conducting individual and co-developing group art therapy sessions; effective observational, listening, and communication skills, including documentation and presentation; diversity issues; and evaluation of the dynamics of the treatment milieu and the role of art therapy within the setting. Skills development in these areas is steadily promoted through continued on-site clinical supervision. Weekly, individual clinical supervision is provided directly at the internship site by a licensed art therapist (LCPAT) or related licensed mental health professional. On campus, students will benefit from further

integration of knowledge and skills during the seminar course taught by art therapy faculty. Prerequisite: ATP-505 and technical standards as evaluated by the Program Director; enrolled in the Graduate Art Therapy Program (MA). Corequisites: ATP-508 and ATP-509 prior to or concurrently. [1 credit]

ATP-507 Assessment, Testing and Evaluation

Examines a wide range of specific art therapy procedures and tools used in therapeutic appraisal and evaluation. Exploration of the validity and reliability of art therapy assessments, related current and ongoing research with regard to art based appraisal, and parameters as to the extent to which assessments inform a client's diagnostic profile and impact treatment planning will be a focus. Report writing and understanding of rudimentary statistical concepts will be included. Attention will also be given to cultural, ethical, developmental, and legal consideration in administration and interpretation of art therapy and related mental health assessments and exams. Skills will be demonstrated for conducting bio-psychosocial assessment, mental status exam, and substance abuse disorder assessments. Prerequisite: Enrolled in the Graduate Art Therapy Program (MA). [3 credits]

ATP-508 Psychopathology: Art and Diagnosis

Examines major categories of psychiatric diagnoses using the Diagnostic and Statistical Manual (DSM) multiaxial system, as well as theories of psychopathology. Students will engage further through examination of relevant literature and develop skills involved in the evaluation of potential art-based and behavioral indicators of mental disorders and the process of differential diagnosis. Ethical considerations and the effects that culture and society have on individuals with mental illness will be highlighted. A basic introduction to psychopharmacology will be included in the course, as well as ongoing conceptual developments in neuroscience. Prerequisite: Enrolled in the Graduate Art Therapy Program (MA). [3 credits]

ATP-509 Process: Art Therapy and Counseling

Engages student in a deep, experiential understanding of the creative process as essential to practice of art therapy and how one might view and integrate counseling theories through such a lens. Students will practice counseling skills through course based role play opportunities and will explore and practice incorporating art therapy skills within the practice of establishing and developing the therapeutic relationship. This integration will challenge students to apply knowledge of creativity, symbolism, metaphor, and artistic language within the therapeutic relationship and to demonstrate belief in the value of using art making as a means to exploring self. Multicultural considerations, as well as application within group and individual formats, will be interwoven in the course material. Prerequisite: ATP-504, Art Therapy in Counseling and enrolled in the Graduate Art Therapy Program (MA). [3 credits]

ATP-510 Creative Techniques and Materials of Art Therapy

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

ATP-511 Art Therapy with Children and Adolescents

Explores the practical, theoretical, and ethical considerations involved in treating diverse children and adolescents using art therapy in a variety of clinical and educational settings. Appraisal of developmental level, identification of clinical treatment issues through administration of the Kramer assessment, and application of art therapy techniques specifically designed for children and adolescents of varying ability will be the focus of coursework. Crisis and trauma informed art therapy interventions for children and adolescents, as well as appraisal of self-harm and suicidal indicators in the art and behaviors of children and adolescents will also be addressed. Prerequisite: Enrolled in the Graduate Art Therapy Program. [3 credits]

ATP-512 Internship III

Engages student in a continuation of professional competency development begun during the first academic year of graduate study linked to seminar courses Internship I and II. Within a new, second academic year placement, Internship III focuses on advancing skills in continued domains and supports the student toward advancing competency in: diagnostic formulation and informed, collaborative treatment planning; critically constructing, conducting, and evaluating outcomes of art therapy treatment; critical observational and listening skills; clear, professionally collaborative communication skills, including facilitation of art based dialogue, documentation and presentation; cultural considerations; and critical evaluation of the dynamics of the treatment milieu and maintaining the role of art therapy within the setting. Skill development in these areas is steadily promoted through continued on-site clinical supervision. Weekly, individual clinical supervision is provided directly at the internship site by a licensed art therapist (LCPAT) or related licensed mental health professional. On campus, students

will benefit from further integration of knowledge and skills during the seminar course taught by art therapy faculty. Prerequisites: ATP-501, ATP-502, ATP-503, ATP-504, ATP-505, ATP-506, ATP-507, ATP-508, APT-509 and enrolled in the Graduate Art Therapy Program. Students will take ATP-514, Group Therapy Techniques in Art Therapy andATP-513, Art Psychotherapy and Trauma prior or concurrently with course. [1 credit]

ATP-513 Art Psychotherapy & Trauma

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

ATP-514 Group Therapy Techniques in Art Therapy

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

ATP-515 Research Methods

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

ATP-516 Art Therapy and Substance Use Disorder Counseling

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

ATP-517 Marital and Family Art Therapy

Provides a specialized examination of art therapy with families and couples, including study of major theoretical approaches in family systems work and family life cycle development. Cultural and contextual factors impacting families, as well as evidence-based and clinically-grounded approaches for evaluating and therapeutically addressing family dynamics, including through art therapy, will be explored. Students will actively engage in learning models of integrating art therapy and family systems works and planning art therapy interventions for families, considering impacts of treatment setting and community resources as appropriate. Through the lens of ethical practice and collaboration, further development of professionalism will be addressed, as well as utilization of a wellness oriented approach for familites. Prerequisites: ATP-503, ATP-509, ATP-511 and ATP-514 and enrolled in the Graduate Art Therapy Program. Corequisites: ATP-507. [3 credits]

ATP-518 Internship IV

Engages student in a continuation of professional competency development begun during the first academic year of graduate study linked to seminar courses Internship I and II. Within the second academic year placement, Internship IV continues and completes work begun in Internship III, focusing on advancing skills in continued domains and supporting the student toward competency in: diagnostic formulation and informed, collaborative treatment planning; critically constructing, conducting, and evaluating outcomes of art therapy treatment; critical observational and listening skills, including facilitation of art based dialogue, documentation, and presentation; cultural considerations; and critical evaluation of the dynamics of the treatment milieu and maintaining the role of art therapy within the setting. Skill development in these areas is steadily promoted and consolidated in this coutcomes course through continued on-site clinical supervision. Weekly, individual clinical supervision is provided directly at the internship

site by a licensed art therpist (LCPAT) or related licensed mental health professional. On campus, students will benefit from further integration of knowledge and skills during the seminar course taught by art therapy faculty. Prerequisites: ATP-505, ATP-506, ATP-512 and technical standards as evaluated by the program Director; ATP-501, ATP-502, ATP-503, ATP-504, ATP-507, ATP-508, ATP-509, ATP-510, ATP-514, ATP-515 and enrolled in Graduate Art Therapy Program. Corequisites: ATP-517, ATP-601, ATP-519 prior or concurrently with this course. [1 credit]

ATP-519 Social and Cultural Diversity in Art Therapy

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

ATP-520 Art Therapy and Transformative Practice for Social Justice

Engages students in thinking about the practice of art therapy within community-based settings serving marginalized, underserved, and/or oppressed polulations. Field visits to such settings will be included. Students will explore the psychosocial needs and sociocultural considerations involved in working with marginalized groups, further develop advocacy proposals created in the Social and Cultural Diversity course, and implement small scale art therapy-informed workshops or public art-actions designed to positively impact representation and access for identified groups. This course will further prepare students for responsive, transformative social action art therapy practice. Prerequisites: ATP-514 and ATP-519. [3 credits]

ATP-521 Career Counseling

Explores ethical and culturally relevant methods aimed at supporting clients to positively impact their career development through identification, engagement and development of aptitudes and skills. Students will be introduced to theories, models, and tools of career planning and decision

making, as well as methods of assessment. Strategies for facilitating diverse clients' discernment of career paths that are well matched to lifestyle, roles, and health will be shared. Strategies for advocacy related to deverse clients' career and educational development development and opportunities in a global economy will also be addressed. This course shall satisfy a state licensing board requirement for art therapy graduate training. Prerequisites: ATP-502; ATP-503; ATP-504; ATP-507. [3 credits]

ATP-601 Thesis Project Graduate Seminar

Integrates theoretical and clinical knowledge specific to the field of Art Therapy through creation of a culminating, in-depth project reflective of the literature and direction of current research in the discipline. Students will complete a thesis project using established research methods, such as quantitative, qualitative, mixed methods, or arts based, that demonstrates thorough integration of art-based clinical skills, art therapy theory, art therapy science, and art therapy practice. Students will also create a professional portfolio in support of their transition from student to professional practice. Prerequisites: ATP-501, ATP-502, APT-503, ATP-504, ATP-505, ATP-506, ATP-507, ATP-508, ATP-509, ATP-510, ATP-512, ATP-514, ATP-515. Corequisites: ATP-517, ATP-518, ATP-519 prior or concurrently with course. Enrolled in Graduate Art Therapy Program (MA). [3 credits]

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MA in Contemporary Communication

Communication Arts Department

Degrees offered

Master's

Campuses

Main Campus

Summary

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

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

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

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

Program Objectives

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

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

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

Curriculum (36 Credits)

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

Required Courses

IDS-510 (http://catalog.ndm.edu/courses/list/index.php?dept=IDS) Approaches to Contemporary Communication (3)
CST-515 (http://catalog.ndm.edu/courses/list/index.php?dept=CST) Technology in Contemporary Communication (3)

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

Art

ART-509 (http://catalog.ndm.edu/courses/list/index.php?dept=ART) Graduate Photography Workshop (3)
ART-520 (http://catalog.ndm.edu/courses/list/index.php?dept=ART) Visual Culture (3)

Communication Arts

COM-505 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Business Communication (3)
COM-507 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Film Themes (3)
COM-509 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Media Criticism and Theory (3)
COM-511 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Communication Issues (3)
COM-515 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Cross-Cultural Communication (3)
COM-517 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Communication and Gender (3)
COM-520 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Media Technology Management (3)
COM-530 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Independent Study (3)
COM-556 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Research Methods for Professionals (3)
COM-565 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Campaign Design and

Execution(3)

COM-610 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Social Media for Professionals (3)

COM-620 (http://catalog.ndm.edu/courses/list/index.php?dept=COM) Public Relations Management (3)

Computer Studies

CST-511 (http://catalog.ndm.edu/courses/list/index.php?dept=CST) Topics in Information Systems (3)

CST-530 (http://catalog.ndm.edu/courses/list/index.php?dept=CST) Fundamentals of Knowledge Management (3)

CST-531 (http://catalog.ndm.edu/courses/list/index.php?dept=CST) Data Design and Management (3)

CST-534 (http://catalog.ndm.edu/courses/list/index.php?dept=CST) Data Driven Business Decisions (3)

CST-580 (http://catalog.ndm.edu/courses/list/index.php?dept=CST) Managing Info in Web-Based World (3)

CST-593 (http://catalog.ndm.edu/courses/list/index.php?dept=CST) Web Development (3)

CST-595 (http://catalog.ndm.edu/courses/list/index.php?dept=CST) Multimedia Applications (3)

English

ENG-503 (http://catalog.ndm.edu/courses/list/index.php?dept=ENG) Graduate Writing (3)

ENG-512 (http://catalog.ndm.edu/courses/list/index.php?dept=ENG) Topics in Contemporary Interpretation (3)

Philosophy

PHL-511 (http://catalog.ndm.edu/courses/list/index.php?dept=PHL) Topics in Philosophy (3)

PHL-521 (http://catalog.ndm.edu/courses/list/index.php?dept=PHL) Ethical Issues in Leadership (3)

Interdisciplinary

IDS-512 (http://catalog.ndm.edu/courses/list/index.php?dept=IDS) Writing Workshop (3)

IDS-600 (http://catalog.ndm.edu/courses/list/index.php?dept=IDS) Colloquium in Contemporary Communication (6)

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MA in English Literature

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

Degrees offered

Master's

Campuses

Main Campus

Summary

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

Program Objectives

The curriculum focuses on breadth of content, providing broad surveys of English, American and World Literature while also requiring a depth of knowledge in literary research, history and interpretation. Students will hone their critical thinking and writing skills as they master the concepts and theories central to the study of literature. The Program of Study, while comprehensive in scope,

is distinctive in its emphasis on gender: Notre Dame's mission focuses on women's ability to transform the world through education and all courses in this Program include literature by women and issues of women in literature.

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

Study for the Master of Arts in English requires ten courses (3 credits each) in literary research methods, literary theory, literary movements and topics seminars. Students complete one required core course in research and theory, which will provide students with the skills needed to do graduate-level work in reading and writing literary criticism. Students also complete eight additional courses; the courses in Literary Movements provide breadth in literary history. Topics courses provide depth in a particular significant area. Students may transfer up to two graduate courses from another accredited English graduate program, at the discretion of the English Graduate Council.

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

Program of Study

Curriculum

Required Core Courses

ENG-501 Research Methodologies of Literary Criticism (3)
ENG-508 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-508) Contemporary Literary Theory (3)

Literary Movements Courses

ENG-518 Medievalism (3)
ENG-519 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-519) Renaissance and Neoclassicism (3)
ENG-528 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-528) Romanticism (3)
ENG-529 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-529) Realism and Victorianism (3)
ENG-538 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-538) Modernism and Postmodernism (3)
ENG-547 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-547) New Woman Literature (3)

Topics Seminars and Other Courses

ENG-507 Pedagogy of Creative Writing (3)

ENG-511 Topics in Literature (3)

ENG-527 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-527) London Theatre Tour (3)

ENG-548 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-548) Classical World Literature (3)

ENG-549 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-549) Modern World Literature (3)

ENG-551 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-551) Literary Utopias (3)

ENG-558 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-558) Multicultural American Literature (3)

ENG-698 (https://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-698) Independent Study (3)

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MA in Leadership and Management

Business and Economics Department
Leslie Korb, PhD., *Chair*

Degrees offered

Certificate
Master's

Campuses

Main Campus

Summary

Operating from a holistic view of organizations and human behavior, this program considers the broad social implications of management decisions as individuals, and teams organizations are encouraged to attain personal and organizational objectives. The Master of Arts in Leadership and Management Program of Study promotes a flexible approach and greater capacity to integrate different perspectives in creativity, professionalism and decision-making.

Program Objectives

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

A distinctive feature of this program is its multidisciplinary foundation in business and the liberal arts. The required curriculum includes courses in business communications, ethics, economics, management, leadership, decision-making, technology, and various other facets of business administration. Active participation in the program develops competence in using flexible yet rational approaches to leadership and management which result in greater capacity to integrate different perspectives in responsible, creative planning and problem-solving.

Program of Study

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

A baccalaureate degree is required for admission. Computer competency in word processing, presentation software and spreadsheet applications is required. Applicants who have recently earned a baccalaureate in Business, with a superior academic record, may be granted advanced standing upon admission into the Program. Students with advanced standing may waive up to nine credits from the core curriculum.

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

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

Students completing this Program of Study will understand:

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

Students will be able to:



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

Students will recognize the importance of:

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

Curriculum (39 Credits)

Central Core (27 Credits)

BUS-501 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-501) Managing in Complex Environments (3)

BUS-530 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-530) Financial Analysis (3)

BUS-538 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-538) Data Driven Business Decisions (3)

BUS-558 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-558) Leadership and Leading (3)

BUS-560 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-560) Marketing Management (3)

BUS-651 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-651) Strategic Organizational Leadership (capstone) (3)

COM-505 (http://catalog.ndm.edu/courses/list/index.php?dept=COM#COM-505) Business Communication (3)

ECO-548 (http://catalog.ndm.edu/courses/list/index.php?dept=ECO#ECO-548) Economic Theory in Management (3)

PHL-521 (http://catalog.ndm.edu/courses/list/index.php?dept=PHL#PHL-521) Ethical Issues in Leadership (3)

Review of a student's admissions essay and/or GRE or GMAT exam scores may result in a student being required to complete ENG-503 (http://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-503) Graduate Writing within their first nine credits at Notre Dame. Students who do not have a background in Financial and managerial Accounting must successfully complete BUS-537 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-537) before enrolling in BUS-530 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-530).

Concentration or Individualized Specialization 12 Credits

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

***Specializations in Financial Management, Information Systems Management, Marketing Management, Project Management and Public Relations & Communication Management are not being offered at this time.*

Health Care Administration Concentration

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

Students must take four of the following courses:

BUS-520 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-520) Introduction to the U.S. Health Care System (3)

BUS-521 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-521) Health Care Economics (3)

BUS-523 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-523) The Business of Healthcare (3)

BUS-525 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-525) Health Services Financing (3)

NUR-518 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-518) Health Policy (3)

BUS-580 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-580) Coached Leadership Practicum (3) may be substituted for the final health elective with permission of the Department Chair.

Human Resource Management Concentration

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

BUS-500 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-500) Human Resource Management (3)

Students must take three of the following courses:

BUS-540 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-540) Human Resource Development (3)

BUS-541 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-541) Legal Issues in Human Resource Management (3)

BUS-542 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-542) Performance Management Systems (3)

BUS-545 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-545) Compensation Strategies (3)

BUS-562 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=BUS#BUS-562) Leading Organizational Development and Change (3)

BUS-580 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-580) Coached Leadership Practicum (3) may be substituted for the human resources elective with permission of the Department Chair.

Independent Study

Students interested in the Independent Study option (BUS-698 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-698)) must coordinate their project with the Chair of the Business and Economics Department and the full-time faculty member who will work with the student guiding the project. One three-credit independent study course may be chosen.

Accreditation

The Master of Arts in Leadership and Management is accredited by **Accreditation Council for Business Schools & Programs (http://www.acbsp.org/) (ACBSP)**

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

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MA in Nonprofit Management

Business and Economics Department
Leslie Korb, PhD., *Chair*

Degrees offered

Major
Certificate
Master's

Campuses

Main Campus

Summary

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

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

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

Program of Study

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

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

Students must maintain a 3.0 (B) Cumulative Grade Point Average to remain in Academic Good Standing. Students whose Cumulative Grade Point Average falls below 3.0 will be placed on Academic Probation status. Students on Academic Probation will be given three semesters (in which

they register for a course) to raise their Cumulative Grade Point Average to 3.0. Failure to do so, or receiving more than two grades below a B, will result in Academic Dismissal from the graduate program. These provisions do not apply to students admitted on Probation; provisions governing that status are identified in the Letter of Admission.

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

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

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

Curriculum (36 Credits)

Central Core (27 Credits)

NPM-502 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#NPM-502) Introduction to Nonprofit Management (3)

NPM-510 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-510) Leadership and Organizational Development in Nonprofits (3) or BUS-558 Leadership and Leading (3)

NPM-520 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-520) Board Development and Human Resource Management in Nonprofits (3)

NPM-545 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-545) Fundraising and Grant Writing (3)

NPM-531 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-531) Managing Financial Resources in Nonprofits (3)

NPM-560 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-560) Nonprofit Law and Ethics (3)

NPM-570 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-570) Nonprofit Marketing (3) or BUS-560 Marketing Management (3)

NPM-580 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-580) Program

Evaluation Methods (3)

NPM-690 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-690) Masters Project Seminar (3) or BUS-651 Strategic Organizational Leadership (3)

Electives (9 Credits)

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

NPM-501 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-501) Strategic Planning in the Nonprofit Sector (3)

NPM-551 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-551) Government – Nonprofit Relationships (3)

NPM-691 (http://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-691) Master's Project Seminar II (3)

NPM-511 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=BUS#NPM-511) Topics in Nonprofit Management (3)

BUS-511 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=BUS#BUS-511) Topics in Leadership (3)

BUS-533 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-533) Advanced Financial Analysis (3)

BUS-541 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-541) Legal Issues in Human Resource Management (3)

BUS-542 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-542) Performance Management Systems (3)

BUS-554 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-554) Women in Leadership (3)

BUS-562 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-562) Leading Organizational Change (3)

COM-505 (http://catalog.ndm.edu/courses/list/index.php?dept=COM#COM-505) Business Communication (3)

COM-620 (http://catalog.ndm.edu/courses/list/index.php?dept=COM#COM-620) Public Relations Management

CST-554 (http://catalog.ndm.edu/courses/list/index.php?dept=CST#CST-554) Principles and Issues in Information Systems (3)

CST-534 (http://catalog.ndm.edu/courses/list/index.php?dept=CST#CST-534) Data Driven Business Decisions

CST-580 (http://catalog.ndm.edu/courses/list/index.php?dept=CST#CST-580) Managing Information in a Web Based World (3)

CST-593 (http://catalog.ndm.edu/courses/list/index.php?dept=CST#CST-593) Web Development (3)

CST-621 (http://catalog.ndm.edu/courses/list/index.php?dept=CST#CST-621) Database Management (3)

ECO-548 (http://catalog.ndm.edu/courses/list/index.php?dept=ECO#ECO-548) Economics Theory in Management (3)

ENG-503 (http://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-503) Graduate Writing (3)*

** After careful review of a student's admissions essay and Notre Dame graduate admissions exam scores, a student may be required to complete ENG-503 (http://catalog.ndm.edu/courses/list/index.php?dept=ENG#ENG-503) within their first nine credits at the University.*

Accreditation

Accreditation Council for Business Schools & Programs (http://www.acbsp.org/) (ACBSP (file:///E:/2015-16%20B&E%20Dept%20Matters/CAFCatUpdatesForms2016/MALM%20template.docx#_msocom_4)**)**

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Master of Science in Analytics (online)

Interdisciplinary Department

Degrees offered

Master's

Campuses

Summary

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

Program of Study

The Analytics Program of Study uses real-world situations to prepare students for roles as strategic analysts who use predictive modeling to enhance decision processes. Students will develop an in-depth understanding of key technologies: data mining, design, analysis, modeling, security, and

visualization. Students will work with real-world scenarios to gain experience with statistical packages and big data tools. The final Capstone Project is an applied research experience.

The Master of Science in Analytics Program of Study includes 36 credits of coursework. Students may enroll in two courses each semester, including summers, to finish in two years. The Program builds skills and knowledge in areas that are crucial to potential employers.

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

Curriculum (36 Credits)

Computer Studies Courses (24 Credits)

CST-530 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=CST#CST-530) Foundations of Analytics in Knowledge Management (3)

CST-531 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=CST#CST-531) Data Design and Management (3)

CST-532 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=CST#CST-532) Knowledge Tools (3)

CST-540 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=CST#CST-540) Data Visualization (3)

CST-550 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=CST#CST-550) Project Management (3)

CST-610 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=CST#CST-610) Critical Inquiry (3)

CST-611 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=CST#CST-611) Data Security (3)

CST-620 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=CST#CST-620) Data Mining and Warehousing (3)

Mathematics Courses (6 Credits)

MAT-575 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=MAT#MAT-575) Applied Statistics (3)

MAT-576 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=MAT#MAT-576) Data and Decision Modeling (3)

Business/Economics Courses (6 Credits)

To be chosen with program advisor

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MS in Risk Management (online)

Department

Charles Yoe, PhD
Director of Risk Management Program

Degrees offered

Master's

Campuses

Main Campus

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

expertise supported by practical, insightful, useful, and adaptable knowledge of risk analysis science including risk management, risk assessment, and risk communication.

Notre Dame of Maryland University's graduate programs in Risk Management are the training choice of the U.S. Army Corps of Engineers, the world's largest public (https://en.wikipedia.org/wiki/Public_services) engineering, design, and construction management agency.

Program Objectives

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

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

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

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

Curriculum (30 Credits)

RIS-501 (http://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-501) Risk Management (3)

RIS-502 (http://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-502) Risk Assessment (3)

RIS-601 (http://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-601) Uncertainty (3)

RIS-602 (http://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-602) Quantitative Risk Assessment (3)

RIS-603 (http://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-603) Risk Communication (3)

RIS-604 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=BUS#RIS-604) Enterprise Risk Management (3)

RIS-605 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=BUS#RIS-605) Decision Making Under Uncertainty (3)

RIS-630 (http://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-630) Ethics and Risk Governance (3)

BUS-502 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=BUS#BUS-502) Managing Together (3)

BUS-503 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=BUS#BUS-503) Adaptive Leadership (3)

It is recommended that all students begin with the first four courses listed above in sequence. No graduate credits may be transferred from other accredited institutions.

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

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

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

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Post-Baccalaureate Certificate in English Literatrue

Department

Pamela O'Brien, *Dean, School of Arts, Sciences and Business*
William A. Davis Jr., Ph.D., Chair
Kate Bossert, Ph.D.
Jeana DelRosso, Ph.D
Margaret Ellen Mahoney, SSND, Ph.D.

Degrees offered

Certificate

Campuses

Main Campus

The Post-Baccalaureate Certificate in English Literature focuses on breadth of content, providing broad surveys of English, American, and World Literature while also requiring a depth of knowledge in literary research, history, and interpretation. Students will hone their critical thinking and writing skills as they master the concepts and theories central to the study of literature.

While comprehensive in scope, our curriculum has a distinct emphasis on gender. Notre Dame's mission focuses on women's ability to transform the world through education, and all courses in this program include literature by women and issues of women in literature.

Curriculum (15-credits)

Required Courses

Select one of the following courses:

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

Electives

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

Literary Movements Courses

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

Topics Seminars and Other Courses

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

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Post-baccalaureate Certificate in Latin

Department

Degrees offered

Certificate

Campuses

Main Campus

Summary

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

Curriculum (18 Credits)

Required courses

LCL-544 (https://catalog.ndm.edu/courses/list/index.php?dept=LCL#LCL-544) History of Classical Scholarship (3)

LLT-561 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-561) Latin Composition (3)

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

LLT-571 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-571) Roman Literature and Society (3)

LLT-572 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-572) Letters of Cicero and Pliny (3)

LLT-574 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-574) Evolution of Latin Literature I (3)

LLT-575 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-575) Evolution of Latin Literature II (3)

LLT-580 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-580) Aspects of Roman Culture (3)

LLT-585 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-585) Readings in the Roman Historians (3)

LLT-587 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-587) Fall of the Roman Republic (3)

LLT-590 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-590) Poetry of the Augustan Age (3)

LCL-541 (https://catalog.ndm.edu/courses/list/index.php?dept=LCL#LCL-541) Classical Mythology and Its Influence (3)

LCL-542 (https://catalog.ndm.edu/courses/list/index.php?dept=LCL#LCL-542) The Classical Tradition (3)

LCL-555 (https://catalog.ndm.edu/courses/list/index.php?dept=LCL#LCL-555) Cinema and Classics (3)

LLT-525 (https://catalog.ndm.edu/courses/list/index.php?dept=LLT#LLT-525) Master Latin Teacher Workshop (3)

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Post-Baccalaureate Certificate in Leadership and Management

Business and Economics Department

Degrees offered

Certificate

Campuses

Main Campus

Summary

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

It has been said that leaders are focused on doing the right things, whereas managers are concerned with doing things right. Today's organizations need individuals who can effectively lead *and* manage.

Courses required for the Certificate may be applied to the Master of Arts in Leadership and Management. However, students may not combine the Certificate with the principled Leadership Concentration in the M.A. Program. Students pursuing both the Certificate and the degree program must select an alternate concentration or individualized specialization that does not include the leadership courses in the Certificate program.

Curriculum (18 Credits)

Required Courses

BUS-501 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-501) Managing in a Complex Environment (3)

PHL-521 (https://catalog.ndm.edu/courses/list/index.php?dept=PHL#PHL-521) Ethical Issues in Leadership (3)

BUS-558 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-558) Leadership and Leading (3)

Choose three courses from the following:

BUS-551 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-551) Leadership's Dark Side (3)

BUS-562 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-562) Leading Organizational Change (3)

BUS-640 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-640) Leading Projects in Contemporary Organizations (3)

BUS-559 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-559) Lateral Leadership (3)

BUS-580 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-580) Coached Leadership Practicum (3)

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

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

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(http://www.ndm.edu/)
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Baltimore, Maryland 21210

410-435-0100 (tel:4104350100)
Map It (http://maps.google.com/maps/place?hl=en&cid=2682063356693599067&ie=UTF8&ll=39.362506,-76.636076&spn=0.0&z=15)

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Post-Baccalaureate Certificate in Leadership of Nonprofit Organizations

Business and Economics Department

Degrees offered

Certificate

Campuses

Main Campus

Summary

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

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

Curriculum (18 Credits)

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

Required Course

NPM-531 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-531) Managing Financial Resources in Nonprofits (3)

Electives

Five courses selected from:

NPM-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-501) Strategic Planning in the Nonprofit Sector (3)

NPM-502 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-502) Introduction to Nonprofit Management (3)

NPM-510 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-510) Management and Leadership in Nonprofits (3)

NPM-520 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-520) Board Development and Human Resource Management in Nonprofits (3)

NPM-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-545) Fundraising and Grant Writing (3)

NPM-551 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-551) Government–Nonprofit Relationships (3)

NPM-560 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-560) Nonprofit Law and Ethics (3)

NPM-570 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-570) Nonprofit Marketing (3)

NPM-580 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-580) Program Evaluation Methods (3)

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Post-Baccalaureate Certificate in Risk Management

Department

Pamela O'Brien, *Dean, School of Arts, Sciences and Business*

Charles E. Yoe, Ph.D, Program Coordinator

Degrees offered

Campuses

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

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

skills, as evidenced in previous coursework. International students would need a strong command of the English language as indicated by an official TOEFL score (550 or higher).

Potential career opportunities include risk analyst, risk manager, risk management consultant, risk control supervisor, director of corporate risk management, and chief risk officer.

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

Curriculum (18 Credits)

RIS-501 Risk Management (3)
RIS-502 (https://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-502) Risk Assessment (3)
RIS-601 (https://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-601) Uncertainty (3)
RIS-602 (https://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-602) Quantitative Risk Assessment (3)
RIS-603 (https://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-603) Risk Communication (3)
RIS-630 (https://catalog.ndm.edu/courses/list/index.php?dept=RIS#RIS-630) Ethics and Risk Governance (3)

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School of Education

Course Descriptions (http://catalog.ndm.edu/ccg/page/school-of-education-course-descriptions/index.php)

Initial Certification Programs

- Accelerated Certification for Teaching (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/accelerated-certification-for-teaching-2)
- Master of Arts in Teaching (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-teaching)
- Master of Arts in TESOL (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-teaching-english-to-speakers-of-other-languages)

Advanced Certification Programs

- MA in Administration and Supervision for Changing Populations (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-administration-and-supervision-for-changing-populations)
- MA in Gifted and Talented Education (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-gifted-and-talented-education)
- MA in Leadership in Special Education (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-special-education-exceptionalities)
- MA in Leadership in Teaching (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2)
- MA in Leadership in Teaching: Administration and Supervision (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2)

- MA Leadership in Teaching: Digital Technology Leadership
- MA Leadership in Culturally Proficient Teaching
- MA in Leadership in Teaching: Library Media Specialist (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2)
- MA in Leadership in Teaching: Mathematics Instructional Leader (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2)
- MA in Leadership in Teaching: (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2)Literacy Specialist/Coach
- MA in Leadership in Teaching: Spanish (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2)
- MA in Leadership in Teaching: STEM (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2)
- MA in Leadership in Teaching: TESOL (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/ma-in-leadership-in-teaching-2)
- Certificate of Advanced Study in Education (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/certificate-of-advanced-study-in-education-2)

Ph.D. Programs

- Ph.D. in Instructional Leadership for Changing Populations (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/phd-in-instructional-leadership-for-changing-populations-2)
- Ph.D. in Higher Education Leadership for Changing Populations (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog-3)

Post-Master's Certifications

- Administration and Supervision (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/post-masters-certifications)
- Gifted and Talented (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/post-masters-certifications)
- Library Media Specialist (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/post-masters-certifications)
- Mathematics Instructional Leader, PreK-6 or 4-9 (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/post-masters-certifications)
- Reading Specialist (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/post-masters-certifications)
- Special Education (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/post-masters-certifications)

- STEM (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/post-masters-certifications)
- TESOL (http://catalog.ndm.edu/graduate-catalog/school-of-education-graduate-catalog/post-masters-certifications)

Certificate Programs

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

Learn more

- Accelerated Certification for Teaching (ACT) (/graduate-catalog/school-of-education/accelerated-certification-for-teaching?menu=school-of-education)
- Certificate of Advanced Study in Education (/graduate-catalog/school-of-education/certificate-of-advanced-study-in-education?menu=school-of-education)
- Master of Arts in Administration and Supervision for Changing Populations (/graduate-catalog/school-of-education/ma-in-administration-and-supervision-for-changing-populations?menu=school-of-education)
- Master of Arts in Gifted and Talented Education (/graduate-catalog/school-of-education/ma-in-gifted-and-talented-education?menu=school-of-education)
- Master of Arts in Higher Education Leadership for Changing Populations (online) (/graduate-catalog/school-of-education/ma-in-higher-education-leadership-for-changing-populations-online?menu=school-of-education)
- Master of Arts in Leadership in Special Education - Administration (/graduate-catalog/school-of-education/ma-in-leadership-in-special-education-administration?menu=school-of-education)
- Master of Arts in Leadership in Special Education - Exceptionalities (/graduate-catalog/school-of-education/ma-in-leadership-in-special-education-exceptionalities?menu=school-of-education)
- Master of Arts in Leadership in Teaching (/graduate-catalog/school-of-education/ma-in-leadership-in-teaching?menu=school-of-education)
- Master of Arts in Teaching (/graduate-catalog/school-of-education/ma-in-teaching?menu=school-of-education)
- Master of Arts in Teaching English to Speakers of Other Languages (/graduate-catalog/school-of-education/ma-in-teaching-english-to-speakers-of-other-languages?menu=school-of-education)
- Ph.D. in Higher Education Leadership for Changing Populations (online) (/graduate-catalog/school-of-education/ph.d_1.-in-higher-education-leadership-for-changing-

populations-online?menu=school-of-education)

- Ph.D. in Higher Education Leadership for Changing Populations with concentration in Occupational Therapy (online) (/graduate-catalog/school-of-education/ph.d_1.-in-higher-education-leadership-for-changing-populations-with-concentration-in-occupational-therapy-online?menu=school-of-education)
- Ph.D. in Instructional Leadership for Changing Populations (/graduate-catalog/school-of-education/phd-in-instructional-leadership-for-changing-populations?menu=school-of-education)
- Post-Baccalaureate Certificate in Curriculum and Instruction (/graduate-catalog/school-of-education/post-baccalaureate-certificate-in-curriculum-and-instruction?menu=school-of-education)
- Post-Baccalaureate Certificate in Enrollment Management (/graduate-catalog/school-of-education/post-baccalaureate-certificate-in-enrollment-management?menu=school-of-education)
- Post-Master's Certifications (/graduate-catalog/school-of-education/post-masters-certifications?menu=school-of-education)

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Accelerated Certification in Teaching

Education Department

Degrees offered

Dual-Degree

Campuses

Main Campus
Southern Maryland Higher Education Center (SMHEC)

Summary

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

Through the Accelerated Certification for Teaching Program of Study, eligibility for Maryland Certification is possible in Elementary Education, Early Childhood Education, Secondary education in the following content fields: Business, Computer Science, English, History, Mathematics, Science, Social Studies, or Theatre, Special Education, and PreK-12 Education in Art, Music, ESOL and World Languages. Early Childhood and Special Education courses are offered which make it possible for the Elementary Education candidate to earn dual

certification in Early Childhood and Special Education when such courses are taken in conjunction with the Elementary Education Program of Study. Secondary and PreK-12 Education candidates may also earn dual certification in Special Education. Students may also earn dual certification in Secondary content areas, such as a dual certification in Secondary Math and Computer Science.

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

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

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

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

Program of Study

The ACT Program offers professional education courses which provide the knowledge and skills essential to the beginning teacher and which are necessary for certification by the Maryland State Department of Education.

Each student will develop a plan of study with the ACT advisor upon admission. In addition to the coursework in education, this plan requires the fulfillment of any undergraduate liberal arts content courses necessary for certification. These undergraduate liberal arts content courses may be taken

concurrently with ACT courses at NDMU or at other colleges and universities. Frequent and consistent contact with the ACT advisor is expected of each student to assure steady progress in the Program.

Upon entering the Program and periodically thereafter, candidates attend a series of non-credit workshops orienting them to the teaching profession. Throughout the Program of Study, participants will prepare a professional portfolio documenting their competence according to departmental and state standards. Students will also be required to complete and submit an edTPA portfolio during the internship semester.

Curriculum

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

Required for Certification in Secondary Education fields and PreK-12 certification fields art, music and world languages

EDU-519 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-519) Human Development and Learning
EDU-538 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-538) English Language Learners for the Classroom Teacher
EDU-544 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-544) Educational Assessment
EDU-556 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management
EDU-580 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-580) Reading and Writing in the Content Areas Part I
EDU-551 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-551) Reading and Writing in the Content Areas Part II
SPE-526 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#SPE-526) Special Education for the Classroom Teacher

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

EDU-530 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-530) Art
EDU-531 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-531) English
EDU-532 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-532) World Languages

EDU-533 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-533) Mathematics
EDU-537 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-537) Science
EDU-539 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-539) Social Studies Methods course for Business, Music, Theatre and Computer Science candidates chosen in collaboration with academic advisor
EDU-600 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-600) edTPA for Educators (1 credit per certification area)
EDU-601 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-601) Internship: Teaching in Secondary School or EDU 605 Internship: Student Teaching in Art

Required for Certification in Elementary Education

EDU-509 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-509) Processes and Acquisition of Reading
EDU-510 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-510) Elementary Reading Materials
EDU-511 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-511) Assessment of Reading
EDU-513 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-513) Science and Social Studies in the Elementary School
EDU-519 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-519) Human Development and Learning
EDU-538 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-538) English Language Learners for the Classroom Teacher
EDU-542 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-542) Instruction in Reading
EDU-556 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management
EDU-592 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-592) Mathematics in the Elementary School
EDU-600 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-600) edTPA for Educators (1 credit per certification area)
EDU-602 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-602) Internship: Teaching in the Elementary School
SPE-526 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#SPE-526) Special Education for the Classroom Teacher

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

EDU-515 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-515) Curriculum and Methods for Early Childhood Education
EDU-600 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-600) edTPA for Educators (1 credit per certification area)

EDU-603 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-603) Internship: Early Childhood (Dual certification candidates will complete both a 3 credit elementary school placement and a 3 credit early childhood placement during the internship semester)

Required for Certification in Secondary Special Education

EDU-519 Human Development and Learning
SPE-526 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-526) Special Education for the Classroom Teacher
EDU-538 English Language Learners for the Classroom Teacher
EDU-53(_) Methods of Teaching in Secondary School (required if pursuing a dual certification in special education and a secondary content area – take the course matching the content area)
EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Reading and Writing in the Content Areas Part II
EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management
EDU-580 Reading and Writing in the Content Areas Part I
SPE-543 Special Education Assessment
SPE-546 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-546) Methods of Teaching Students with Special Needs
SPE-571 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-571) Vocational Skills
SPE-576 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-576) Communication Skills for the School-based Professional
SPE-601 Internship: Teaching in Special Education
EDU-600 edTPA for Educators (1 credit per certification area)
EDU-601 Internship: Teaching in Secondary School (Candidates will complete both a 3 credit special education placement and a 3 credit secondary placement during the internship semester, if seeking dual certification)

Required for Certification in Elementary Special Education

EDU-519 Human Development and Learning
EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management
SPE-526 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-526) Special Education for the Classroom Teacher
EDU-538 English Language Learners for the Classroom Teacher
EDU-509 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-509) Processes and Acquisition of Reading
EDU-510 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-510) Elementary Reading Materials
EDU-511 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-511) Assessment for Reading Instruction
EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction in Reading

EDU-592 Mathematics in the Elementary School (required if seeking dual certification with elementary education)
SPE-544 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-544) Special Education Assessment
SPE-546 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-546) Methods of Teaching Students with Special Needs
SPE-570 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-570) Individualizing the Curriculum: Strategies for Holistic Intervention
SPE-576 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-576) Communication Skills for the School-based Professional
SPE-601 Internship: Teaching in Special Education
EDU-600 edTPA for Educators (1 credit per certification area)
EDU-602 Internship: Teaching in the Elementary School (Candidates will complete both a 3 credit special education placement and a 3 credit elementary placement during the internship semester if seeking dual certification.)

Required for certification in ESOL PreK-12

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

Field Experience and Student Teaching

Some courses may include observation and participation activities in schools. Upon completion of prescribed courses, supervised student teaching in the appropriate area(s) of certification for a total period of 20 weeks will satisfy the student teaching requirement. See description of internships EDU-601 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-601) through EDU-611

(https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-611) and SPE-601 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-601) under School of Education Course Descriptions.

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

All interns must also register for EDU-600 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-600) edTPA for Educators during their internship semester. They should register for the section that has the number of credits that correlates with the number of initial certifications they will earn. For example, students earning an initial certification in Elementary Education must take the one credit EDU 600 course. Students earning a dual certification in Early Childhood and Elementary Education must take the two credit EDU-600 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-600) course.

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

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

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

ACT Program Requirements

For admission to teacher certification programs, we look for candidates with a strong academic background and 3.0 or higher undergraduate GPA. Our admissions process doees take into account the whole candidate so a percentage of students with lower GPAs can be admitted to the program

who show promise based on test scores, recommendations, and/or work experience.

- While enrolled in the program, an overall average of 3.0 or higher must be maintained;
- A "B" or higher in all methods courses, passing scores on Praxis Core tests (or MSDE-approved test or qualifying GPA of 3.0) are required for admission to student teaching.
- An Application for Student Teaching Placement must be filed early in the semester prior to the semester for internship. No other courses should be taken during the internship experience;
- All and education courses prescribed in a student's Program of Study must be completed prior to the internship. Any liberal arts courses needed to fulfill certification requirements must be completed with a C grade or better prior to receiving the approved program stamp on the transcript signifying completion of the Program;
- Students must pass Praxis Core tests (or MSDE-approved test equivalent) prior to the internship semester and Praxis II* exams required for the intended area(s) of certification prior to certification stamping. These are national teacher examinations required by the Maryland State Board of Education for Certification. Students will also be required to complete and submit an edTPA portfolio documenting work completed during the internship semester.

**Because NDMU's World Languages Program is nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL),teacher candidates who are seeking certification in Maryland for World Languages are required to achieve a passing score of "Advanced Low" or better on BOTH the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT), both of which are administered by an interviewer/proctor who is certified by ACTFL. Note that some teacher candidates in lieu of the OPI may elect to take the OPI(c) which is a computer version of the OPI. More information about these assessments can be found at www.languagetesting.com (http://www.languagetesting.com)*

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Certificate of Advanced Study in Education

Education Department

Degrees offered

Certificate

Campuses

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

Summary

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

Curriculum

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

600-Level Core Courses (18 credits)

Select from among the following:

EDU-624 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-624) Dialects in American Schools (3)
EDU-665 Digital Game Based Learning and Design (3)
EDU-674 Global and International Perspectives in Education (3)
EDU-697 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-697) Language and Intercultural Communication for Changing Populations (3)
EDU-698 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-698) Linguistic and Cultural Diversity (3)
EDU-722 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-722) Education and Policy Analysis for Changing Schools (3)
EDU-747 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-747) Learning, Language and the Brain (3)
EDU-760 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-760) Legislative and Legal Decisions Affecting Changing School Populations (3)
EDU-772 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-772) Changing School Population in Historical Perspective (3)
EDU-775 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-775) Democracy and Education: Philosophical Perspectives (3)

Electives (12 Credits)

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

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

- Administration and Supervision
- Cultural Proficient Leadership
- Gifted and Talented Education
- Library Media
- Literacy Specialist/Coach (Reading Specialist)
- Mathematics Instructional Leadership, Grades K-6 or Grades 4-9
- Special Education
- STEM, Grades preK-6

- TESOL
- Spanish

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MA in Administration and Supervision for Changing Populations

Education Department

Degrees offered

Master's

Campuses

Main Campus
Southern Maryland Higher Education Center (SMHEC)

Summary

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

Curriculum (36 Credits)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Educational Research (3)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)

EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)

EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

EDU-569 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-569) Supervision: Empowering Teachers (3)

EDU-665 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-665) Digital Game-Based Learning and Design (3)

OR EDU-617 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-617) Educational Leadership and Technology: Preparing School Administrators for Digital Age

EDU-674 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-674) Global and International Perspectives in Education (3)

EDU-688 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-688) Practicum: School Administration and Supervision I (3)

EDU-690 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-690) Practicum: School Administration and Supervision II (3)

EDU-697 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-697) Language and Intercultural Communication for Changing Populations (3)

EDU-698 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-698) Linguistic and Cultural Diversity (3)

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MA in Gifted and Talented Education

Education Department

Degrees offered

Master's

Campuses

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

Summary

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

Student Outcomes

Students in this Program will:

1. Apply the historical and philosophical foundations of gifted education, cognitive characteristics, affective needs, and appropriate strategies to best implement curricula that consider the social and emotional characteristics, needs and well-being of gifted and talented learners.
2. Design instructional environments that accommodate inquiry-based pedagogies, critical thinking skills, research techniques, creativity, problem solving skills and support interdisciplinary collaborations to serve the unique abilities of gifted and talented/advanced learners.
3. Develop a critical understanding of identification procedures and GT program evaluation techniques, including a variety of issues surrounding identification such as twice-exceptionality, cultural, intellectual and linguistic differences, as well as underachievement and under-identification.
4. Demonstrate a variety of skills necessary to conduct original research using sampling protocols and technology, as well as the ability to apply quantitative and qualitative approaches involved in data analysis and in interpreting various types of information.

Program Outcomes

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

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

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

Curriculum (30 Credits)

EDGT-500 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-500) Foundations of Gifted and Talented Education*

EDGT-501 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-501) Affective Characteristics of Diverse Gifted and Talented Learners*

EDGT-502 Curriculum for the Gifted and Talented*

EDGT-503 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-503) Research Seminar in Gifted and Talented Education*

EDGT-504 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-504) Practicum in Gifted and Talented Education*

EDGT-505 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-505) Strategies for Gifted and Talented Education*

EDGT-506 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-506) Theory and Development of Creativity

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership I

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice

EDU-665 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-665) Digital Game-Based Learning and Design

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

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MA in Higher Education Leadership for Changing Populations (online)

Education Department

Degrees offered

Master's

Campuses

Online

Summary

The online M.A. in Higher Education Leadership for Changing Populations is designed as a pathway for two types of professionals: those already working in a college or university setting looking to advance to director-level positions; or those without higher education experience looking to break into the field. Courses cover a range of topics and how they work in tandem including education policy, strategic planning, learning theory and more with optional concentrations in enrollment management or philanthropy. Students in the program build the broad knowledge base and expertise of best practices, processes, and regulations needed to be successful in a college or university setting.

Optional Concentrations

- Enrollment Management
- Philanthropy

Curiculum (30 credits, plus option 12 credit concentration)

Changing Populations Core Courses (9 credits)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership (3)
EDU-698 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-698) Linguistic and Cultural Diversity in Higher Education (3)
EDU-760 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-760) Legislative and Legal Decisions affecting Changing Populations (3)

Higher Education Core Courses (15 credits)

EDU-722 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-722) Education and Policy Analysis for Higher Education (3)
EDU-803 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-803) Assessment, Accreditation, and the Strategic Planning Process (3)
EDU-804 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-804) Finance, Pilanthropy, and Budgeting in Higher Education (3
Choose two of the following:
EDM-500 (https://catalog.ndm.edu/courses/list/index.php?dept=EDM#EDM-500) Principles of Enrollment Management and Retention (3)
EDU-677 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-677) Student Affairs: Policy, Planning, and Practice (3)
EDU-699 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-699) Internship (3)
PLAN-501 (https://catalog.ndm.edu/courses/list/index.php?dept=PLAN#PLAN-501) Principles of Philanthropic Development (3)

Research Core Courses (6 credits)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing, and Interpreting Education Research (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

Optional Concentration - Enrollment Management (12 Credits)

EDM-500 (https://catalog.ndm.edu/courses/list/index.php?dept=EDM#EDM-500) Principles of Enrollment Management and Retention (3)
EDM-501 (https://catalog.ndm.edu/courses/list/index.php?dept=EDM#EDM-501) Financial

Aid and Data Analytics for Enrollment Planning (3)

EDM-502 (https://catalog.ndm.edu/courses/list/index.php?dept=EDM#EDM-502) Enrollment Marketing and Cofmmunications (3)

EDM-503 (https://catalog.ndm.edu/courses/list/index.php?dept=EDM#EDM-503) Leadership and Strategic Planning for Enrollment Management Professionals

Optional Concentration - Philanthropy (12 credits)

NPM-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NPM#NPM-545) Fundraising and Grant Writing (3)

PLAN-501 (https://catalog.ndm.edu/courses/list/index.php?dept=PLAN#PLAN-501) Principles of Philanthropic Development (3)

PLAN-502 (https://catalog.ndm.edu/courses/list/index.php?dept=PLAN#PLAN-502) Cultivating Donor Relations (3)

PLAN-503 (https://catalog.ndm.edu/courses/list/index.php?dept=PLAN#PLAN-503) Communication and Branding (3)

Courses

EDU-543 Reading, Analyzing and Interpreting Educational Research

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

EDU-557 Leadership Seminar I

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

EDU-567 Learning Theory and Practice

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

EDU-698 Linguistic and Cultural Diversity

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

EDU-699 Independent Study: Education

This is reserved for specialized topics and independent study. [3 credits]

EDU-722 Education and Policy Analysis

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

EDU-760 Legislative and Legal Decisions Affecting Changing School Populations

Applies analytical and legal reasoning skills to issues emerging from implementation of recent legislation setting standards for: achievement expectations for specific student populations, mandatory testing requirements, teacher quality and licensing, instruction for students for whom English is a second language and related issues. Using the case study approach, students apply the precedents established in previously studied landmark cases to cases and problems currently pending, or soon to come, before district courts and the Supreme Court. Emphasis is placed on alternative dispute resolution in a wide variety of situations that present the possibility of litigation with focus on issues affecting changing student populations. [3 credits]

EDU-803 Assessment, Accreditation, and the Strategic Planning Process

This course provides a comprehensive and inclusive overview of federal, regional, and state mandates for accountability and compliance; systems and processes for the assessment and evaluation of institutional and student learning outcomes; and patterns and standards in regional and professional accreditation. The course also presents methods and models for assessing the strategic plan, and links these models to institutional effectiveness and success. [3 credits]

EDU-804 Finance, Philanthropy, Budget and the Strategic Planning Process

This course provides a comprehensive and inclusive overview of the financial aspect of higher education, including budget models and planning, philanthropy, and financial issues and challenges, all explored within the context of planning and strategic priorities. The course also presents methods and models for developing and implementing financial plans, and links these model to institutional effectiveness and success. [3 credits]

NPM-545 Fundraising and Grant Writing

Explores the various methods that nonprofits use to raise funds to support the organization's operations and programs. Addresses basic grant acquisition methodologies including conducting grant research, making contacts, and creating standard and comprehensive case statements. Learners complete a fundraising plan or write a grant for a nonprofit organization. [3 credits]

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MA in Leadership in Special Education - Administration

Education Department

Degrees offered

Master's

Campuses

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

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

Curriculum (36 Credits)

Required Courses (27 credits)

EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)
EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership I Seminar (3)
EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)
EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)
EDU-569 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-569) Supervision: Empowering Teachers (3)
EDU 688 Practicum: School Administration and Supervision Part I (3)
EDU 690 Practicum: School Administration and Supervision Part II (3)

Elective Options (9 credits)

SPE-518 Behavior is Language (3)
SPE-530 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-530) Attention Deficit Disorder (3)
SPE-531 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-531) Autism and Asperger's Disorders (3)
SPE-533 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-533) Understanding Aggression (3)
SPE-590 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-590) Foundations of Literacy I: Students with Dyslexia (3)
SPE-591 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-591) Foundations of Math I: Math as Language (3)
SPE-592 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-592) Foundations of Literacy II: Moving Beyond the Basics (3)
SPE-593 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-593) Integrations of Learning Strategies and Executive Function Skills (3)

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MA in Leadership in Special Education - Exceptionalities

Education Department

Degrees offered

Master's

Campuses

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

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

Curriculum (36 credits)

Required Courses (21 credits)

EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)
EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership I Seminar (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)
EDU-569 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-569) Supervision: Empowering Teachers (3)
EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)
EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)

Elective Options (15 credits)

SPE-518 Behavior is Language (3)
SPE-531 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-531) Autism and Asperger's Disorders (3)
SPE-590 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-590) Foundation of Literacy I:Stu with Dyslexia (3)
SPE-591 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-591) Foundation of Math I:Math as Language (3)
SPE-592 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-592) Foundation of Literacy II:Moving Beyond the Basics (3)
SPE-593 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-593) Integration of Learning Strategies and Executive Function Skills (3)

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MA in Leadership in Teaching

Education Department

Degrees offered

Master's

Campuses

Main Campus
Southern Maryland Higher Education Center (SMHEC)

Summary

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

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

Master of Arts in Leadership in Teaching

- Administration and Supervision
- Cultural Proficiency Leadership
- Digital Technology Leadership
- Library Media Specialist
- Literacy Specialist/Coach (Reading Specialist)
- Mathematics Instructional Leader
- Spanish
- STEM
- TESOL

Program Objectives

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

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

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

The entire Program is offered on the Baltimore campus. In addition, some courses are offered at Southern Maryland Higher Education Center, Anne Arundel Community College, and the Eastern Shore Higher Education Center.

Students seeking certification in both initial and advanced Programs need to pass Praxis Core and Praxis II examinations. In place of Praxis Core, or Maryland accepted test score.

Master of Arts in Leadership and Teaching

Curriculum (36 Credits)

Required Courses

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Educational Research (3)
EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)
EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)
EDU-559 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-559) Leadership Seminar II (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

Select one of the following:

EDU-552 Global Perspectives in Teaching (3)
EDU-674 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-674) Global/International Perspectives (3)
EDUC-514 (https://catalog.ndm.edu/courses/list/index.php?dept=EDUC#EDUC-514) Critical Race Theory in Education (3)

Electives

Choose six electives (18 credits) from the following areas:

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

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

Master of Arts in Leadership in Teaching: Administration and Supervision

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

Curriculum (36 Credits)

Required Courses (30 credits)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership I (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing, and Interpreting Educational Research (3)

EDU-544 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-544) Educational Assessment (3)

EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)

EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)

EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)

EDU-569 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-569) Supervision: Empowering Teachers (3)

EDU-688 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-688) Practicum: School Administration and Supervision I (3)

EDU-690 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-690) Practicum: School Administration and Supervision II (3)

Select one of the following: (3 credits)

EDU-577 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-577) Internet in Teaching and Learning (3)

EDU-609 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-609) Instructional Toools for Digital Learning (3)

EDU-665 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-665) Digital Game Based Learning and Design (3)

Select one of the following: (3 credits)

EDU-553 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-553) Educational that is Multicultural (3)

EDU-576 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-576) Global/International Perspectives in Teaching (3)

EDUC-514 (https://catalog.ndm.edu/courses/list/index.php?dept=EDUC#EDUC-514) Critical Race Theory in Education (3)

Master of Arts in Leadership in Teaching: Cultural Proficiency

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

Curriculum (36 Credits)

Required Courses (36 credits)

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

Master of Arts in Leadership in Teaching: Digital Technology

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

Curriculum (36 Credits)

Leadership Core (18 credits)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Educational Research (3)
EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)
EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)
EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory (3)
EDU-569 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-569) Supervision: Empowering Teachers (3)

Technology Core (18 credits)

EDU-608 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-608) Teaching the Digital Generation in the Globalized Age (3)
EDU-609 Instructional Tools for Digital Learning (3)
EDU-614 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-614) The Online Learning Environment: Design and Implementation (3)
EDU-617 Educational Leadership and Technology: Preparing School Administrators for the Digital Age (3)
EDU-619 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-619) Practicum in Educational Technology Integration (3)
EDU-665 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-665) Digital Game-Based Learning and Design (3)

Master of Arts in Leadership in Teaching: Library Media Specialist

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



Curriculum (36 Credits)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)
EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Educational Research (3)
EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)
EDU-575 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-575) Information Literacy Resources (3)
EDU-514 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-514) Organization of Information (3)
EDU-577 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-577) Internet in Teaching and Learning (3)
EDU-524 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-524) Adolescent Literature (3)
EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)
EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)
EDU-512 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-512) School Library Administration I (3)
EDU-610 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-610) School Library Administration II (3)

Master of Arts in Leadership in Teaching: Literacy Specialist/Coach (Reading Specialist)

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

Certificate programs also available.

Curriculum (36 Credits)

Required Courses (33 credits)

EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction in Reading (required for secondary teachers) (3) **OR**

EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Teaching Reading and Writing in Content Area II (required for elementary teachers) (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing, and Interpreting Educational Research (3)

EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

EDU-586 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-586) Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)

EDU-612 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-612) Remedial Reading Instruction for Classroom and Clinical Settings (3)

EDU-618 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-618) Resource Role of the Reading Specialist (3)

EDU-629 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-629) The Roles of the Literacy Coach (3)

EDU-691 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-691) Practicum: Application of Remediation in a Clinical Setting (3)

Electives (3 Credits)

Prerequisites - Elementary:

EDU-509 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-509) Processes and Acquisition of Reading (3)

EDU-510 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-510) Elementary Reading Materials (3)

EDU-511 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-511) Assessment of Reading (3)

EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction of reading (3)

Prerequisites - Secondary:

EDU-580 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-580) Teaching Reading and Writing in Content Areas I (3)

EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Teaching Reading and Writing in Content Areas II (3)

Master of Arts in Leadership in Teaching: Mathematics Instructional Leader, PreK-6 or 4-9

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

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

Mathematics Instructional Leader, Grades PreK-6

MAT-541 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-541) Number and Operations for Elementary School Educators(3)

MAT-542 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-542) Number and Relationships for Elementary School Educators (3)

MAT-543 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-543) Geometry and Measurement for Elementary School Educators (3)

MAT-544 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-544) Data Analysis and Probability for Elementary School Educators (3)

MAT-545 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-545) Patterns and Algebraic Thinking for Elementary School Educators (3)

MAT-546 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-546) Algebra for Elementary School Educators (3)

EDU-616 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-616) Practicum: Leadership in Mathematics Education (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Education Research (3)

Mathematics Instructional Leader, Grades 4-9

MAT-501 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-501) Number and Operations (3)

MAT-503 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-503) Fundamentals of Algebra (3)

MAT-507 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-507) Algebraic Functions (3)

MAT-521 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-521) Measurement and Geometry (3)

MAT-531 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-531) Data Analysis and Statistics (3)

MAT-532 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-532) Probability and Simulations (3)

MAT-533 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-533) Calculus (3)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Education Research (3)

EDU-616 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-616) Practicum: Leadership in Mathematics Education (3)

Master of Arts in Leadership in Teaching: Spanish

The Master of Arts in Leadership in Teaching: Spanish specialization offers a foundation at the graduate level in Hispanic linguistics and literature while deepening the classroom teacher's understanding of the interrelated nature of the Spanish language and Hispanic culture within today's global society.

Curriculum (36 Credits)

Required Courses (30 credits)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Educational Research (3)

EDU-544 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-544) Educational

Assessment (3)

LSP-503 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-503) Spanish and Technology (3)

LSP-560 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-560) Advanced Oral Communication in Spanish (3)

LSP-528 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-528) Spanish Linguistics (3)

LSP-530 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-530) Perspectives on Spanish as a World Language (3)

LSP-559 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-559) Contemporary Hispanic World (3)

LSP-501 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-501) Advanced Methods of Teaching Spanish (3)

Elective Courses (6 credits)

LSP-501 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-501) Topics in Spanish: Magical Realism (3)

LSP-501 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-501) Topics in Spanish: Hispanic Women's Voices in Film and Literature (3)

LSP-510 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-510) Survey of Masterpieces of Latin American Literature (3)

LSP-522 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-522) Survey of masterpieces in Peninsular Literature (3)

LSP-524 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-524) Survey of the Spanish Novel (3)

LSP-526 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-526) Hispanic Women Writers (3)

LSP-532 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-532) Contemporary Spain: Literature and the Arts (3)

LSP-542 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-542) Mexico, Central America and the Caribbean: Literature and the Arts (3)

Master of Arts in Leadership in Teaching: STEM

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

Curriculum (36 Credits)

Required Courses (33 credits)

EDST-502 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-502) Application of Design, Technology, and Engineering: Content and Instruction Strategies (3)

EDST-503 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-503) Practicum: STEM for Teachers K-8 (3)

EDST-504 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-504) STEM Curriculum Development (3)

EDST-506 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-506) Introduction and Exploration of Design, Technology and Engineering: Content and Instruction Strategies (3)

EDST-508 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-508) Technology for STEM Educators (3)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

ENV-560 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-560) Sustainability for Teachers K-8 (3)

PHY-561 (https://catalog.ndm.edu/courses/list/index.php?dept=PHY#PHY-561) Space and Earth Science for Teachers K-8 (3)

PHY-562 (https://catalog.ndm.edu/courses/list/index.php?dept=PHY#PHY-562) Physical Science for Teachers Prek-8 (3) for Teachers K-8 (3)

Elective Courses (3 credits)

EDST-505 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-505) Methods for Teaching STEM in the Early Childhood Classroom (PreK-2) (3)

ENV-561 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-561) Methods of Teaching Interdisciplinary Environmental science (3)

ENV-562 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-562) Exploring the Local Environment Field Study (3)

Master of Arts in Leadership in Teaching: TESOL

The Master of Arts in Leadership in Teaching: TESOL program provides advanced study for certified professionals who wish to become leaders in teaching English as a second or foreign language through graduate study in pedagogy, linguistics, cross-cultural communication, and second language

teaching methodology. The curriculum covers leadership in both theory and practice, how to assess for second language skills, ways to integrate technology to enhance learning, and the principles of linguistics.

Curriculum (36 Credits)

Required Courses (36 Credits)

EDU 508 - Issues in TESOL (3)
EDU 543 - Reading, Analyzing and Interpreting Educational Research (3)
EDU 545 - Principles of Linguistics (3)
EDU 546 - Methods and Materials for TESOL (3)
EDU 547 - Assessing Second Language Acquisition (3)
EDU 548 - Language Learning (3)
EDU 556 - Technology for Instruction and Management (3)
EDU 557 - Leadership Seminar I (3)
EDU 559 - Leadership Seminar II (3)
EDU 567 - Learning Theory and Practice (3)
EDU 586 - Techniques of Teaching Reading and Writing to English Language Learners (3)
EDU 596 - English Grammar for ESL Teachers (3)

Prerequisites: Six credits in a second language

Additional Resources

- Administration and Supervision (/graduate-catalog/school-of-education/ma-in-leadership-in-teaching/administration-and-supervision?menu=ma-in-leadership-in-teaching)
- Digital Technology Leadership (/graduate-catalog/school-of-education/ma-in-leadership-in-teaching/digital-technology-leadership?menu=ma-in-leadership-in-teaching)
- Library Media Specialist (/graduate-catalog/school-of-education/ma-in-leadership-in-teaching/library-media-specialist?menu=ma-in-leadership-in-teaching)
- Literacy Specialist/Coach (Reading Specialist) (/graduate-catalog/school-of-education/ma-in-leadership-in-teaching/reading-specialist?menu=ma-in-leadership-in-teaching)
- Mathematics Instructional Leader (/graduate-catalog/school-of-education/ma-in-leadership-in-teaching/mathematics-instructional-leader?menu=ma-in-leadership-in-teaching)
- Spanish (Major, Minor) (/graduate-catalog/school-of-education/ma-in-leadership-in-teaching/spanish?menu=ma-in-leadership-in-teaching)
- STEM (/graduate-catalog/school-of-education/ma-in-leadership-in-teaching/stem?menu=ma-in-leadership-in-teaching)

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Administration and Supervision

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

Curriculum (36 Credits)

Required Courses

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership I (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)
EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing, and Interpreting Educational Research (3)
EDU-544 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-544) Educational Assessment (3)
EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)
EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)
EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)
EDU-569 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-569) Supervision: Empowering Teachers (3)

EDU-688 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-688) Practicum: School Administration and Supervision I (3)

EDU-690 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-690) Practicum: School Administration and Supervision II (3)

Select one of the following:

EDU-577 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-577) Internet in Teaching and Learning (3)

EDU-665 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-665) Digital Game Based Learning and Design (3)

EDU-676 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-676) Educational Applications of Multimedia (3)

Select one of the following:

EDU-552 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-552) Global Perspectives in Teaching (3)

EDU-553 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-553) Educational that is Multicultural (3)

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Digital Technology Leadership

Designed to develop technology leaders who are equipped to meet the digital needs of their schools or school system, the Master of Arts in Leadership in Teaching: Digital Technology Leadership specialization provides opportunities to build practical skills as well as theoretical perspectives on administering an effective and safe technology infrastructure, as well as planning for technology integration and guiding implementation. To meet learners' needs and to embrace innovation, the program includes a variety of choices.

Required Courses

Leadership Core

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557)
Leadership Seminar I

EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560)
Legal Issues for Teachers and Administrators

EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563)
Curriculum Development

EDU-569 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-569)
Supervision: Empowering Teachers

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543)
Reading, Analyzing and Interpreting Educational Research

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567)
Learning Theory

Technology Core

EDU-xxx Educational Leadership & Tech: Preparing School Administrators for the Digital Age

EDU-665 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-665)
Digital Game-Based Learning and Design

EDU-609 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-609)
Instructional Tools for Digital Learning

EDU-xxx Practicum in Educational Technology Integration

EDU-608 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-608)
Teaching the Digital Generation in the Globalized Age

EDU-xxx The Online Learning Environment: Design and Implementation

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Library Media Specialist

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

Curriculum (36 Credits)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)
EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Educational Research (3)
EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)
EDU-575 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-575) Information Literacy Resources (3)
EDU-514 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-514) Organization of Information (3)
EDU-577 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-577) Internet in Teaching and Learning (3)
EDU-524 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-524) Adolescent Literature (3)
EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)

EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563)
Curriculum Development (3)
EDU-512 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-512) School Library Administration I (3)
EDU-610 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-610) School Library Administration II (3)

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Literacy Specialist/Coach (Reading Specialist)

The Master of Arts in Leadership in Teaching: Literacy Specialist/Coach Program is designed for elementary and secondary certified teachers who have taught three years and want to expand their knowledge of literacy theory and practices to become literacy leaders in K-12 settings.

Certificate programs also available.

Curriculum (36 Credits)

Required Courses (33 Credits)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)
EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing, and Interpreting Educational Research (3)
EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)
EDU-584 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-584) Teaching Writing to Elementary/Middle School Students (3)
EDU-586 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-586) Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-612 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-612) Literacy Intervention for Classroom and Clinical Settings (3)

EDU-618 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-618) The Roles of the Literacy Specialist (3)

EDU-629 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-629) The Roles of the Literacy Coach (3)

EDU-691 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-691) Practicum: Application of Literacy Intervention in a Clinical Setting (3)

EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction in Reading (required for secondary teachers) (3) **OR**

EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Teaching Literacy in Content Area II (required for elementary teachers) (3)

Electives (3 Credits)

Prerequisites - Elementary:

EDU-509 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-509) Processes and Acquisition of Reading (3)

EDU-510 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-510) Materials for Teaching Reading (3)

EDU-511 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-511) Assessment for Reading Instruction (3)

EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction of Reading (3)

Prerequisites - Secondary:

EDU-580 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-580) Teaching Literacy in the Content Areas I (3)

EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Teaching Literacy in the Content Areas II (3)

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Mathematics Instructional Leader

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

Curriculum (36 Credits)

Mathematics Instructional Leader, Grades PreK-6

MAT-541 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-541) Number and Operations (3)

MAT-542 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-542) Number and Relationships (3)

MAT-543 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-543) Geometry and Measurement (3)

MAT-544 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-544) Statistics and Probability (3)

MAT-545 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-545) Patterns and Algebraic Thinking (3)

MAT-546 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-546) Algebra (3)

EDU-616 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-616) Practicum: Leadership in Mathematics Education (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567)

Learning Theory and Practice (3)

EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Education Research (3)

EDU-665 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-665) Digital Game Based Learning and Design (3)

Mathematics Instructional Leader, Grades 4-9

MAT-501 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-501) Number and Operations (3)

MAT-503 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-503) Fundamentals of Algebra (3)

MAT-507 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-507) Algebraic Functions (3)

MAT-521 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-521) Measurement and Geometry (3)

MAT-531 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-531) Data Analysis and Statistics (3)

MAT-532 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-532) Probability and Simulations (3)

MAT-533 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-533) Calculus (3)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Education Research (3)

EDU-616 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-616) Practicum: Leadership in Mathematics Education (3)

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Spanish (Major, Minor)

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

Curriculum (30 credits)

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Educational Research (3)

EDU-544 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-544) Educational Assessment (3)

EDU-676 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-676) Educational Applications of Multimedia (3)

LSP-560 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-560) Advanced Oral Communication in Spanish (3)

LSP-528 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-528) Spanish Linguistics (3)

LSP-530 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-530) Perspectives on Spanish as a World Language (3)

LSP-559 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-559)

Contemporary Hispanic World

LSP-501 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-501) Advanced Methods of Teaching Spanish

Elective Courses

LSP-501 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-501) Topics in Spanish: Magical Realism (3)

LSP-510 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-510) Survey of Masterpieces of Latin American Literature (3)

LSP-542 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-542) Mexico, Central America and the Caribbean: Literature and the Arts (3)

LSP-522 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-522) Survey of masterpieces in Peninsular Literature (3)

LSP-524 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-524) Survey of the Spanish Novel (3)

LSP-532 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-532) Contemporary Spain: Literature and the Arts (3)

LSP-501 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-501) Topics in Spanish: Hispanic Women's Voices in Film and Literature (3)

LSP-526 (https://catalog.ndm.edu/courses/list/index.php?dept=LSP#LSP-526) Hispanic Women Writers (3)

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STEM

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

Curriculum (36 Credits)

EDST-502 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-502) Application of Design, Technology, and Engineering: Content and Instruction Strategies (3)
EDST-503 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-503) Practicum: STEM for Teachers K-8 (3)
EDST-504 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-504) STEM Curriculum Development (3)
EDST-508 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-508) Technology for STEM Educators (3)
EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)
EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)
EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)
ENV-560 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-560) Sustainability for Teachers K-8 (3)
PHY-561 (https://catalog.ndm.edu/courses/list/index.php?dept=PHY#PHY-561) Space and

Earth Science for Teachers K-8 (3)

PHY-562 (https://catalog.ndm.edu/courses/list/index.php?dept=PHY#PHY-562) Physical Science for Teachers Prek-8 (3) for Teachers K-8 (3)

Electives

ENV 561 Methods of Teaching Interdisciplinary Environmental science

ENV 562 Exploring the Local Environment Field Study

EDST 505 Methods for Teaching STEM in the Early Childhood Classroom (PreK-2)

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MA in Teaching

Education Department

Degrees offered

Master's

Campuses

Main Campus
Southern Maryland Higher Education Center (SMHEC)

Summary

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

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

- understanding the dimensions and using the skills of language and literature, mathematics, the natural sciences and the social sciences;

- thinking critically, analyzing and solving problems, drawing conclusions based on evidence, extending levels of thinking, developing concepts, making meaning of information studied and experienced;
- using tools of technology efficiently and wisely; and,
- developing the ability to reflect upon and evaluate what they have learned.

Program Objectives

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

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

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

MAT Certification Programs are offered in:

- **Secondary Education**: Business, Computer Science, English, History, Mathematics, Science, Social Studies, or Theatre.
- **Art, Music, or World languages (PreK-12):** **(Because NDMU's World Languages Program is nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL), teacher candidates who are seeking certification in Maryland for World Languages are required to achieve a passing score of "Advanced Low" or better on BOTH the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT), both of which are administered by an interviewer/proctor who is certified by ACTFL. Note that some teacher candidates in lieu of the OPI may elect to take the OPI(c) which is a computer version of the OPI. More information*

about these assessments can be found at www.languagetesting.com (http://www.languagetesting.com/). Please see your School of Education advisor for information on registration and interview preparation.

- **Early Childhood Education (PreK-3)**, alone or as dual certification with Elementary Education
- **Special Education**, alone or as dual certification with Elementary (1-8) or Secondary Education (6 - Adult)
- **Elementary Education (1-6)**

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

Back to top

Programs of Study

Master of Arts in Teaching (MAT) students pursue the program on a full-time or a part-time basis. Many full-time students take advantage of the Graduate Education Intern program which is a ten-month accelerated opportunity for students to intern for two semesters in the morning while completing all course requirements in the afternoon/evening. Part-time students take one or two courses a term and commit to the internship the second year; they will usually complete the program in two years.

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

The following degree requirements pertain to all MAT candidates:

- completion of all courses with an overall GPA of 3.0 or higher;
- attainment of a grade of B or better in all methods courses (indicated by an asterisk [*] in the curriculum section);
- passing score on the Praxis Core or other MSDE approved test or qualifying GPA of 3.0submitted prior to undertaking the internship;
- passing score on the Praxis II exam(s) specified for the expected area of certification, submitted prior to certification stamping;
- attainment of a grade of B or better in the internship course required for certification;
- completion of an e-portfolio to demonstrate competency in teaching. Students will also be required to complete and submit an edTPA portfolio during the internship semester; and,

- each student must complete at least 36 graduate credits. Up to six credits of relevant graduate course work at the B level may be transferred from other accredited institutions, with the approval of the Dean of the School of Education.

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

Curriculum

Core Courses taken by all content fields

EDU-519 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-519) Human Development and Learning (3)

EDU-538 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-538) English Language Learners for the Classroom Teacher (3)

EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)

EDU-604 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-604) Analytic, Reflective and Research Seminar (3)

SPE-526 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-526) Special Education for the Classroom Teacher (3)

Secondary Education

EDU-544 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-544) Educational Assessment (3)

EDU-552 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-552) Global Perspectives in Teaching (3)

EDU-580 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-580) Teaching Reading and Writing in the Content Areas I (3)

EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Teaching Reading and Writing in the Content Areas II (3)

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

EDU-520 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-520) Curriculum and Instruction in Secondary Schools*

EDU-530 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-530) Art, PreK-12 (3)*

EDU-531 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-531) English (3)*

EDU-532 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-532) World Languages (3)*

EDU-533 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-533) Mathematics (3)*

EDU-537 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-537) Science (3)*

EDU-539 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-539) Social Studies (3)*

Student Teaching—select one from the following:

EDU-601 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-601) Internship: Student Teaching in Secondary School (6) **Or**

EDU-605 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-605) Internship: Student Teaching in Art, PreK-12 (6)

Elementary Education

EDU-509 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-509) Processes and Acquisition of Reading (3)

EDU-510 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-510) Elementary Reading Materials (3)

EDU-511 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-511) Assessment of Reading

EDU-513 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-513) Science and Social Studies in the Elementary School (3)*

EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction in Reading (3)*

EDU-592 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-592) Mathematics in the Elementary School (3)*

EDU-602 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-602) Internship: Student Teaching in the Elementary School (6)

Early Childhood with Elementary Education

EDU-515 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-515) Curriculum and Methods in Early Childhood Education (3)*

EDU-603 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-603) Internship: Student Teaching in Early Childhood Education (3)

Taken concurrently with EDU-602

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

Special Education with Elementary or Secondary Education

Reading courses must be completed for appropriate grade level of certification

SPE-543 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-543)/SPE-544 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-544) Assessment of Special Needs Populations I (3)

SPE-546 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-546) Methods of Teaching Students with Special Needs (3)

SPE-570 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-570) Individualizing the Curriculum (Elementary) (3) **Or**

SPE-571 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-571) Vocational Skills in Special Education Methods (Secondary) (3)

SPE-576 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-576) Communication Skills for the School-Based Professional (3)

SPE-601 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-601) Internship: Student Teaching in Special Education (3)

Taken concurrently with EDU-601 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-601) or EDU-602 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-602) if seeking dual certification

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Map It (http://maps.google.com/maps/place?hl=en&cid=2682063356693599067&ie=UTF8&ll=39.362506,-76.636076&spn=0.0&z=15)

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(http://www.facebook.com/NotreDameOfMaryland

Site made manifest with Manifesto (https://www.manifestocms.com/) Course Catalog software (https://www.manifestocms.com/audiences/course-catalog).

MA in Teaching English to Speakers of Other Languages

Education Department

Degrees offered

Master's

Campuses

Main Campus

Summary

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

Courses in pedagogy introduce students to state-of-the-art practices in education, as well as relevant research in education, enabling students to build a research-based approach to language teaching. In addition, courses in linguistics

introduce students to current knowledge with regard to both first and second language acquisition, which will allow students to develop a sound theoretical foundation for their future language teaching practices. Students also study specific issues in applied linguistics and sociolinguistics relevant to the ESL/EFL classroom, such as linguistic variation. Finally, through various methodology and assessment courses, students develop practical skills required for excellence in teaching English as a second or foreign language.

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

Program of Study

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

PreK-12 Concentration

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

Post-Secondary Concentration

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

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

Curriculum (39 credits)

EDU-508 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-508) Issues in TESOL (3)

EDU-519 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-519) Human Development and Learning (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Educational Research (3) OR EDU-604 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-604) Analytic, Reflective and Research Seminar

EDU-545 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-545) Principles of Linguistics (3)

EDU-546 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-546) Methods and Materials for TESOL (3)

EDU-547 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-547) Assessing Second Language Acquisition (3)

EDU-548 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-548) Language Learning (3)

EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)

EDU-586 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-586) Techniques of Teaching Reading & Writing to English Language Learners (3)

EDU-596 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-596) English Grammar for ESL Teachers (3)

EDU-600 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-600) edTPA for Educators (1)

EDU-611 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-611) Internship (5)

SPE-526 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-526) Special Education for the Classroom Teacher (3)

MA in TESOL (Post-Secondary Education)

Curriculum (33 Credits)

EDU-508 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-508) Issues in (TESOL) (3)

EDU-543 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-543) Reading, Analyzing and Interpreting Educational Research (3)

EDU-545 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-545) Principles of Linguistics (3)

EDU-546 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-546) Methods and Materials for TESOL (3)

EDU-547 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-547) Assessing Second Language Acquisition (3)

EDU-548 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-548) Language Learning (3)

EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology

for Instruction and Management (3)

EDU-586 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-586) Teaching Reading and Writing to English Language Learners (3)

EDU-596 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-596) English Grammar for ESL Teachers (3)

EDU-697 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-697) Language and Intercultural Communication for Changing Populations (3) **or**

EDU-698 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-698) Linguistic and Cultural Diversity (3)

EDU-595 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-595) Practicum (3)*

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

MATESOL program requirements:

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

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

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

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

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

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Site made manifest with Manifesto (https://www.manifestocms.com/) Course Catalog software (https://www.manifestocms.com/audiences/course-catalog).

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

Department

Degrees offered

Ph.D

Campuses

Summary

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

Curriculum (45 credits, plus Dissertation)

Changing Populations Course Courses

EDU-608 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-608) Teaching the Digital Generation in the Globalized Age (3)

EDU-697 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-697) Launguage and Intercultural Communication for Changing Populations (3)

EDU-715 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-715) Educator as a Change Leader (3)

EDU-772 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-772) Changing Populations in Historical Perspective (3)

EDU-775 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-775) Democracy and Education: Three Philosophical Perspectives (3)

Higher Education Courses

EDU-722 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-722) Education and Policy Analysis (3)

EDU-802 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-802) Organization and Governance in Higher Education (3)

EDU-803 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-803) Assessment, Accreditation, and the Strategic Planning Process (3)

EDU-804 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-804) Finance, Philanthropy, Budget, and the Strategic Planning Process (3)

EDU-805 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-805) Curriculum for Changing Populations (3)

Research Core Courses

EDU-695 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-695) Research Design (3)

EDU-701 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-701) Methods of Quantitative Research (3)

EDU-703 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-703) Methods of Qualitative Research (3)

Dissertation Courses

EDU-705 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-705) Dissertation Seminar (3)

EDU-706 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-706) Dissertation Methodology (3)

EDU-800 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-800) Dissertation (6)

Comprehensive Examinations

Students complete written and oral comprehensive examinations demonstrating knowledge of the broad conceptual and procedural aspects of instruction for changing populations. The written portion of the exam requires students to write essay answers demonstrating proficiency in writing, critical



thinking, and holistic perspectives, and to demonstrate their ability to articulate their perceived roles as agents of change in education.

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

- Language and learning
- Philosophical perspectives
- Changing populations

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

Grades assigned to comprehensive examinations are:

- Pass (P)
- Fail (F)

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

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

Dissertation

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

Dissertation Proposal

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

The following courses are offered regarding Dissertation research:

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

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

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

After completing the Dissertation Seminar(s), students must enroll in EDU-800 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-800) Dissertation Continuation (1-3 credit) for each academic semester (Fall, Spring and Summer) until they graduate.

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

Advancement to Candidacy

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

Submission of the Dissertation

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

Dissertation Defense

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

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

These are firm deadlines.



Dissertations are graded as follows:

- Pass with distinction
- Pass
- Fail

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

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

Department

Degrees offered

Ph.D

Campuses

Online

Summary

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

Curriculum

Occupational Therapy (9 credits transferred)

EDU-697 Lang/Intercultural Communication/Changing Populations (3 credits)
EDU-701 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-701) Methods of Quantitative Research (3 credits)
EDU-703 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-703) Methods of Qualitative Research (3 credits)
EDU-705 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-705) Dissertation Seminar (3 credits)
EDU-706 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-706) Dissertation Methodology (3 credits)
EDU-715 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-715) Leaders as Change Agents (3 credits)
EDU-772 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-772) Changing Populations in Historical Perspective (3 credits)
EDU-775 Democracy and Education: Philosophical Perspectives (3 credits)
EDU-802 Organization and Governance in Higher Education (3 credits)
EDU-803 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-803) Assessment, Accreditation, and the Strategic Planning Process (3 credits)
EDU-804 Finance, Philanthropy, Budget and the Strategic Planning Process (3 credits)
EDU-805 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-805) Curriculum for Changing Populations (3 credits)

Dissertation (9 credits)

Comprehensive Examinations

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

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

- Language and learning
- Philosophical perspectives
- Changing populations

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

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

Grades assigned to comprehensive examinations are:

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

Students are officially notified of the results by the Vice President of Academic Affairs/Provost.

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

Dissertation

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

Dissertation Proposal

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

The following courses are offered regarding Dissertation research:

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



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

After completing the Dissertation Seminar(s), students must enroll in EDU-800 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-800) Dissertation Continuation (1 credit) for each academic semester (Fall, Spring and Summer) until they graduate.

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

Advancement to Candidacy

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

Submission of the Dissertation

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

Dissertation Defense

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

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

These are firm deadlines.

Dissertations are graded as follows:

- Pass with distinction
- Pass
- Fail

Candidates are expected to defend their dissertation within two years of being admitted to candidacy. If a candidate fails to defend a dissertation within this timeline, he/she must appeal to the Vice President of Academic Affairs/Provost for an extension of time.

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Ph.D. in Instructional Leadership for Changing Populations

Department

Degrees offered

Ph.D

Campuses

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

Summary

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

content includes study of language, learning, and instruction; historical, global, and philosophical perspectives; change theory; and educational policy and legal issues.

Curriculum

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

Courses

Introductory Course (must be taken in the first or second semester of the program)

EDU-XXX Research Writing for Doctoral Students

Language and Learning (9 Credits)

EDU-624 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-624) Dialects in American Schools (3)
EDU-698 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-698) Linguistic and Cultural Diversity (3)
EDU-747 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-747) Learning, Language, and the Brain

Philosophical Perspectives (9 Credits)

EDU-674 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-674) Global and International Perspectives in Education (3)
EDU-772 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-772) Changing School Populations in Historical Perspectives (3)
EDU-775 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-775) Democracy and Education: Philosophical Perspectives (3)

Changing Populations (9 Credits)

EDU-715 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-715) Educator as a Change Leader (3)
EDU-722 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-722) Education and Policy Analysis for Changing Schools (3)
EDU-760 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-760) Legislative and Legal Decisions Affecting Changing School Populations (3)

Research Core (9 Credits)

EDU-695 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-695) Research Design (3)
EDU-701 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-701) Methods of Quantitative Research (3)
EDU-703 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-703) Methods of Qualitative Research (3)

Special Interest Area (6 Credits)

Students select any two graduate level courses related to an area of special interest.

Dissertation Courses (6 Credits plus Dissertation Continuation)

EDU-705 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-705) Dissertation Seminar (3)
EDU-706 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-706) Dissertation Methodology (3) or EDU 707 Historical Methodology (3)
EDU-800 (http://catalog.ndm.edu/ccg/courses/list/index.php?dept=EDU#EDU-800) Dissertation Continuation (2 credits per semester up to 8 credits)*

**Students requiring EDU 800 enrollment beyond four semesters must request extension through their advisor.*

Comprehensive Examinations

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

Written and oral examination s must be passed in the following areas:

- Higher education theory
- Philosophical perspectives of education
- Changing populations

Written comprehensive examinations are administered in August and January. If a student fails any section of the examination, the student will have one opportunity to rewrite the failed section. Written examinations are read by two faculty members. In the event of divided scoring, a third

faculty member will be asked to review the examination. After two failures of any section, the candidate may not continue in the Ph.D. program. Written examinations are not returned to students.

Grades assigned to comprehensive examinations are:

- High Pass
- Pass
- Fail

Students are officially notified of the results by the Assistant Dean, School of Education. Students must complete the comprehensive examination requirement within two years of completing course work.

Dissertation

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

During the dissertation courses (705 and 706), the student confers with the Dean, School of Education, to select a Dissertation Committee (a Chair and two readers) who are subsequently appointed by the Ph.D. Committee.

After completing the Dissertation Seminar(s), students must enroll in EDU-800 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-800) Dissertation Continuation for each academic semester (Fall, Spring, and Summer) until they graduate.

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

Advancement to Candidacy

Once the School of Education Ph.D. Committee approves the dissertation proposal, the student is considered a Ph.D. Candidate. The student then applies to the University IRB for approval of the research. This approval must be granted before the candidate can conduct the research.

Submission of the Dissertation



The candidate submits drafts of the dissertation to the dissertation Chair and readers for suggestions and review throughout the process of reading and writing. When the candidate, advisors, and readers agree that the dissertation is ready for final review by the School of Education Ph.D. Committee, the candidate submits required copies to the Dean, School of Education. The School of Education Ph.D. Committee reviews the full dissertation and if the Committee finds the dissertation to be satisfactory, the Committee schedules the defense. Manuscripts must follow the format expectations set forth in the Dissertation Handbook or will not be accepted by the Committee.

Dissertation Defense

The candidate defends the dissertation before the Ph.D. Committee in consultation with the advisor and readers. The defense must be successfully completed by April 1 for May graduation or by November 1 for December graduation. These are firm deadlines.

Candidates are expected to defend their dissertation within two years of being admitted to candidacy. If a candidate fails to defend a dissertation within this timeline, the candidate must appeal to the Dean, School of Education, for an extension of time.

Courses

EDU-624 Dialects in American Schools

This advanced course examines the effects of linguistic variation in K-12 classrooms. Various factors will be analyzed that can result in linguistic variation, such as social class and ethnicity. Students examine nonstandard language varieties of English, including African American Vernacular English, and World English varieties. An important focus of the course will be effect of nonstandard English on the development of literacy skills. The course will also address unique pedagogical strategies for teaching speakers of nonstandard varieties of English. Students will complete individual research projects, in which they analyze the language development of K-12 students. [3 credits]

EDU-674 Global and International Perspectives in Education

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

EDU-695 Research Design

Examines and analyzes principles of research design in education. This will include a review of research tools and resources and an overview of quantitative and qualitative approaches as applied to educational issues. Students will be expected to identify elements of exemplary research models and to present a sample design in one of these modes. [3 credits]

EDU-698 Linguistic and Cultural Diversity

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

EDU-701 Methods of Quantitative Research

Introduces the student to statistics and statistical reasoning, uses of location and dispersion measures, regression and correlation, formation of hypotheses tests and analyses of variance and contingency tables. Applies statistical concepts to research design and educational measures including description statistics, presentations of data, estimation and hypothesis testing. Practice entering, analyzing, and interpreting data using statistical software, such as SPSS, is integrated throughout the semester. [3 credits]

EDU-703 Methods of Qualitative Research

Explores qualitative methods currently used in educational research. Students examine the paradigms drawn from philosophy, history, sociology, anthropology and comparative studies as they rely on narrative rather than quantitative ordering of data. [3 credits]

EDU-705 Dissertation Seminar

Supports each degree candidate in identifying a dissertation topic, conducting a comprehensive review of the literature relevant to the topic, and developing the dissertation proposal. The proposal presents the formal plan for research and includes an introduction, review of the literature and research methodology. In this collegial setting, seminar members present their findings, share research data and dilemmas, and participate in critically examining and analyzing their own and one another's progress. [3 credits]

EDU-706 Dissertation Seminar: Methodology

The overall goal of this course is to provide the student with the opportunity to extend skills learned in prior coursework in the dissertation program, and their prior experiential learning,

leading to the development of a dissertation proposal. Student will extend prior coursework in theory, skills at developing literature reviews, and the appropriate use of research designs to develop a research design assessing the efficacy of an educational or educationally related project targeted to the student's substantive question of inquiry. Attention will be focused upon developing the skills and knowledge needed to formulate dissertation research questions in order to design a piece of research that is original, credible and important to the field. [3 credits]

EDU-722 Education and Policy Analysis

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

EDU-747 Learning, Language and the Brain

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

EDU-760 Legislative and Legal Decisions Affecting Changing School Populations

Applies analytical and legal reasoning skills to issues emerging from implementation of recent legislation setting standards for: achievement expectations for specific student populations, mandatory testing requirements, teacher quality and licensing, instruction for students for whom English is a second language and related issues. Using the case study approach, students apply the precedents established in previously studied landmark cases to cases and problems currently pending, or soon to come, before district courts and the Supreme Court. Emphasis is placed on alternative dispute resolution in a wide variety of situations that present the possibility of litigation with focus on issues affecting changing student populations. [3 credits]

EDU-772 Changing School Population in Historical Perspective

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

EDU-775 Democracy and Education: Philosophical Perspectives

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

EDU-800 Dissertation Continuation

Throughout the writing of the dissertation, PhD candidates are expected to continually document progress toward completion of the dissertation and receive continuous feedback from their dissertation chair and readers. [1.5 credits beginning Fall 2021 semester]

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Post-Baccalaureate Certificate in Curriculum and Instruction

Education Department

Degrees offered

Campuses

Main Campus

Summary

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

The Post-baccalaureate Certificate in Curriculum and Instruction offers experienced teachers the opportunity to learn new ways to become more effective in the classroom through the use of new teaching techniques and a varied approach to curriculum development. The Program requires the completion of 15 graduate credits. Courses include student learning styles, school and family, program evaluation, global perspectives on education, and current issues and problems in schools. Courses taken in the Program may be applied to the Master of Arts in Leadership in Teaching Program.

Curriculum

Select five courses from the following:

EDU-544 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-544) Educational Assessment (3)

EDU-552 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-552) Global Perspectives in Teaching (3)

EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)

EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues (3)

EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)

EDU-567 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-567) Learning Theory and Practice (3)

SPE-590 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-590) Foundations of Literacy I: Teaching the Dyslexic Student (3)

SPE-591 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-591) Foundations of Math:Understanding Math as a Language (3)

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Post-Baccalaureate Certificate in Enrollment Management

Education Department

Degrees offered

Certificate

Campuses

Main Campus

Summary

The online PBC in Enrollment Management is designed as a pathway for two types of professionals: those already working in a university setting looking to advance to director-level positions, or those without higher education experience looking to break into the field. Courses cover a range of topics and how they work in tandem including admissions processes, financial aid modeling, marketing strategies, retention, and more. Through this certificate, professionals build the broad knowledge base and expertise at best practices, processes, and regulations needed to be successful in a college or university setting.

Required Curriculum (12 credits)

EDU-500 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-500) Principles of Enrollment Management and Retention (3)

EDU-510 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-510) Financial Aid

and Data Analytics for Enrollment Planning (3)

EDU-502 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-502) Enrollment Marketing and Communications (3)

EDU-503 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-503) Leadership and Strategic Planning for Enrollment Management Professionals (3)

The PBC in Enrollment Management may be completed as a standalone credential or as an area of concentration in the Masters in Higher Education program.

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Post-Baccalaureate Certificate in Mathematics Instructional Leadership

Education Department

Degrees offered

Certificate

Campuses

Main Campus

Summary

The Mathematics Instructional Leader programs for grades PreK-6 and grades 4-9 will prepare current teachers for a role as a mathematics instructional leader. The program includes mathematics content coursework as well as courses in education and leadership. Courses integrate the Common Core State Standards (CCSS), Maryland College and Career Ready Standards (MCCRS) and will focus on the Standards for Mathematical Practice and the National Council of Teachers of Mathematics (NCTM) Effective Principles of Teaching and Learning.

Required Curriculum (12 credits)

Elementary School Teachers, Grades PreK-6

EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

MAT-542 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-542) Number and Operations for Elementary School Teachers (3)

MAT-543 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-543) Geometry and Measurement for Elementary School Teachers (3)

MAT-544 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-544) Data and Measurement for Elementary School Teachers (3)

Middle School Teachers, Grades 4-9

EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

MAT-501 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-501) Number and Relationships for Middle School Teachers (3)

MAT-521 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-521) Geometry and Measurement for Middle School Teachers (3)

MAT-531 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-531) Data Analysis and Statistics (3)

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Post-Baccalaureate Certificate in Social Emotional Learning and Flourishing

Department

Degrees offered

Certificate

Campuses

Online

Notre Dame Maryland University is offering a new Post Bachelor's Certificate (PBC) program in *Social Emotional Learning and Flourishing*. The program in will be a 15-credit-hour set of online and face-to-face courses that draw from existing curriculum and MA programs within the School of Education. The program will include highly engaging and experiential opportunities while building upon a strong foundation in liberal arts, the Catholic intellectual traditions and social teaching.

This certificate is a stackable credential that is non-residence-based, and aimed at the working professional.

Students will be able to complete the 15- credit-hour certificate efficiently in three (3) semesters. Each course will run for 8 weeks. Courses are offered every year; are developed and offered in an online compressed format; and run 8-weeks during fall and spring semester; and 1-week and 5-week sessions during the summer.

Curriculum (5 courses)

EDGT-501 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-501) Affective Characteristics of Diverse Gifted and Talented Learners (3)
EDON-525 (https://catalog.ndm.edu/courses/list/index.php?dept=EDON#EDON-525) The Traumatized Child (3)
EDU-536 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-536) Social Emotional Learning and Flourishing (3)
EDUC-511 (https://catalog.ndm.edu/courses/list/index.php?dept=EDUC#EDUC-511) Culturally Relevant Pedagogy (3)
SPE-524 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-524) Positive Behavior Supports (3)

Courses

EDGT-501 Affective Characteristics of Diverse Gifted and Talented Learners

Examines the social and emotional well being of gifted and talented students. The role of families, communities and environment and the ways in which they address the needs of those with gifts and talents is researched and discussed. The learning styles of individuals with gifts and talents are discussed. [3 credits]

EDON-525 Traumatized Child

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning polulations. This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence. Participants will learn the signs and symptoms of stress and trauma and explore how stress, violence, and trauma affect a student's learning, cognitive brain development, and social-emotional development. The short- and long-term consequences of being exposed to stress, trauma, or violence, as well as the social and family causes, will be reviewed. The dynamics of domestic violence and community violence are also discussed, as is the educator's role in the

intervention and prevention of violence. [3 credits] NOTE: This course includes a final case study paper in addition to the assignments in the syllabus.

EDUC-511 Culturally Relevant Pedagogy

This course challenges candidates to evaluate curriculum, pedagogy, and the school environment to determine how curricular and pedagogical choices can reproduce inequalities or promote success for all students. [3 credits]

SPE-524 Topics in Special Education

Considers selected issues in special education. Topics change reflecting developments in the field. [3 credits]

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Post-Master's Certifications

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

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

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

Administration and Supervision

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

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)
EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)
EDU-569 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-569) Supervision: Empowering Teachers (3)
EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)
EDU-688 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-688) Practicum: School Administration and Supervision Part I* (3)

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

EDU-690 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-690) Practicum: School Administration and Supervision Part II (3)

Prerequisite: An assessment course.

**Course needed for School Administration and Supervision Certification*

Gifted and Talented

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

EDGT-500 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-500) Foundations of Gifted and Talented Education (3)
EDGT-501 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-501) Affective Characteristics of Diverse Gifted and Talented Learners (3)
EDGT-502 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-502) Curriculum for the Gifted and Talented (3)
EDGT-505 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-505) Strategies for Gifted and Talented Education (3)
EDGT-503 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-503) Research Seminar in Gifted and Talented Education (3)
EDGT-504 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-504) Practicum in Gifted and Talented Education (3)

Library Media Specialist

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

EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)
EDU-575 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-575) Information Literacy Resources (3)
EDU-514 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-514) Organization of Information (3)
EDU-577 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-577) Internet in Teaching and Learning (3)
EDU-524 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-524) Adolescent Literature (3)
EDU-512 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-512) School Library Administration I (3)
EDU-610 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-610) School Library Administration II (3)

Mathematics Instructional Leader, PreK-6 or 4-9

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

Mathematics Instructional Leader, Grades PreK-6

MAT-541 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-541) Number and Operations (3)
MAT-542 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-542) Number and Relationships (3)
MAT-543 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-543) Geometry and Measurement (3)
MAT-544 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-544) Statistics and Probability (3)
MAT-545 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-545) Patterns and Algebraic Thinking (3)
MAT-546 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-546) Algebra (3)
EDU-616 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-616) Practicum: Leadership in Mathematics Education (3)
EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

Mathematics Instructional Leader, Grades 4-9

MAT-501 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-501) Number and Operations (3)
MAT-503 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-503)

Fundamentals of Algebra (3)
MAT-507 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-507) Algebraic Functions (3)
MAT-521 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-521) Measurement and Geometry (3)
MAT-531 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-531) Data Analysis and Statistics (3)
MAT-532 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-532) Probability and Simulations (3)
MAT-533 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-533) Calculus (3)
EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)
EDU-616 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-616) Practicum: Leadership in Mathematics Education (3)

Reading Specialist

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

EDU-586 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-586) Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-612 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-612) Remedial Reading Instruction for Classroom and Clinical Settings (3)
EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Reading and Writing in the Content Areas II (for elementary teachers) (3) **OR**
EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction of Reading (for secondary teachers) (3)
EDU-629 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-629) The Roles of the Literacy Coach (3)
EDU-618 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-618) Resource Role of the Reading Specialist (3)
EDU-691 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-691) Practicum: Application of Remediation (3)

Prerequisites - Elementary:

EDU-509 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-509) Processes and Acquisition of Reading (3)
EDU-510 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-510) Elementary Reading Materials (3)

EDU-511 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-511) Assessment of Reading (3)
EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction in reading (3)

Prerequisites - Secondary:

EDU-580 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-580) Teaching Reading and Writing in Content Areas I (3)
EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Teaching Reading and Writing in Content Areas II (3)

Special Education

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

SPE-526 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-526) Special Education for the Classroom Teacher (3)
SPE-543 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-543) Assessment of Special Needs Populations (Secondary) (3) **OR**
SPE-544 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-544) Assessment of Special Needs Populations (Elementary) (3)
SPE-546 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-546) Methods of Teaching Students with Special Needs (3)
SPE-570 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-570) Individualizing the Curriculum: Strategies for Holistic Intervention (Elementary) (3) **OR**
SPE-571 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-571) Vocational Skills in Special Education Methods (Secondary) (3)
SPE-576 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-576) Communication Skills for the School-Based Professional (3)

STEM

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

EDST-501 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-501) Introduction and Exploration of Design, Technology, and Engineering: Content and Instruction Strategies (3)
EDST-502 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-502) Application of Design, Technology and Engineering: Content and Instruction Strategies (3)
EDST-503 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-503) Practicum:

STEM for Teachers K-8 (3)
EDST-504 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-504) STEM Curriculum Development (3)
EDST-508 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-508) Technology for STEM Educators (3)
EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Eudcation (3)
ENV-560 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-560) Sustainability for Teachers K-8 (3)
PHY-561 (https://catalog.ndm.edu/courses/list/index.php?dept=PHY#PHY-561) Space and Earth Science for Teachers K-8 (3)
PHY-562 (https://catalog.ndm.edu/courses/list/index.php?dept=PHY#PHY-562) Physical Science for Teachers K-8 (3)
Elective Courses (choose 1)
EDST-505 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-505) Methods for Teaching STEM in the Early Childhood Classroom (PreK - 2) (3)
ENV-561 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-561) Methods of Teaching Interdisciplinary Environmental Science (3)
ENV-562 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-562) Exploring the Local Environment Field Study (3)

TESOL

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

EDU-508 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-508) Issues in TESOL (3)
EDU-545 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-545) Principles of Linguistics (3)
EDU-546 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-546) Methods and Materials for TESOL (3)
EDU-547 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-547) Assessing Second Language Acquisition (3)
EDU-548 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-548) Language Learning (3)
EDU-586 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-586) Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-596 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-596) English Grammar for ESL Teachers (3)

Prerequisites: Six credits in a second language.

Learn more

- Administration and Supervision (/graduate-catalog/school-of-education/post-masters-certifications/administration-and-supervision?menu=post-masters-certifications)
- Gifted and Talented (/graduate-catalog/school-of-education/post-masters-certifications/gifted-and-talented?menu=post-masters-certifications)
- Library Media Specialist (/graduate-catalog/school-of-education/post-masters-certifications/library-media-specialist?menu=post-masters-certifications)
- Mathematics Instructional Leader (Pre K - Grade 6 or Grade 4 - 9) (/graduate-catalog/school-of-education/post-masters-certifications/mathematics-instructional-leader-pre-k-grade-6-or-grade-4-9?menu=post-masters-certifications)
- Reading Specialist (/graduate-catalog/school-of-education/post-masters-certifications/reading-specialist?menu=post-masters-certifications)
- Special Education (/graduate-catalog/school-of-education/post-masters-certifications/special-education?menu=post-masters-certifications)
- STEM (/graduate-catalog/school-of-education/post-masters-certifications/stem?menu=post-masters-certifications)
- TESOL (/graduate-catalog/school-of-education/post-masters-certifications/tesol?menu=post-masters-certifications)

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Administration and Supervision

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

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

EDU-557 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-557) Leadership Seminar I (3)
EDU-560 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-560) Legal Issues for Teachers and Administrators (3)
EDU-569 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-569) Supervision: Empowering Teachers (3)
EDU-563 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-563) Curriculum Development (3)
EDU-688 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-688) Practicum: School Administration and Supervision Part I* (3)

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

EDU-690 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-690) Practicum: School Administration and Supervision Part II (3)

Prerequisite: An assessment course.

**Course needed for School Administration and Supervision Certification*

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Gifted and Talented

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

EDGT-500 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-500) Foundations of Gifted and Talented Education (3)
EDGT-501 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-501) Affective Characteristics of Diverse Gifted and Talented Learners (3)
EDGT-502 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-502) Curriculum for the Gifted and Talented (3)
EDGT-505 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-505) Strategies for Gifted and Talented Education (3)
EDGT-503 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-503) Research Seminar in Gifted and Talented Education (3)
EDGT-504 (https://catalog.ndm.edu/courses/list/index.php?dept=EDGT#EDGT-504) Practicum in Gifted and Talented Education (3)

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Library Media Specialist

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Students who have a Master's degree and desire to obtain a Certificate of Library Media Specialist should enroll in the following courses:

EDU-556 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-556) Technology for Instruction and Management (3)
EDU-575 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-575) Information Literacy Resources (3)
EDU-514 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-514) Organization of Information (3)
EDU-577 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-577) Internet in Teaching and Learning (3)
EDU-524 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-524) Adolescent Literature (3)
EDU-512 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-512) School Library Administration I (3)
EDU-610 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-610) School Library Administration II (3)

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Mathematics Instructional Leader (Pre K - Grade 6 or Grade 4 - 9)

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

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

Mathematics Instructional Leader, Grades PreK-6

MAT-541 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-541) Number and Operations (3)
MAT-542 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-542) Number and Relationships (3)
MAT-543 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-543) Geometry and Measurement (3)
MAT-544 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-544) Statistics and Probability (3)
MAT-545 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-545) Patterns and Algebraic Thinking (3)
MAT-546 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-546) Algebra (3)
EDU-616 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-616) Practicum:

Leadership in Mathematics Education (3)

EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

Mathematics Instructional Leader, Grades 4-9

MAT-501 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-501) Number and Operations (3)

MAT-503 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-503) Fundamentals of Algebra (3)

MAT-507 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-507) Algebraic Functions (3)

MAT-521 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-521) Measurement and Geometry (3)

MAT-531 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-531) Data Analysis and Statistics (3)

MAT-532 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-532) Probability and Simulations (3)

MAT-533 (https://catalog.ndm.edu/courses/list/index.php?dept=MAT#MAT-533) Calculus (3)

EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)

EDU-616 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-616) Practicum: Leadership in Mathematics Education (3)

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Reading Specialist

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

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

EDU-586 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-586) Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-612 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-612) Remedial Reading Instruction for Classroom and Clinical Settings (3)
EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Reading and Writing in the Content Areas II (for elementary teachers) (3) **OR**
EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction of Reading (for secondary teachers) (3)
EDU-629 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-629) The Roles of the Literacy Coach (3)
EDU-618 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-618) Resource Role of the Reading Specialist (3)
EDU-691 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-691) Practicum: Application of Remediation (3)

Prerequisites - Elementary:

EDU-509 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-509) Processes and Acquisition of Reading (3)

EDU-510 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-510) Elementary Reading Materials (3)

EDU-511 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-511) Assessment of Reading (3)

EDU-542 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-542) Instruction in reading (3)

Prerequisites - Secondary:

EDU-580 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-580) Teaching Reading and Writing in Content Areas I (3)

EDU-551 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-551) Teaching Reading and Writing in Content Areas II (3)

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Special Education

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Students who have a Master's degree and desire to obtain a Certificate of Special Education should enroll in the following courses:

SPE-526 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-526) Special Education for the Classroom Teacher (3)
SPE-543 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-543) Assessment of Special Needs Populations (Secondary) (3) **OR**
SPE-544 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-544) Assessment of Special Needs Populations (Elementary) (3)
SPE-546 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-546) Methods of Teaching Students with Special Needs (3)
SPE-570 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-570) Individualizing the Curriculum: Strategies for Holistic Intervention (Elementary) (3) **OR**
SPE-571 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-571) Vocational Skills in Special Education Methods (Secondary) (3)
SPE-576 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-576) Communication Skills for the School-Based Professional (3)

Learn more

- Exceptionalities Certificate (/graduate-catalog/school-of-education/post-masters-certifications/special-education/exceptionalities-certificate?menu=special-education)
- Graduate Dyslexia Certificate (/graduate-catalog/school-of-education/post-masters-certifications/special-education/graduate-dyslexia-certificate?menu=special-education)

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Exceptionalities Certificate

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

Curriculum

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

Required Courses

SPE 518 - Behavior is Language (3)

SPE 530 - Attention Deficit Disorder (3)

SPE 531 - Autism and Asperger's (3)

SPE-581 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-581) Evidence Based Practices to Support Students with Dysgraphia (3)

SPE-582 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-582) Evidence Based Practices to Support Students with Dyscalculia (3)

SPE-583 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-583) Evidence Based Practices to Support Students with Dyslexia (3)

SPE-650 (https://catalog.ndm.edu/courses/list/index.php?dept=SPE#SPE-650) Enhanced Structured Literacy Opportunities within the Learning Environment (3)

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Graduate Dyslexia Certificate

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

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

Required Courses

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

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STEM

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

EDST-502 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-502) Application of Design, Technology, and Engineering: Content and Instruction Strategies (3)
EDST-503 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-503) Practicum: STEM for Teachers K-8 (3)
EDST-504 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-504) STEM Curriculum Development (3)
EDST-506 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-506) Introduction and Exploration of Design, Technology, and Engineering: Content and Instruction Strategies (3
EDST-508 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-508) Technology for STEM Educators (3)
EDU-583 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-583) Special Topics in Mathematics Education (3)
ENV-560 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-560)

Sustainability for Teachers K-8 (3)

PHY-561 (https://catalog.ndm.edu/courses/list/index.php?dept=PHY#PHY-561) Space and Earth Science for Teachers K-8 (3)

PHY-562 (https://catalog.ndm.edu/courses/list/index.php?dept=PHY#PHY-562) Physical Science for Teachers Prek-8 (3) for Teachers K-8 (3)

Select one Elective

EDST-505 (https://catalog.ndm.edu/courses/list/index.php?dept=EDST#EDST-505) Methods for Teaching STEM in the Early Childhood Classroom (PreK-2) (3)

ENV-561 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-561) Methods of Teaching Interdisciplinary Environmental science (3)

ENV-562 (https://catalog.ndm.edu/courses/list/index.php?dept=ENV#ENV-562) Exploring the Local Environment Field Study (3)

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TESOL

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

Students who have a Master's degree and desire to obtain a Certificate of TESOL should enroll in the following courses:

EDU-508 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-508) Issues in TESOL (3)
EDU-545 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-545) Principles of Linguistics (3)
EDU-546 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-546) Methods and Materials for TESOL (3)
EDU-547 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-547) Assessing Second Language Acquisition (3)
EDU-548 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-548) Language Learning (3)
EDU-586 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-586) Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
EDU-596 (https://catalog.ndm.edu/courses/list/index.php?dept=EDU#EDU-596) English Grammar for ESL Teachers (3)

Prerequisites: Six credits in a second language.

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School of Nursing

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

Learn more

- Master of Science in Nursing (MSN) (/graduate-catalog/school-of-nursing/master-of-science-in-nursing-msn?menu=school-of-nursing)
- Post-Master's Certificate in Nursing Administration (/graduate-catalog/school-of-nursing/post-masters-of-science-in-nursing-certificate-in-nursing-administration?menu=school-of-nursing)
- Post-Master's Certificate in Nursing Education (/graduate-catalog/school-of-nursing/post-masters-of-science-in-nursing-certificate-in-nursing-education?menu=school-of-nursing)

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MS in Nursing (MSN)

Department

Kathleen Wisser, PhD, RN, CNE, *Dean, School of Nursing*
Jeanie Anasasi, MSN, RN Assisant Director, Center for Caring with Technology
Jane Balkam, PhD, APRN, CPNP, IBCLC
Monica Bradik, MBA, Academic Success and Advising Coordinator
Barbara Gough, MSN, RN Director, Center for Caring with Technology
Kathryn Handy, DNP, RN, CNE, Associate Dean
Zane Hunter, AA, Simulation and Technology Specialis
Mary O'Connor, PhD, RN, CENP, FACHE, FAONL
Mary Packard, PhD, RN
Sabita Persaud, PhD, RN, APHN-BC
Amy Rohrs, BS, Dean's Assisant and Clinical Placement Coordinator
Marleen Thornton, PhD, RN

Degrees offered

Master's

Campuses

Main Campus

Summary

The Master of Science in Nursing has two concentrations, Leadership in Nursing Education and Leadership in Nursing Administration. Grounded in caring science, the Master of Science in Nursing, Leadership in Nursing Education

concentration examines the field of curriculum and pedagogy from a variety of research and curriculum perspectives—technical, interpretive/practical, and critical/emancipatory—through directed readings, critical reflective narrative, and a classroom context for scholarly discourse.

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

Students are admitted to the program as members of a cohort, progressing together in a supportive environment. The format is designed to meet the needs of busy working nurses who choose part-time study but want to finish in the same amount of time as a full-time student. The School of Nursing offers courses sequentially and one at a time. Class sessions are generally on the same day of the week and same four-hour period, throughout the program, with some virtual/remote and/or online class sessions.

RN to BSN students at NDMU will be considered for provisional early admission to the MSN Program during their final semester. NDMU RN to BSN graduates may be able to substitute the MSN Leadership course, NUR-510 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-510) and the MSN Informatics course, NUR-520 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-520) with similar courses completed in the RN to BSN program.

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

- A Bachelor of Science degree in Nursing from an accredited college or university, or an equivalent degree from a comparable foreign institution.
- An undergraduate cumulative grade point average of at least 3.0 based on a 4-point scale.

- An active, unencumbered State of Maryland or compact state RN license.

The Masters of Science in Nursing degree program is accredited by the:

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

Curriculum (36 Credits)

Concentration in Leadership in Nursing Education

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

Concentration in Leadership in Nursing Administration

NUR-500 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500) Introduction to Scholarly Caring Inquiry (3)
NUR-501 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501) Theoretical Foundations of Nursing (3)
NUR-510 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-510) Contemporary Leadership in Nursing (2)
NUR-515 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-515) Issues and Trends in Nursing Administration (3)
NUR-516 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-516) Nursing Administrative Theory and Practice (4)
NUR-518 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-518) Health Policy (3)
NUR-520 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-520) Nursing Informatics (2)
NUR-542 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542) Advancing Caring Science through Scholarly Inquiry (3)
NUR-620 (http://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-620) Leadership and Administration in Nursing Seminar and Practicum (4)
BUS-521 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-521) Healthcare Economics (3)
BUS-522 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-522) Essentials of Healthcare Finance (3)
BUS-523 (http://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-523) The Business of Healthcare (3)

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MSN in Adult-Gerontology Primary Care Nurse Practitioner

Department

Kathleen Wisser, PhD, RN, CNE, *Dean, School of Nursing*
Jeanie Anasasi, MSN, RN Assisant Director, Center for Caring with Technology
Jane Balkam, PhD, APRN, CPNP, IBCLC
Monica Bradik, MBA, Academic Success and Advising Coordinator
Barbara Gough, MSN, RN Director, Center for Caring with Technology
Kathryn Handy, DNP, RN, CNE, Associate Dean
Zane Hunter, AA, Simulation and Technology Specialis
Mary O'Connor, PhD, RN, CENP, FACHE, FAONL
Mary Packard, PhD, RN
Sabita Persaud, PhD, RN, APHN-BC
Amy Rohrs, BS, Dean's Assisant and Clinical Placement Coordinator
Marleen Thornton, PhD, RN

Degrees offered

Campuses

The NDMU Adult-Gerontology Nurse Practitioner (A-GNP) program prepares advanced practice nurses to manage care for adolescents through older adults in primary care settings. With caring at the center of nursing practice, you will learn to promote health, prevent illness, and manage acute and chronic conditions with consideration for the whole person. Beyond managing disease, our program emphasizes wellness coaching to reduce the risk for chronic diseases linked to lifestyle choices.

MSN Core Courses

NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500) Introduction to Scholarly Caring Inquiry (3)
NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501) Theoretical Foundations of Nursing (3)
NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542) Advancing Caring Science through Scholarly Inquiry (3)
NUR -### Caring Nursing Leadership (2)

Core Advanced Practice Courses

NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548) Advanced Clinical Pharmacology (3)
NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547) Pathophysiology for Advanced Practice (3)
NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546) Advanced Health Assessment & Diagnostic Reasoning (3)
NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549) Population Health for Advanced Nursing Practice (3)
NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545) Family Theory & Dynamics (2)

Adult-Gerontology Nurse Practitioner Track Specialty Courses

NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632) Transition for the Advanced Practice Nurse (2)
NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630) Primary Care I: Adults in Community (3)
NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635) Advanced Primary Care Practicum I (2)
NUR-631 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631) Primary Care II: Adolescents to Adult-Gerontology (3)
NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636) Advanced Primary

Care Practicum II (3)
NUR-634 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-634) Advanced Primary Care of the Frail Elderly (2)
NUR-637 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-637) Advanced Primary Care Practicum III (3)
NUR-638 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-638) Advanced Primary Care Practicum IV (4)

Total Credits: 47

Courses

NUR-500 Introduction to Scholarly Caring Inquiry

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

NUR-501 Theoretical Foundations of Nursing

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

NUR-502 Technology in Nursing Education: A Caring Presence

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

NUR-503 Assessment of Student Learning in Nursing Education

This course focuses on student assessment and evaluation practices in nursing education. Students will explore the theoretical basis for evaluation, in addition to practical applications and strategies. Student will be prepared to utilize both traditional and non-traditional methods of assessment to assess student learning outcomes. This course includes content on providing meaningful feedback; test construction and psychometric evaluation; the development and grading of written assignments; evaluation in the clinical performance; and the use of self-assessment. Current trends in assessment and evaluation within nursing education will be explored, in addition to the tension between traditional and emancipatory pedagogies. [3 credits]

NUR-504 Holistic Approaches to Transforming Direct Care

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

NUR-510 Contemporary Leadership in Nursing

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

NUR-512 Issues and Trends in Nursing Education

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

NUR-513 Curriculum Development and Evaluation in Nursing

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

NUR-513C Curriculum Development and Evaluation in Nursing Grounded in Caring (Certificate)

This course introduces students to philosophical paradigms that ground and guide curriculum thinking and pedagogical practice. A major focus of the course is to offer students opportunities for critical analysis of curriculum work, including evaluation, and to transform visions for nursing education. Throughout the course, epistemological and ontological questions raised through technical, practical/interpretive, and critical perspectives are pursued during guided readings and classroom conversation. Students will envision and plan thoughtful curriculum work grounded in caring for enactment in their teaching practica settings. *Open only for students enrolled in the Post Master's Nurse Educator Certificate program.* [3 credits]

NUR-515 Issues and Trends in Nursing Administration

Examines ethical and legal issues in nursing administration and applies relevant principles to increasingly complex practice problems. Through the case study method, learners become acquainted with the American legal process, basic legal terminology and the diversity of legal issues that affect nurse administrators. [3 credits]

NUR-516 Nursing Administrative Theory and Practice

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

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

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

NUR-518 Health Policy

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

NUR-520 Nursing Informatics

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

NUR-528 Study Abroad: MSN Practicum

Study Abroad is encouraged for MSN students who are designing practicum experiences. Opportunities for practicums in advanced clinical practice, nursing education or nursing administration are available. Experiencing another culture allows learners a chance to grow personally, increase cultural understanding and broaden their education and knowledge of the world. This global experience promotes compassion in the delivery of nursing care to the culturally diverse populations that we currently serve and contributes to global citizenship. Students will co-register for NUR-603 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-603) or NUR-520 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-520) as appropriate. [variable credits]



NUR-535 Advanced Health Assessment for Nurse Educators

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

NUR-537 Advanced Pathophysiology and Pharmacology for Nurse Educators

This course introduces and integrates general principles of pharmacology with pathophysiological phenomena. It is designed to provide future nurse educators with a holistic and advanced understanding of disease as disordered normal body physiology. As such, students will have an enhanced ability to teach the disease process and related potential sequelae. This course will explore the mechanism(s) related to the production of signs, symptoms, complications, treatments, and interventions of different disease states and specific health problems. Innovative teaching strategies for selected alterations in health are used with emphasis on pathophysiological concepts and pharmacological interventions. Nurse educator students will experience being the learner using a variety of teaching learning methods. This course does not meet requirements for prescriptive authority. [3 credits]

NUR-542 Advancing Caring Science through Scholarly Inquiry

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

NUR-545 Family Theory and Dynamics

The course focuses on advancing knowledge, skill, and valuing of family as a critical aspect of the Family and Adult-Gerontology Nurse Practitioner roles. Family Nursing Situations for advanced practice are analyzed through the lens of select theoretical and philosophical frameworks. Family Systems Theory, Family Assessment models and Nursing as Caring Theory along with other select caring science and family science theories are applied to guide understandings of family as the unit and context of care in a variety of Family Situations in

Primary Care. Situations of health promotion, family crises related to addictions, poverty, violence, homelessness, mental illness, chronic illness, and trauma offer opportunities for exploration of complex family "calls" for nursing. Compassionate family interview, holistic assessment of family health, ilness, and suffering, discerning what matters most to families, and scholarly engagement in relational inquiry allows for reflective family practice grounded in theory. Prerequisite: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500). Co-requisite: NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501). [2 credits]

NUR-546 Advanced Health Assessment & Diagnostic Reasoning

This course helps students acquire knowledge and skills in the conduct of a comprehensive health assessment including the physical, psychological, social, functional and environmental aspects of health. Data collection, interpretation, documentation and dissemination of assessment data is studied. Techniquest of interviewing, observation, percussion, palpation, inspection and auscultation in assessing clients across the lifespan are reviewed in simulated and learning environments. Students develop clinical reasoning skills to begin to formulate differential diagnoses. Prerequisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545). Corequisite: NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547). [3 credits]

NUR-549 Population Health for Advanced Nursing Practice

This seminar course engages the instructor and students in mutual learning while critically examining social justice and public health issues. Principles of genetics, genomics, epidemiological data, and patterns of knowing are considered for design and delivery of evidence-based, culturally relevant clinical prevention and health promotion stragegies and interventions. This course also explores health information and technology that allows for the exploration of the distribution and determinants of health and disease. Emphasis is placed on building awareness and understanding of the advanced practice nurse's involvement in the ecology of health. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542

(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542). Co-requisites: NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635). [3 credits]

NUR-605 Teaching in Nursing Education Seminar and Practicum

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

NUR-605C Teaching in Nursing Education Seminar and Practicum (Certificate)

This course provides opportunities for Post Master's students to deepen understanding of nursing curriculum through thoughtful enactment of caring emancipatory pedagogical practice in a variety of settings. Reflection on the lived experience of being-with students as a teacher and critical readings in pedagogy and practice allows for celebration of education as transformation. *Open only for students enrolled in the Post Master's Nurse Educator Certificate program.* [3 credits]

NUR-620 Leadership and Administration in Nursing Seminar and Practicum

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

NUR-620C Administration in Nursing Seminar and Practicum (Certificate)

This course focuses on exploration of theory through participation, research, and observation of organizational functioning and nursing leadership. Students co-design practicum objectives with a nursing administrator preceptor in a clinical setting. Through the lens of Caring Science, emphasis is on organizational and departmental structure. *Open only for students enrolled in the Post Master's Nurse Administrator Certificate program.* [3 credits]

NUR-630 Primary Care I: Adults in the Community

This seminar course engages the faculty and students in mutual learning while critically examining theoretical and practical foundations of acute problems encountered by adults in a primary care setting. It includes primary health care of women. Emphasis is placed on a holistic approach to health promotion, disease prevention, early detection, and management of common acute and chronic health conditions of adults with special attention to care of the reproductive age female patient. The focus is on pathophysiology of the condition, etiology, incidence, clinical findings, and differential diagnosis. Evidence-based research will drive healthcare decision making, pharmaceutical and non-pharmaceutical management to promote health of adults in primary care settings. Caring between nurse practitioner and patient is valued and explored. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542). Co-requisites: NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635) and NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). [3 credits]

NUR-631 Primary Care II: Adolescents to Adult Gerontology

This seminar course engages the instructor and students in mutual learning while critically examining advanced practice nursing in the care of adolescents and adults with an emphasis on assessment, diagnosis, and treatment of common health problems among culturally diverse populations. Research and principles of evidence-based practice are used to apply health promotion and disease prevention strategies for adolescents and adults. What matters most to the adult and adolescent is considered and caring between nurse practitioner and patient is essential and explored. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501

(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). Co-requisites: NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636) and NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). [3 credits]

NUR-632 Role Transition for the Advanced Practice Nurse

This seminar course engages the instructor and students in mutual learning while critically examining advanced practice nursing roles, grounded in caring science, including past and
present trends relevant to understanding leadership functions., organization of health care delivery systems, and the political climate surrounding advanced practice and regulatory and reimbursement processes. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). Corequisites: NUR-631 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631) and NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636). [2 credits]

NUR-633 Advanced Primary Care of Infants and Children

This is an interactive seminar course where students and faculty engage in mutual learning while critically examining issues in the primary care of infants and children, with an emphasis on wellness promotion, illness prevention, and treatment of common health problems among culturally diverse populations. Research and principles of evidence-based practice will be used to promote the health and wellbeing of infants and children. Caring between the nurse practitioner and family is essential and explored. Pre-requisites: NUR-500

(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-631 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631), NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549), NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). Co-requisite: NUR-637 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-637). [2 credits]

NUR-634 Advanced Primary Care of the Frail Elderly

This course builds on the management of acute and chronic illness to focus on the health care needs of the older adult with chronic illness in the primary care setting. A holistic approach to promoting wellness, maintaining function, and self-care is emphasized. Evidence-based research will drive healthcare decision making, pharmaceutical and non-pharmaceutical management to promote quality of life with older adults. Ethical dilemmas that impact the care of older adults such as palliative care measures, supportive measures, and family care living at end of life are integrated. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-631 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631), NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549), NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). Co-requisite: NUR-637 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-637). [2 credits]

NUR-635 Advanced Primary Care Practicum I

This is the first practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will provide caring science-based holistic assessment and treatment with a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and symptom management. Students will use critical thinking reflective practice, and evidence-based practice to develop skills at the novice level in formulating clinical impressions, differential diagnoses, treatment, and evaluation plans. Requires 130 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542). Co-requisites: NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630) and NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). [2 credits]

NUR-636 Advanced Primary Care Practicum II

This is the second practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will provide caring science-based holistic assessment and treatment with a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and symptom management. Students will use critical thinking reflective and evidence-based practice to develop skills at the advanced beginner level in formulating clinical impressions, differential diagnoses, treatment and evaluation plans. Requires 195 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-530 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-530), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). Co-requisites: NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636) and NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). [3 credits]

NUR-637 Advanced Primary Care Practicum III

This is the third practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will collaboratively manage the care of a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and treatment. Students will use critical thinking, reflective caring science-based and evidence-based practice to develop skills at a competent level in formulating clinical impressions, differential diagnoses, treatment, and eveluation plans. Requires 195 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549), NUR-631 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631), NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636), NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). Co-requisites: NUR-633 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-633) and NUR-634 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-634). [3 credits]

NUR-638 Advanced Primary Care IV

This is the fourth practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will collaboratively manage the care of a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and treatment. Students will use critical thinking, reflective caring science-based and evidenced-based practice to develop skills at a proficient level in formulating clinical impressions, differential diagnoses, treatment, and eveluation plans. Requires 260 hours of

supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542

(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549), NUR-631 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631), NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636), NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632), NUR-637 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-637), NUR-633 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-633) or NUR-634 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-634). Co-requisite: NUR-510 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-510). [4 credits]

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Site made manifest with Manifesto (https://www.manifestocms.com/) Course Catalog software (https://www.manifestocms.com/audiences/course-catalog).

MSN in Family Nurse Practitioner

Department

Kathleen Wisser, PhD, RN, CNE, *Dean, School of Nursing*
Jeanie Anasasi, MSN, RN Assisant Director, Center for Caring with Technology
Jane Balkam, PhD, APRN, CPNP, IBCLC
Monica Bradik, MBA, Academic Success and Advising Coordinator
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Kathryn Handy, DNP, RN, CNE, Associate Dean
Zane Hunter, AA, Simulation and Technology Specialis
Mary O'Connor, PhD, RN, CENP, FACHE, FAONL
Mary Packard, PhD, RN
Sabita Persaud, PhD, RN, APHN-BC
Amy Rohrs, BS, Dean's Assisant and Clinical Placement Coordinator
Marleen Thornton, PhD, RN

Degrees offered

Master's

Campuses

Main Campus

The NDMU Family Nurse Practitioner (FNP) program prepares advanced practice nurses to manage care for individuals of all ages in primary care settings. With caring at the center of nursing practice, you will learn to diagnose and manage acute and chronic conditions with consideration for the whole person. Beyond managing disease, our program emphasizes wellness coaching to reduce the risk for chronic diseases linked to lifestyle choices.

Curriculum (47 credits)

Core Courses (4 courses)

NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500) Introduction to Scholarly Caring Inquiry (3)
NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501) Theoretical Foundations of Nursing (3)
NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542) Advancing Caring Science through Scholarly Inquiry (3)
NUR-### Caring Nursing Leadership (2)

Core Advanced Practice Courses (5 courses)

NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548) Advanced Clinical Pharmacology (3)
NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547) Pathophysiology for Advanced Practice (3)
NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546) Advanced Health Assessment & Diagnostic Reasoning (3)
NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549) Population Health for Advanced Nursing Practice (3)
NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545) Family Theory & Dynamics (2)

FNP Track Specialty Courses (8 courses)

NUR-### Role Transition for Advanced Practice Nurse (2)
NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630) Primary Care I: Adults in Community (3)
NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635) Advanced Primary Care Practicum I (2)
NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636) Primary Care II: Adolescents to Adult-Gerontology (3)
NUR-633 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-633) Advanced Primary Care of Infants and Children (2)

NUR-637 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-637) Advanced Primary Care Practicum III (3)
NUR-638 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-638) Advanced Primary Care Practicum IV (4)

Courses

NUR-500 Introduction to Scholarly Caring Inquiry

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

NUR-501 Theoretical Foundations of Nursing

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

NUR-502 Technology in Nursing Education: A Caring Presence

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

NUR-503 Assessment of Student Learning in Nursing Education

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

meaningful feedback; test construction and psychometric evaluation; the development and grading of written assignments; evaluation in the clinical performance; and the use of self-assessment. Current trends in assessment and evaluation within nursing education will be explored, in addition to the tension between traditional and emancipatory pedagogies. [3 credits]

NUR-504 Holistic Approaches to Transforming Direct Care

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

NUR-510 Contemporary Leadership in Nursing

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

NUR-512 Issues and Trends in Nursing Education

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

NUR-513 Curriculum Development and Evaluation in Nursing

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

NUR-513C Curriculum Development and Evaluation in Nursing Grounded in Caring (Certificate)

This course introduces students to philosophical paradigms that ground and guide curriculum thinking and pedagogical practice. A major focus of the course is to offer students opportunities for critical analysis of curriculum work, including evaluation, and to transform visions for nursing education. Throughout the course, epistemological and ontological questions raised through technical, practical/interpretive, and critical perspectives are pursued during guided readings and classroom conversation. Students will envision and plan thoughtful curriculum work grounded in caring for enactment in their teaching practica settings. *Open only for students enrolled in the Post Master's Nurse Educator Certificate program.* [3 credits]

NUR-515 Issues and Trends in Nursing Administration

Examines ethical and legal issues in nursing administration and applies relevant principles to increasingly complex practice problems. Through the case study method, learners become acquainted with the American legal process, basic legal terminology and the diversity of legal issues that affect nurse administrators. [3 credits]

NUR-516 Nursing Administrative Theory and Practice

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

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

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

NUR-518 Health Policy

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

NUR-520 Nursing Informatics

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

NUR-528 Study Abroad: MSN Practicum

Study Abroad is encouraged for MSN students who are designing practicum experiences. Opportunities for practicums in advanced clinical practice, nursing education or nursing administration are available. Experiencing another culture allows learners a chance to grow personally, increase cultural understanding and broaden their education and knowledge of the world. This global experience promotes compassion in the delivery of nursing care to the culturally diverse populations that we currently serve and contributes to global citizenship. Students will co-register for NUR-603 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-603) or NUR-520 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-520) as appropriate. [variable credits]

NUR-535 Advanced Health Assessment for Nurse Educators

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

NUR-537 Advanced Pathophysiology and Pharmacology for Nurse Educators

This course introduces and integrates general principles of pharmacology with pathophysiological phenomena. It is designed to provide future nurse educators with a holistic and advanced understanding of disease as disordered normal body physiology. As such, students will have an enhanced ability to teach the disease process and related potential sequelae. This course will explore the mechanism(s) related to the production of signs, symptoms, complications, treatments, and interventions of different disease states and specific health problems. Innovative teaching strategies for selected alterations in health are used with emphasis on pathophysiological concepts and pharmacological interventions. Nurse educator students will experience being the learner using a variety of teaching learning methods. This course does not meet requirements for prescriptive authority. [3 credits]

NUR-542 Advancing Caring Science through Scholarly Inquiry

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

NUR-545 Family Theory and Dynamics

The course focuses on advancing knowledge, skill, and valuing of family as a critical aspect of the Family and Adult-Gerontology Nurse Practitioner roles. Family Nursing Situations for advanced practice are analyzed through the lens of select theoretical and philosophical frameworks. Family Systems Theory, Family Assessment models and Nursing as Caring Theory along with other select caring science and family science theories are applied to guide understandings of family as the unit and context of care in a variety of Family Situations in Primary Care. Situations of health promotion, family crises related to addictions, poverty, violence, homelessness, mental illness, chronic illness, and trauma offer opportunities for exploration of complex family "calls" for nursing. Compassionate family interview, holistic assessment of family health, ilness, and suffering, discerning what matters most to families, and scholarly engagement in relational inquiry allows for reflective family practice grounded in theory. Prerequisite: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500). Co-requisite: NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501). [2 credits]

NUR-546 Advanced Health Assessment & Diagnostic Reasoning

This course helps students acquire knowledge and skills in the conduct of a comprehensive health assessment including the physical, psychological, social, functional and environmental aspects of health. Data collection, interpretation, documentation and dissemination of assessment data is studied. Techniquest of interviewing, observation, percussion, palpation, inspection and auscultation in assessing clients across the lifespan are reviewed in simulated and learning environments. Students develop clinical reasoning skills to begin to formulate differential diagnoses. Prerequisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545). Corequisite: NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547). [3 credits]

NUR-549 Population Health for Advanced Nursing Practice

This seminar course engages the instructor and students in mutual learning while critically examining social justice and public health issues. Principles of genetics, genomics, epidemiological data, and patterns of knowing are considered for design and delivery of evidence-based, culturally relevant clinical prevention and health promotion stragegies and interventions. This course also explores health information and technology that allows for the exploration of the distribution and determinants of health and disease. Emphasis is placed on building awareness and understanding of the advanced practice nurse's involvement in the ecology of health. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542). Co-requisites: NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635). [3 credits]

NUR-605 Teaching in Nursing Education Seminar and Practicum

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

NUR-605C Teaching in Nursing Education Seminar and Practicum (Certificate)

This course provides opportunities for Post Master's students to deepen understanding of nursing curriculum through thoughtful enactment of caring emancipatory pedagogical practice in a variety of settings. Reflection on the lived experience of being-with students as a teacher and critical readings in pedagogy and practice allows for celebration of education as transformation. *Open only for students enrolled in the Post Master's Nurse Educator Certificate program.* [3 credits]

NUR-620 Leadership and Administration in Nursing Seminar and Practicum

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

NUR-620C Administration in Nursing Seminar and Practicum (Certificate)

This course focuses on exploration of theory through participation, research, and observation of organizational functioning and nursing leadership. Students co-design practicum objectives with a nursing administrator preceptor in a clinical setting. Through the lens of Caring Science, emphasis is on organizational and departmental structure. *Open only for students enrolled in the Post Master's Nurse Administrator Certificate program.* [3 credits]

NUR-630 Primary Care I: Adults in the Community

This seminar course engages the faculty and students in mutual learning while critically examining theoretical and practical foundations of acute problems encountered by adults in a primary care setting. It includes primary health care of women. Emphasis is placed on a holistic approach to health promotion, disease prevention, early detection, and management of common acute and chronic health conditions of adults with special attention to care of the reproductive age female patient. The focus is on pathophysiology of the condition, etiology, incidence, clinical findings, and differential diagnosis. Evidence-based research will drive healthcare decision making, pharmaceutical and non-pharmaceutical management to promote health of adults in primary care settings. Caring between nurse practitioner and patient is valued and explored. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542). Co-requisites: NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635) and NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). [3 credits]

NUR-631 Primary Care II: Adolescents to Adult Gerontology

This seminar course engages the instructor and students in mutual learning while critically examining advanced practice nursing in the care of adolescents and adults with an emphasis on assessment, diagnosis, and treatment of common health problems among culturally diverse populations. Research and principles of evidence-based practice are used to apply health promotion and disease prevention strategies for adolescents and adults. What matters most to the adult and adolescent is considered and caring between nurse practitioner and patient is essential and explored. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-549



(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). Co-requisites: NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636) and NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). [3 credits]

NUR-632 Role Transition for the Advanced Practice Nurse

This seminar course engages the instructor and students in mutual learning while critically examining advanced practice nursing roles, grounded in caring science, including past and
present trends relevant to understanding leadership functions., organization of health care delivery systems, and the political climate surrounding advanced practice and regulatory and reimbursement processes. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). Corequisites: NUR-631 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631) and NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636). [2 credits]

NUR-633 Advanced Primary Care of Infants and Children

This is an interactive seminar course where students and faculty engage in mutual learning while critically examining issues in the primary care of infants and children, with an emphasis on wellness promotion, illness prevention, and treatment of common health problems among culturally diverse populations. Research and principles of evidence-based practice will be used to promote the health and wellbeing of infants and children. Caring between the nurse practitioner and family is essential and explored. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635

(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-631 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631), NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549), NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). Co-requisite: NUR-637 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-637). [2 credits]

NUR-634 Advanced Primary Care of the Frail Elderly

This course builds on the management of acute and chronic illness to focus on the health care needs of the older adult with chronic illness in the primary care setting. A holistic approach to promoting wellness, maintaining function, and self-care is emphasized. Evidence-based research will drive healthcare decision making, pharmaceutical and non-pharmaceutical management to promote quality of life with older adults. Ethical dilemmas that impact the care of older adults such as palliative care measures, supportive measures, and family care living at end of life are integrated. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-631 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631), NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549), NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). Co-requisite: NUR-637 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-637). [2 credits]

NUR-635 Advanced Primary Care Practicum I

This is the first practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will provide caring science-based holistic assessment and treatment with a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and symptom management. Students will use critical thinking reflective practice, and evidence-based practice to develop skills at the novice level in formulating clinical impressions, differential diagnoses, treatment, and evaluation plans. Requires 130 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500),

NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542). Co-requisites: NUR-630 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630) and NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). [2 credits]

NUR-636 Advanced Primary Care Practicum II

This is the second practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will provide caring science-based holistic assessment and treatment with a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and symptom management. Students will use critical thinking reflective and evidence-based practice to develop skills at the advanced beginner level in formulating clinical impressions, differential diagnoses, treatment and evaluation plans. Requires 195 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-546), NUR-547 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-547), NUR-548 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-548), NUR-542 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-530 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-530), NUR-549 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549). Co-requisites: NUR-636 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636) and NUR-632 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). [3 credits]

NUR-637 Advanced Primary Care Practicum III

This is the third practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will collaboratively manage the care of a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and treatment. Students will use critical thinking, reflective caring science-based and evidence-based practice to develop skills at a competent level in formulating clinical impressions, differential diagnoses, treatment, and eveluation plans. Requires 195 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501

(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-545), NUR-546
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(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-542), NUR-630
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-549
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549), NUR-631
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631), NUR-636
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636), NUR-632
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632). Co-requisites: NUR-633
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-633) and NUR-634
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-634). [3 credits]

NUR-638 Advanced Primary Care IV

This is the fourth practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will collaboratively manage the care of a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and treatment. Students will use critical thinking, reflective caring science-based and evidenced-based practice to develop skills at a proficient level in formulating clinical impressions, differential diagnoses, treatment, and eveluation plans. Requires 260 hours of
supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-500), NUR-501
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-501), NUR-545
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(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-630), NUR-635
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-635), NUR-549
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-549), NUR-631
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-631), NUR-636
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-636), NUR-632
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-632), NUR-637
(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-637), NUR-633

(https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-633) or NUR-634 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-634). Co-requisite: NUR-510 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-510). [4 credits]

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Post-Master's Certificate in Nurse Administrator

Department

Degrees offered

Certificate

Campuses

Main Campus

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

Curriculum

Required Courses

NUR-516C (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-516C) Nursing Administrative Theory and Practice (Certificate) (3)

NUR-620C (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-620C) Administration in Nursing Seminar and Practicum (Certificate) (3)

BUS-521 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-521) Health Care Economics (3)

Choose one of the following:

NUR-518 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-518) Health Policy (3)

BUS-522 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-522) Essentials of Healthcare Financing (3)

BUS-523 (https://catalog.ndm.edu/courses/list/index.php?dept=BUS#BUS-523) The Business of Healthcare (3)

Total Credits: 12

Prerequisite

The 12-credit Post-MSN Nurse Administrator is available to students already holding an MSN, DNP, or PhD or currently enrolled in an MSN program at NDMU.

Courses

BUS-521 Health Care Economics

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

BUS-522 Essentials of Healthcare Financing

Introduces the learner to the basics of accounting and financial management; enables students to read and analyze operating and capital budgets. This course id designed for the non-financial healthcare manager who must be able to understand and effectively use financial concepts and tools. [3 credits](MSN students only)

BUS-523 The Business of Healthcare

Introduces the language and theory of customer service, negotiation and the marketing process. Students will examine the framework and components of customer service and negotiation as applied to the healthcare industry. Students will also study core healthcare marketing concepts and the important role a marketing plan plays in supporting the implementation of an organization's strategic plan. This course is highly interactive and utilizes role play, case analysis, and group/team assignments. [3 credits]

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

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

NUR-518 Health Policy

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

NUR-620C Administration in Nursing Seminar and Practicum (Certificate)

This course focuses on exploration of theory through participation, research, and observation of organizational functioning and nursing leadership. Students co-design practicum objectives with a nursing administrator preceptor in a clinical setting. Through the lens of Caring Science, emphasis is on organizational and departmental structure. *Open only for students enrolled in the Post Master's Nurse Administrator Certificate program*. [3 credits]

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Post-Master's Certificate in Nursing Educator

Department

Degrees offered

Certificate

Campuses

Main Campus

The Nurse Educator Certificate Program offers graduates of a Master of Science degree program in nursing an opportunity to engage in scholarly inquiry related to nursing education grounded in caring science. Theory-guided, reflective practice informs curriculum understandings and educational praxis in a variety of settings. Practicum experiences are available in colleges and universities, clinical professional development in acute care and community settings, simulation sites, and other teaching and learning environments to meet the students needs.

Curriculum

Required Courses

NUR-502 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-502) Technology in Nursing Education (3)

NUR-512 (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-512) Trends in Nursing Education and Policy (3)

NUR-513C (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-513C) Curriculum Development and Evaluation in Nursing Grounded in Caring (Certificate) (3)

NUR-605C (https://catalog.ndm.edu/courses/list/index.php?dept=NUR#NUR-605C) Teaching in Nursing Education Seminar and Practicum (Certificate) (3)

Total Credits: 12

Prerequisite

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

Courses

NUR-502 Technology in Nursing Education: A Caring Presence

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

NUR-512 Issues and Trends in Nursing Education

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

NUR-513C Curriculum Development and Evaluation in Nursing Grounded in Caring (Certificate)

This course introduces students to philosophical paradigms that ground and guide curriculum thinking and pedagogical practice. A major focus of the course is to offer students opportunities for critical analysis of curriculum work, including evaluation, and to transform visions for nursing education. Throughout the course, epistemological and ontological questions raised through technical, practical/interpretive, and critical perspectives are pursued during guided readings and classroom conversation. Students will envision and plan thoughtful curriculum work grounded in caring for enactment in their teaching practica settings. *Open only for students enrolled in the Post Master's Nurse Educator Certificate program.* [3 credits]

NUR-605C Teaching in Nursing Education Seminar and Practicum (Certificate)

This course provides opportunities for Post Master's students to deepen understanding of nursing curriculum through thoughtful enactment of caring emancipatory pedagogical practice in a variety of settings. Reflection on the lived experience of being-with students as a teacher and critical readings in pedagogy and practice allows for celebration of education as transformation. *Open only for students enrolled in the Post Master's Nurse Educator Certificate program.* [3 credits]

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School of Pharmacy

Please consult the School of Pharmacy Catalog (https://ndm.edu/sites/default/files/SOP/pharmacy_catalog_2020-2021_final_apr07-2020.pdf) for all academic and administrative inquiries.

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Occupational Therapy Doctorate

Occupational Therapy Department
Ivelisse Lazzarini, EdD, OTD, OTR/L, *Director*

Degrees offered

Campuses

Main Campus

The Occupational Therapy Doctorate (OTD) program is an entry-level pathway for those with a non-occupational therapy bachelor's degree to pursue a career in this in-demand field. Through rigorous coursework developing the knowledge base in the science of occupation and hands-on learning experiences in the field, you will be prepared to meet the knowledge and clinical skill requirements to become an occupational therapist.

NDMU healthcare programs share a common focus on compassionate care of patients and consideration for the whole person. We believe these are essential to becoming an effective leader in health care.

In our OTD program, your instructors will take you beyond the textbook. We emphasize client based therapeutic interventions, professional and clinical reasoning, and therapeutic use of self to meet clients where they are and empower them to meet their goals through evidence influenced practice.

Commitment

The Occupational Therapy Doctorate is a full-time, year-round professional program which can be completed in three years.

Curriculum

Year 1

Fall Semester (16 Semester Hours)

OTD-500 Foundations and Theories of Occupational Therapy (3)
OTD-500L (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-500L) Foundations Lab (1)
OTD-501 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-501) Anatomy and Biomechanics (3)
OTD-502 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-502) Development Across the Lifespan (3)
OTD-503 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-503) Research Methods and Application I (3)
OTD-504 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-504) Social Responsibility & Occupational Justice (3)

Spring Semester (11 Semester Hours)

OTD-505 Neuroanatomy (3)
OTD-506 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-506) Pathophysiology and Pharmacology in Occupational Therapy I (3)
OTD-506L (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-506L) Pathophysiology and Pharmacology Assessments and Treatment Planning Lab I (1)
OTD-507 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-507) Activity Analysis and Clinical Reasoning (3)
OTD-508 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-508) Level IA Fieldwork Physical Dysfunction (1)

Summer Semester (5 Semester Hours)

OTD-509 Psychosocial Conditions in Occupational Therapy (3)
OTD-509L (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-509L) Psychosocial Conditions in Occupational Therapy Assessments and Treatment Planning Lab (1)
OTD-512 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-512) Level IB FieldworkPsychosocial in Occupational Therapy (1)

Year 2

Fall Semester (14 Semester Hours)

OTD-513 Infants, Children and Youth in Occupational Therapy (3)
OTD-513L (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-513L) Infants, Children and Youth in Occupational Therapy Lab Assessments and Treatment Lab (1)
OTD-510 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-510) Research Methods and Application II (3)
OTD-511 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-511) Pathophysiology and Pharmacology in Occupational Therapy II (3)
OTD-511L (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-511L) Pathophysiology and Pharmacology Assessments and Treatment Planning Lab II (1)
OTD-514 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-514) Level IC Fieldwork Pediatrics (1)

Spring Semester (16 Semester Hours)

OTD-525 Leadership and Management (3)
OTD-521 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-521) Policy and Ethics (3)
OTD-522 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-522) Research Methods and Application III (3)
OTD-523 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-523) Aging (3)
OTD-524 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-524) Education, Wellness, Community and Emerging Trends (3)
OTD-527 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-527) Level 1D Fieldwork Education, Wellness, Community and Emerging Trends (1)

Summer Semester (11 Semester Hours)

OTD-520 Modalities, Ortho & Splinting (3)
OTD-526 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-526) Assistive Technology (3)
OTD-528 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-528) Professional Seminar 1 (3)
OTD-600 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-600) Capstone Planning (2)

Year 3

Fall Semester (10 Semester Hours)

OTD-529 Professional Seminar 2 (1)
OTD-540 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-540) Level II Fieldwork(9)

Spring Semester (10 Semester Hours)

OTD-530 Professional Seminar 3 (1)
OTD-550 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-550) Level II Fieldwork (9)

Summer Semester (11 Semester Hours)

OTD-531 Professional Seminar 4 (1)
OTD-610 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-610) Capstone Project (3)
OTD-620 (https://catalog.ndm.edu/courses/list/index.php?dept=OTD#OTD-620) Capstone Experience (9)

Fieldwork

Opportunities for clinical experiences are built into the curriculum to provide gradually increased levels of responsibility and experience in occupational therapy settings under the guidance and supervision of a qualified occupational therapist.

- Level I Fieldwork provides an introductory experience where you can become more comfortable with client needs in a supervised setting. It helps to enrich didactic coursework by seeing firsthand the concepts discussed in class. It also provides an opportunity to explore different practice settings. At NDMU, level I fieldwork includes placements related to physical dysfunction; mental health; pediatrics; and education, wellness, community, and emerging trends.
- Level II Fieldwork provides more in-depth experiences working directly with clients to enhance your skills as a practitioner. The NDMU curriculum includes two full-time placements.

Capstone

The capstone is the culmination of your OTD studies and is comprised of three courses:

- Capstone Planning
- Capstone Project
- Capstone Experience

Planning for the doctoral capstone requires collaboration with faculty and a mentor to prepare for the experience. You will develop in-depth skills in areas such as practice, research, administration, leadership, program and policy development, advocacy, education, and theory development.

The Capstone Experience occurs over a minimum of 14 weeks or 560 hours under the supervision of a mentor, who may or may not be an occupational therapist depending on the expertise needed to provide appropriate direction. No more than 20% of the 560 hours may occur off-site from the

mentored practice experience. Time spent off-site may include independent study activities, such as research and writing.

Program Accreditation

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org (http://www.acoteonline.org/).

The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. NOTE: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

Courses

OTD-502 Development Across the Lifespan

This course offers a view of occupation and occupational performance of various age groups across lifespan. This course uses occupational science, sociological, cultural, and environmental theories; principles; relevant practice models; and evidence to study how development across lifespan is influenced and modified through engagement in occupations and assumption of role behavior and habit patterns. Activity anlysis of occupations using developmental principles is emphasized and reinforced. methods of modification of occupations and activity to accommodate current developmental levels and to create optional challenge and promote healthy physical, emotional, and cognitive growth and skill development and performance maintenance are included in this course Basic developmental evaluations are explored and used to assess developmental progress through the lifespan. [3 credits]

OTD-504 Social Responsibility and Occupational Justice

This course covers the social determinants of health and how social responsibility and occupational justice are interwoven within occupational therapy. Contextual barriers that inhibit occupational participation are introduced. Social responsibility and occupational justice, in conjunction with the outcomes of research, advocacy and intervention are emphasized. The impact of health disparities and its effects on the marginalized clients' abilities to fully engage in occupations, obtain medical, health and mental health services, and the impact of socio-economic status on the clients' housing (environment), health and well-being are also introduced. [3 credits]

OTD-509 Psychosocial Conditions in Occupational Therapy

Epidemiology and symptomatology of psychosocial conditions and impact on emotional and physical health status, as well as on occupational engagement, skill and habit development and performance are included. Discussion of disease process and management is a focus. Review of pharmacology and side effects associated with medical invervention occurs. Activity analysis determines the impact of symptomatology and medication side-effects on occupations. Methods of modification, and approaches to prevention and wellness are a key lerning component. Corequisites: OTD-509L and OTD-512. [3 credits]

OTD-509L Psychosocial Conditions in Occupational Therapy Assessment and Treatment Planning Lab

Theories, frames of references, models of practice, and body of evidence that are relevant to psychosocial conditions are covered. This course offers practice skills in choosing standardized tests, interpreting normtive data, administering evaluation, referral, intervention planning, and implementing intervention, monitoring and reassessment, and discharge planning for individuals and populations. Clinical reasoning and used of evidence to select and plan intervention based on use of occupations, activities, and skill development in supportive environments and communities are emphasized along with prevention of illness and promotion of wellness. Students also practice clinical documentation and review processes for reporting client outcomes data. Co-requisites: OTD-509 and OTD-512. [1 credit]

OTD-514 Level IC Fieldwork Pediatrics

Observation and practice of occupational therapy process under the supervision of qualified personnel in the areas of infants, toddlers, children and youth in a variety of settings. Sminar is included with an emphasis upon the development of competencies in interprofessional teaming and collaborative practice. Co-requisites: OTD-513 and OTD-513L. [1 credit]

OTD-521 Policy and Ethics

This course uses systems theory to examine the complexity of the major settings of occupational therapy delivery and the federal, state, and local laws and politics governing implementation of services, care coordination, and case management. Major insurance and methods for apyment of the services are described including Medicare/Medicaid, private insurance, private pay, and other government programs. Policy in K-12 education and in higher education and research are reviewed. Social security and programs addressing poverty, mental health, aging, and disability are addressed. Policy development processes and advocacy within a sociopolitical contect are major components. [3 credits]

OTD-522 Research Methods and Application III

This course emphasizes the process of gathering, analyzing, and interpreting data, the IRB, and developing the manuscript. This course also covers research dissemination avenues. [3 credits]

OTD-527 Level 1D Fieldwork Education, Wellness, Community and Emerging Trends

Observation of practice of occupational therapy process under the supervision of qualified personnel in the areas of education, wellness, community and emerging trends in a variety of
settings. [1 credit]

OTD-532 Foundation and Theories

This course provides the students with an understanding of the h istorical foundation of the occupational therapy profession, focusing on philosophical assumptions, theories, and the Occupational therapy Practice Framework: Domain & Process 4th ed. (AOTA, 2020). Through interactive taching, peer instruction, and participatory activities, students investigate the complexities of occupations as the phenomena driving the practice of occupational therapy. The course also provides the students with an opportunity for interactive, dynamic, hands-on activities to develop an understanding of occupation, activity
analysis, evaluation of ADLs/IADL, and professional documentation. Prerequisite: Admission to the OTD program. [4 credits]

OTD-534 Neuroscience for Rehabilitation

The anatomy and physiology of the human nervous system are introduced with an emphasis on understanding the neural basis of sensory processing, movement, emotion, and behavior, as well as the functional consequences of different types of lesions or dysfunction. Topics include

neuroanatomy, development of the nervious system, the function of central, peripheral, limbic, and autonomic nervous systems, motor control, sensation (vision, hearing, vestibular, somatosensation) and cognition and how lesions within these areas can interfere with occupational performance. Typical neurological pathologies and injuries will be discussed regarding their relation to affected neurological structures and how they manifest into performance deficits of clients (social, physical, and cognitive). Laboratory sessions are focused on exploring anatomical structures of the human brain and introducing neurological assessments used in occupational therapy practice. Prerequisite: Admission to the OTD Program. [3 credits]

OTD-537 Research I - Quantitative and Qualitative Methods

This course is a prelude to a series of research courses. This course includes the essentials of scholarly work and research ethics. It reviews basic quantitative and qualitative designs, including probabilistic sampling and power analysis, naturalistic data collection, and inductive and statistical analysis methods used
in occupational therapy. Application of these methodological and statistical reasoning approaches, including statistical and clinical significance, occur through software exercises and review of research evidence. The psychometric properties of data collection instruments are reviewed, focusing on standardization,
reliability, and validity. Criterion and norm-referenced tests are studied in terms of how they are used in occupational therapy practice and research. rerequisite: Admission to the OTD program. [3 credits]

OTD-542 Immersive I- Mental Health in OT

This course will familiarize students with the practice area of mental health and the application of the occupational therapy process with individuals across the lifespan who experience psychosocial impairment and/or formal psychiatric diagnosis. Using case-based competencies, the course will evaluate students' ability to identify and apply appropriate evaluation and intervention methods associated with the practice area and learned within the context of the course. Students will understand the various practice settings and service delivery models related to this practice area, from traditional to emerging. Additionally,
students will discuss the variations in the occupational therapist's role and the roles of other interdisciplinary team members in each of these settings, including telehealth. The course will explore the "lived experience" and contextual factors (social, environmental and financial) of individuals, populations, and communities affected by psychiatric conditions allowing students to understand the unique impacts of associated occupational performance deficits. Prerequisite: Admission to the OTD program. [4 credits]

OTD-544 Low Vision Practice in OT

This course provides the foundation and principles of occupational therapy for clients with low vision. Students learn how to administer client-centered assessments, develop treatment plans, and treat clients with low vision to meet the needs of this rapidly growing population. Pre-requisite: Admission to the OTD program. Co-requisites: OTD-532 and OTD-534. [2 credits]

OTD-545 Level IA Fieldwork Mental Health

Fieldwork Level 1 is a part-time fieldwork experience in a behavioral health or wellness community agency setting serving patients/clients with mental health conditions. This practicum experience provides opportunities for students to practice and apply professional behaviors, interpersonal communication skills,
self-reflection, and clinical reasoning skills. Students will observe and identify therapeutic use of self-priniciples and behaviors, interprofessional team members and applicable documentation written and electronic. In addition, students will observe, practice, and apply the knowledge and skills gained in the concurrent Mental Health course. Students' experiences and learning are supported by the FW Preceptor meetings/discussions in OTD 542 labs will occur
with support from student peers and OT faculty lab instructor feedback. Students can obtain support individually from the Clinical FW Team (AFWC and FW Perceptors) throughout the fieldwork experience as needed. Pre-requisites: OTD-532 and OTD-534. Co-requisite: OTD-542. [.5 credits)

OTD-546 Research II Mix Methods/Statistics

In this course, students use narrative and statistical methods to describe the research projects' design. This course emphasizes the processes of evidence-based practice involving question formation, literature searches and appraisal, and synthesis and recommendations for practice change. A paper describing a research prospectus's design is the course's hallmark. Pre-requisite: Admission to the OTD program. [3 credits]

OTD-548 Clinical Medicine and Pharmacology

This course presents the etiology, pharmacology, and symptoms of medical conditions across the lifespan that are commonly referred to occupational therapy services. Course content emphasizes the effects of trauma, disease, and congenital conditions on the biological, psychological, and social domains of occupational behavior. An exploration of cultural perspectives on disease and wellness will be included. The course is designed to collaborate with and
compliment information presented in Physical Disabilities, Pediatrics, Mental Health and Psychosocial Practice, and to provide a throughout provacative basis for Professional Skills as well as Ethics, Management, and Leadership. This fits the design of the program curriculum and is

considered essential as a basis to establish and understand the effects of disease on occupational performance and community health outcomes. Pre-requsites: OTD-532 and OTD-534. [3 credits]

OTD-551 Immersive II - Physical Rehabilitation I

This course builds on the foundational principles to prepare students to develop and implement evidenced-based, and client-centered intervention, related to the OTPF 4 areas of occupation for a variety of clients and diagnosis, along the continuum of practice settings. Lab experiences will promote critical analysis and facilitate growth of a clinical skill set. Case based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach for a particular client. Competency in entry-level intervention skills are emphasized throughout the course in preparation for Fieldwork experiences. During the semester, students will complete a Level 1 or practicum experience (OTD 559). The experience will provide direct exposure to specific clinical aspects of occupational therapy in a selected adult fieldwork setting. This practicum experience will prvide an opportunity to observe and practice the knowledge and skills gained during the integrated OTD-551 and OTD-559 experience. Pre-requisite: OTD-542. [4 credits]

OTD-552 Anatomy and Biomechanics

This course incorporates functional anatomy and biomechanical principles, theories, practice models, and evidence to kinetics and kinematics in understanding movement, posture, and stability. Biomechanical activity analyses foster learning of internal bodily forces and external gravitational, object-related, and frictional forces created during engagement in occupation. The concept of occupational adaptation and activity analysis are introduced to manage forces that inhibit optimal occupational performance. Basic evaluation tools of manual muscle testing, strength testing, and range of motion are practiced, along with understanding the aplication of biomechanics to intervention methods. Pre-requisite: OTD-534. Co-requisites: OTD-551 and OTD-553. [3 credits]

OTD-553 Upper Extremity OT Rehabilitation

This course provides students with the knowledge and skills to perform occupation-based evaluations and interventions for individuals with acute and chronic upper extremity disorders. Students learn static and dynamic splinting, appropriate use of physical agent modalities, and rehabilitation treatment practices for scapular manipulation, ratotor cuff pathologies, tendon or nerve injuries, scar management, and wound healing. Students will also learn effective orthotic approaches that incorporate anatomical and neurological knowledge and skills. Pre-requisite: OTD-534. Co-requisites: OTD-551 AND OTD-553. [2 credits]

OTD-554 Level IB Fieldwork Physical Disabilities

The goal of the Physical Rehabilitation Level I-B Fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and develop an understanding of the needs of their clients. Students will complete a part-time fieldwork experience in a community-based program/agency or an occupational therapy setting. Students will also participate in structured reflection and discussion about their on-site experiences embedded in the OTD-551 course. Pre-requisites: OTD-542 and OTD-545. Co-requisite: OTD-551. [.5 credits }

OTD-555 Capstone Planning I

In this course students will work with a faculty mentor to implement sound and ethical evidence-based doctoral capstone project. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, practice writing research components (research question, problem, purpose, and gap in practice), as well as development of a professional e-portfolio including all components of the capstone project implementation. Prerequisites: OTD-537 and OTD-546. [1 credit]

OTD-601 Immersive III: Pediatrics and Youth

This course integrates theory and evidence-based practice in occupational therapy treatment from birth to adolescents across a variety of practice settings. It covers typical and atypical developmental processes and the impact of disability on occupation. Case-based learning will be used to promote clinical and ethical reasoning to determine the appropriate intervention approach. Cases will include increasingly complex psychosocial, physical, and contextual barriers to occupational performance for children and adolescents. Lab experiences will promote critical analysis and facilitate the growth of a clinical skill set. Competency in entry-level intervention and documentation skills, slinical reasoning, and ethical decision-making will be emphasized throughout the course in preparation for Fieldwork experiences. During the semester, students will complete a Level 1 or practicum experience will provide an opportunity to observe and practice the knowledge and skills gained during the integrated OTD-601 and OTD-609 experience. Prerequisites: OTD-534, OTD-542 and OTD-551. Corequisite: OTD-602. [4 credits]

OTD-602 Contemporary Issues in School-Based Practice

This course is designed to provide in-depth learning experiences to foster occupational therapy practice in schools for children with disabilities. Contemporary topics in early intervention, Response to Intervention IRtl) or Multi-tiered System of Supports (MTSS), access to the general education curriculum, high school
transition, tehcnology, legal issues and advocacy will be included. Course content includes case

studies, hands-on assessment experience, curriculum activity analysis, examination of scientific evidence and intervention strategies in school based practice. Prerequisites: OTD-534, OTD-551 and OTD-552. Corequisite: OTD-601. [2 credits]

OTD-603 NeuroRehabilitation

Advanced course integrating previously learned and new skills/techniques into the comprehensive rehabilitation of selected neurological disorders. Time management, creative thinking, decision-making, problem-solving and reasoning abilities as they relate to progressing the plan of care are emphasized. Sections of study will include selexted progressive disabilities, traumatic brain injury, cerebral vascular accident, cognition, perceptual deficits, spinal cord injury, movement disorder secondary to neurologic injury or disease and periatric neurological conditions. Medical information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to occupational therapist. Laboratory sessions provide students with the opportunity to develop competency in formal and informal assessment use in neuro-rehabilitation including cognitive and perceptual evaluations. Prerequisites: OTD-534, OTD-551 and OTD-552. Corequisite: OTD-601. [3 credits]

OTD-605 Assistive Technology in Populations

Assistive technology (AT) devices and services and accessibility interventions have the potential to impact the lives of persons with disabilities, resulting in increased independence and participation in their daily occupations. This course will focus on learning about the various types of assistive technology devices and services including but not limited to "evaluation and assessment, selection and training, procurement, legislation and funding." It will also address different accessibility interventions in home, community, school, and education practice. Students will gain an understanding of these applications as they pertain to the communication, learning and environmental issues for persons with disabilities. Prerequisite: Admission to the OTD program. [2 credits]

OTD-608 Capstone Planning II

In this course students will work with a faculty mentor to implement sound and ethical evidence-based doctoral capstone project. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, practice writing research components (research question, problem, purpose, and gap in practice), as well as development of a professional e-portfolio including all components of the capstone project implementation. Prerequisite: OTD-555. [2 credits]



OTD-611 Level IC Fieldwork Pediatrics

The goal of the Pediatric Level I-C Fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and develop an understanding of the needs of their clients. Students will complete a part-time fieldwork experience in a school-based or community program/agency or an occupational therapy setting. Students will also participate in structured reflection and discussion about their on-site experiences embedded in the OTD-601 course. Prerequisites: OTD-551 and OTD-554. Corequisite: OTD-601. [.5 credits]

OTD-612 Level IC Fieldwork Emerging Areas

The goal of the OT Emerging Practice Areas Level I-D Fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and develop an understanding of the needs of their clients. Students will complete a part-time fieldwork experience in a school-based or community program/agency or an occupational therapy setting. Students will also participate in structured reflection and discussion about their on-site experiences embedded in the OTD-623 course. Prerequisites: OTD-601 and OTD-611. Corequisite: OTD-623. [.5 credits)

OTD-621 Leadership and Management in Occupational Therapy

This course uses business principles and the economics of healthcare, management evidence, and use of outcomes data to guide occupational therapy service delivery. Innovation and entrepreneurial principles and theories are introduced to assist in developing new programs and innovated services. Supervision of personnel, including occupational therapy assistants, leading and forming interprofessional teams and collaborative practice are covered. Leadership theories and professional leadership experiences are provided through encouraged involvement in professional associations and other community leadership opportunities. Prerequisite: OTD-605. Corequisite: OTD-627. [3 credits]

OTD-623 Aging and Wellness

The focus of this course is on the largest growing demographic group in this century, older adults. You will explore a range of geriatric practice settings and service delivery models. You will apply evidence-based theories, models, and frames of reference that shape occupational therapy evaluation for older adults. This course will address the complex physical, psychosocial, and contextual barriers to occupational performance for older adults. You will examine primary conditions encountered, and learn how to evaluate the subsequent effects on an individual's occupational performance using a wide variety of assessment tools. Evidenced-based practice and ethical decision-making will be emphasized throughout this course. Prerequisite: OTD-542. Corequisite: OTD-551. [2 credits]



OTD-625 Quality Improvement Through Translational Science

This course will introduce students to concepts in quality improvement and the current post-acute healthcare environment that is creating a culture of quality and value-based purchasing. Students will understand the components of a qulity indicator, including both process and outcome indicators. Students will reflect on how the field of healthcare generally, and their own practice specifically, can benefit from defining and monitoring quality. The course will also consider how to develop and validate quality indicators and implement quality improvement projects, exploring the connection with evidence-based practice.
Students will learn how to track and mmonitor quality improvement projects. Prerequisites: OTD-537 and OTD-546. [3 credits]

OTD-627 Business Plan and Business Development in OT

Students will learn how to use screening and feasibility tools to effectively conduct a business analysis to determine the worthiness of a potential new business idea. They will also complete a business plan including an executive summary, industry and market analysis, a marketing strategy and plan, operations plan,
product/service development plan and company structure. Lastly, students will identify the financial requirements of a new business and develop pro forma financial statements (e.g. income statement, balance sheet, cash flow, etc. Prerequisites: OTD-532, OTD-542, OTD-551 and OTD-601. Corequisite: OTD-621. [3 credits]

OTD-628 Capstone Planning III

In this course students will work with a faculty mentor to implement sound and ethical evidence-based doctoral capstone project. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, practice writing research components (research question, problem, purpose, and gap in practice), as well as development of a professional e-portfolio including all components of the capstone project implementation. Prerequisites: OTD-555 and OTD-608. Corequisite: OTD-625. [1 credit]

OTD-631 Advanced Practice in OT: Borders and Barriers

This advanced course focus is on exploring present and pressing issues within Occupational Therapy practice. Additionally, the students embark on a journey to explore the World Health Organization-International Classification of Functioning, Disability and Health and the Occupational Therapy Framework to deepen students' ability to critically analyze and discern how the meaning found in human occupations influences health and well-being and drive client-centered
treatment. The course will focus on payment systems and its relationship to quality of care and students will discuss market trends and change facilitators. All emerging practice areas are

discussed, including primary care, to explore the fole of OT and develop strategies to promote the value of OT in contexts explored. Students may focus on infants, children, adults and older adults, or any other rehabilitation specialization. Prerequisites: OTD-532, OTD-542, OTD-551, OTD-601 and OTD-623. [3 credits]

OTD-633 OT Instructional Design, Strategies and Delivery Methods

This course is designed to create a framework for your understanding of instructional strategies and their effective application in the classroom. The
course is based and links to previously acquired knowledge in lerning theories and evidence-based teaching. Students will learn about various instructional strategies to enhance interdisciplinary learning experiences in health professions education. Instructional methods will include such collaborative educational models as small and large group teaching, team-based, interactive and expriential case-based learning. Techniques will include the use of simulations as well as teaching at the bedside with a focus on educator behaviors that stimulate achievement of learners. With an appreciation of the diversity of the student body, participants will effectively integrate and apply technology into instruction to develop and deliver health professions curricula including web-based teaching environments, content management systems, collaborative project development, and interactive media with an emphasis on instructional design advancements which affect the learning environment. Evidence of participants' knowledge and application of course topics will be captured in a professional
portfolio. Prerequisite: OTD-532. [3 credits]

OTD-635 Capstone Planning IV

In lthis course students will work with a faculty mentor to implement sound and ethical evidence-based doctoral capstone project. The course is delievered entirely online. Instructional and assessment techniquest include asynchronous and synchronous virtual lectures, practice writing research components (research question, problem, purpose, and gap in practice), as well as development of a professional e-portfolio including all components of the capstone project implementation. Prerequisites: OTD-555, OTD-608 and OTD-628. [2 credits]

OTD-638 Professional Seminar

This seminar prepares you for your level II FW Professional Experiences under the supervision of a clinical fieldwork instructor and the program Fieldwork Coordinator. This seminar is designed to provide a forum for you to prepare for the transition from the academic setting to the practice setting. Attendance is mandatory and the instructor must be notified prior to Seminar if you are unable to attend. The Seminar will be graded "Pass/Fail" based on your attendance, participation, and a minimum score of 80 on the Final Quiz. Our focus will be on transitioning

from the classroom environment and academic student role to the practice environment and the fieldwork student role. Topics will include, yet may not be limited to the following: NDMU Fieldwork Policies and Procedures, Transition from Classroom to Practice Settings, Level II Expectations, Fieldwork Evaluation Procedures, Supervisory Relationships and Professional Licensure and Credentialing, including NBCOT Examination. Prerequisites: All previous courses from Semesters 1, 2, 3, 4 and 5. [1 credit]

OTD-642 Capstone Planning V

In this course students will work with a faculty mentor to implement sound and ethical evidence-based doctoral capstone project. The course is delivered entirely online. Instructional and assessment techniques include asynchronous and synchronous virtual lectures, practice writing research compoenents (research question, problem, purpose, and gap in practice), as well as development of a professional e-portfolio including all components of the capstone project implementation. Prerequisites: OTD-555, OTD-608, OTD-628 AND OTD-635. [1 credit]

OTD-650 Level IIA Fieldwork

This course provides supervised experiential learning for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. [C.1.O] A student is required to complete a minimum of the equivalent of 24 weeks, full time for Level II fieldwork. Fieldwork is completed in an approved setting on a full time or part time basis, but may not be less than half time. Reflective practice assignments ensure that students link didactic coursework to fieldwork experiences. Prerequisite: All OT didactic courses. [8 credits]

OTD-660 Level IIB Field Work

This course provides supervised experiential learning for analysis, synthesis, and application of all educational components to the reality of occupational therapy practice. [C.1.O] A student is required to complete a minimum of the equivalent of 24 weeks, full time for Level II fieldwork. Fieldwork is completed in an approved setting on a full time or part time basis but may not be less than half time. Reflective practice assignments ensure that students link didactic coursework to fieldwork experiences. Prerequisite: Completion of all OTD didactic courses. [8 credits]

OTD-700 Doctoral Experiential Seminar

This eminar aims to prepare students for the Doctoral Experiential Component under the supervision of mentors, academic or clinical perceptors. Prerequisite: Competion of OTD-650. Corequisite: OTD-660. [1 credit]



OTD-720 Doctoral Rotation/Residency

Students pursing a doctoral degree (OTD) are required to complete a fourteen-week Doctoral Experiential Component. The goal of this experiential component is to develop occupational therapists with advanced skills (those beyond a generalist level), and it is integral to acquiring deeper practice-scholar competencies as reflected in the program's curriculum design. In addition to patient care, opportunities to develop leadership skills include public speaking, participating in
an interdisciplinary team and program development. This 9-credit course provides an in-depth, customized experience specific to the doctoral pursuit of the occupational therapy student, and the opportunity to extend the refine knowledge and skills acquired in the curriculum. Students may participate in learning experiences that include a focus on theory development, research, policy, advanced clinical practice, advocacy, teaching, administration, leadership, etc. Each OTD student must successfully complete a minimum of 14 weeks (560) hours of the doctoral experiential component. Prerequisites: OTD-650 and OTD-660.
[9 credits]

OTD-721 Capstone Presentation

Dissemination of Doctoral Capstone Project; presentation of the final scholarly project to faculty, family, peers, university stakeholders, and public. The capstone project culminates the OTD program and helps you to transition into the role of an academic scholar as well as a professional in your field. Prerequisites: Completion of OTD-660 and OTD-720. [1 credit]

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