

NOTRE DAME
OF MARYLAND
UNIVERSITY

2011–2012

GRADUATE CATALOG

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THE UNIVERSITY

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

Notre Dame’s graduate division was inaugurated in 1984, with the first graduate degrees awarded in 1987. Graduate courses are offered on Saturdays and weekday evenings. Leadership in Teaching classes are also offered on weekdays during the summer, and weekday afternoons during the school year.

All programs are offered on the Baltimore campus. The Master of Arts in Leadership in Teaching, the Master of Arts in Teaching, the Master of Arts in Leadership and Management and the Master of Arts in Contemporary Communication (online program) are offered at Southern Maryland Higher Education Center (SMHEC) 44219 Airport Road,

California, MD 20619. The Master of Arts in Leadership in Teaching, the Master of Arts in Leadership and Management and the Master of Arts in Contemporary Communication (online program) are offered at the Higher Education and Conference Center at HEAT (HEAT), 201 Technology Drive, Aberdeen, MD 21001. The Master of Science in Nursing is also offered at HEAT. Selected courses for the Master of Arts in Leadership in Teaching and the Master of Arts in Teaching programs are offered at Anne Arundel Community College (AACC) 101 College Parkway, Arnold, MD 21012.

All graduate programs at Notre Dame are endorsed by the Maryland Higher Education Commission. Notre Dame is accredited by the Middle States Association of Colleges and Secondary Schools and National Council for Accreditation of Teacher Education (NCATE).

Correspondence regarding the graduate programs in general, as well as programs on the main campus (Baltimore), the HEAT Center, or Anne Arundel Community College, should be addressed to:

Graduate Studies Office
 Notre Dame of Maryland University
 4701 North Charles Street
 Baltimore, Maryland 21210-2476

Correspondence regarding programs in Southern Maryland should be addressed to:
 Southern Maryland Program Coordinator
 Notre Dame of Maryland University
 Southern Maryland Higher Education Center
 44219 Airport Road
 California, Maryland 20619

CAMPUS PHONE NUMBERS

Baltimore Campus

Graduate Admissions	410-532-5317
Graduate Studies Office	410-532-5142
Bookstore	410-532-5395
Business Office	410-532-5744
Academic and Career Enrichment Center	410-532-5387
Financial Aid	410-532-5369
Loyola/Notre Dame Library	410-617-6800
ND Express	410-532-3600
Registrar	410-532-5327

Southern Maryland Higher Education Center

Program Coordinator	301-737-2500
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HEAT Center

Education Program Coordinator	410-272-0819
Non-Education Coordinator	443-532-5135

The purpose of this catalog is to provide information about the University and its graduate academic programs and courses of study. The University may amend, change or delete any programs, requirements, policies, regulations or provisions that appear in this catalog. The catalog is not to be regarded as a contract.

ACADEMIC CALENDAR 2011-2012

FALL 2011

August 5	Friday	School of Pharmacy P2 classes begin (clinical rotations only)
August 17-19	Wednesday-Friday	School of Pharmacy new student orientation
August 22	Monday	School of Pharmacy P1, P2, and P3 classes begin (didactic)
August 24-30	Wednesday-Tuesday	International student orientation
September 5	Monday	Labor Day holiday—campus is closed
September 6	Tuesday	Graduate studies classes begin
September 24-25	Saturday-Sunday	Honors Convocation & Family Weekend—shortened classes
October 1	Saturday	School of Pharmacy White Coat Ceremony
October 14	Friday	Mid-term break—no classes
October 20	Thursday	Community Day
October 28-29	Friday-Saturday	Registration for Winterim & spring 2012, Graduate Studies
November 4	Friday	Last day to withdraw from fall classes
November 7-11	Monday-Friday	Registration for spring 2012, School of Pharmacy
November 23-27	Wednesday-Sunday	Thanksgiving holiday—campus closed
December 2	Friday	School of Pharmacy classes end
December 6-12	Tuesday-Monday	Final examinations for School of Pharmacy
December 10	Saturday	Graduate studies classes end
December 21	Wednesday	Final grades due
December 23-December 26	Friday-Monday	Christmas holiday—campus closed
December 30-January 2	Friday-Monday	New Year's holiday—campus closed

WINTERIM 2012

January 3	Tuesday	Winterim classes begin
January 16	Monday	M.L. King Holiday—campus closed
January 28	Saturday	Winterim classes end

SPRING 2012

January 3	Tuesday	School of Pharmacy P2 classes begin (clinical rotations only)
January 18	Wednesday	School of Pharmacy P1, P2, P3 classes begin (didactic)
January 30	Monday	Graduate Studies classes begin
February 7	Tuesday	Notre Dame Day—shortened classes
March 19-24	Monday-Saturday	Spring break—no classes
March 30-31	Friday-Saturday	Registration for summer & fall 2012 term, Graduate Studies
April 5-9	Thursday-Monday	Easter holiday—campus closed
April 13	Friday	Last day to withdraw from spring classes
April 27	Friday	Student Research Day
May 4	Friday	School of Pharmacy classes end
May 5	Saturday	Graduate Studies classes end
May 8-14	Tuesday-Monday	Final examinations for School of Pharmacy
May 25	Friday	Baccalaureate Mass
May 26	Saturday	Commencement
May 28	Monday	Memorial Day—campus closed

SUMMER 2012

May 29	Tuesday	First five week Summer Session begins
June 1	Friday	Eight week Summer Session begins
July 2	Monday	First five week Summer Session ends
July 4	Wednesday	Independence Day holiday—no classes, campus closed
July 9	Monday	Second five week Summer Session begins
July 28	Saturday	Eight-week Summer Session ends
August 11	Saturday	Second five week Summer Session ends

GRADUATE STUDIES SCHEDULE 2011-2012

Graduate program starting dates vary according to program. Please check WebAdvisor for course meeting dates. Nursing Students follow a different accelerated schedule and should obtain a copy from the School of Nursing.

FALL 2011

B SCHEDULE—CLASSES MEET 10 TIMES DURING THE TERM

Mondays: September 12, 19, 26; October 3, 17, 24; November 7, 14, 28; December 5.
 Tuesdays: September 6, 13, 27; October 4, 18, 25; November 8, 15, 29; December 6.
 Wednesdays: September 7, 14, 28; October 5, 19, 26; November 9, 16, 30; December 7.
 Thursdays: September 8, 15, 29; October 6, 20, 27; November 10, 17; December 1, 8.
 Saturdays: September 10, 17; October 1, 8, 22, 29; November 12, 19; December 3, 10.

B1 SCHEDULE—CLASSES MEET 10 TIMES DURING THE TERM

Mondays: September 12, 19, 26; October 3, 10, 17, 24, 31; November 7, 14.
 Tuesdays: September 6, 13, 20, 27; October 4, 11, 18, 25; November 1, 8.
 Wednesdays: September 7, 14, 21, 28; October 5, 12, 19, 26; November 2, 9.
 Thursdays: September 8, 15, 22, 29; October 6, 13, 20, 27; November 3, 10.
 Saturdays: September 10, 17; October 1, 8, 15, 22, 29; November 5, 12, 19.

SPRING 2012

B SCHEDULE—CLASSES MEET 10 TIMES DURING THE TERM

Mondays: January 30; February 6, 20, 27; March 12, 26; April 2, 16, 23, 30.
 Tuesdays: January 31; February 7, 21, 28; March 13, 27; April 3, 10, 24; May 1.
 Wednesdays: February 1, 8, 22, 29; March 14, 28; April 4, 11, 25; May 2.
 Thursdays: February 2, 9, 23; March 1, 15, 29; April 12, 19, 26; May 3.
 Saturdays: February 4, 11, 25; March 3, 17, 31; April 14, 21, 28; May 5.

B1 SCHEDULE—CLASSES MEET 10 TIMES DURING THE TERM

Mondays: January 30; February 6, 13, 20, 27; March 5, 12, 26; April 2, 16.
 Tuesdays: January 31; February 7, 14, 21, 28; March 6, 13, 27; April 3, 10.
 Wednesdays: February 1, 8, 15, 22, 29; March 7, 14, 28; April 4, 11.
 Thursdays: February 2, 9, 16, 23; March 1, 8, 15, 29; April 12, 19.
 Saturdays: February 4, 11, 18, 25; March 3, 10, 17, 31; April 14, 21.

SUMMER 2012**FIRST FIVE-WEEK SESSION:****A1 SCHEDULE—CLASSES MEET 5 TIMES FOR THREE HOURS**

Mondays: June 4, 11, 18, 25; July 2
 Tuesdays: May 29; June 5, 12, 19, 26
 Wednesdays: May 30; June 6, 13, 20, 27
 Thursdays: May 31; June 7, 14, 21, 28
 Saturdays: June 2, 9, 16, 23, 30

B1 SCHEDULE—CLASSES MEET 10 TIMES FOR THREE HOURS (6-9 P.M.)

Mondays and Wednesdays: May 30; June 4, 6, 11, 13, 18, 20, 25, 27; July 2
 Tuesdays and Thursdays: May 29, 31; June 5, 7, 12, 14, 19, 21, 26, 28

SECOND FIVE-WEEK SESSION:**A2 SCHEDULE—CLASSES MEET 5 TIMES FOR THREE HOURS**

Mondays: July 9, 16, 23, 30; August 6
 Tuesdays: July 10, 17, 24 31; August 7
 Wednesdays: July 11, 18, 25; August 1, 8
 Thursdays: July 12, 19, 26; August 2, 9
 Saturdays: July 14, 21, 28; August 4, 11

B2 SCHEDULE—CLASSES MEET 10 TIMES FOR THREE HOURS (6-9 P.M.)

Mondays and Wednesdays: July 9, 11, 16, 18, 23, 25, 30; August 1, 6, 8
 Tuesdays and Thursdays: July 10, 12, 17, 19, 24, 26, 31; August 2, 7, 9

EIGHT-WEEK SESSION:**A SCHEDULE—CLASSES MEET 5 TIMES FOR TWO HOURS 45 MINUTES**

Fridays: June 1, 15, 22; July 13, 27
 Saturdays: June 2, 16, 23; July 14, 25

B SCHEDULE—CLASSES MEET 8 TIMES FOR TWO HOURS 45 MINUTES

Fridays: June 1, 8, 15, 22, 29; July 13, 20, 27
 Saturdays: June 2, 9, 16, 23, 30; July 14, 21, 28

THE NOTRE DAME ADVANTAGE

Notre Dame of Maryland University is distinguished by its vigorous commitment to the highest standard of liberal arts education within the Judeo-Christian tradition. All graduate programs at Notre Dame share the vitality and spirit of this common heritage.

There is a reawakening of public interest in the contemporary value of the liberal arts. Leaders in business and the professions, confronted with the limitations of technical overspecialization in many employees, recognize and appreciate the contribution of a liberal arts education to achieving the highest level of competence in the corporate and professional worlds. Education in the liberal arts develops precisely those intellectual and personal assets most in demand by business and the professions:

- breadth of vision and perspective
- reason and objectivity in critical analysis and decision-making
- creativity and mental flexibility
- style and precision in written and spoken communication
- self-discipline and personal integrity
- appreciation of social responsibility to community and nation

The timeless beauty and transcendent wisdom of the liberal arts intersect with the rapid pace of modern post-industrial society, to offer those at the crossroads a useful education that will have lasting practical value in terms of professional enrichment. This fact is corroborated by the achievements of Notre Dame graduates in the corporate and professional worlds.

The Judeo-Christian tradition of Notre Dame infuses the learning experience with a celebration of human dignity and themes of tolerance, compassion and hope. This tradition affirms the universal human quest for spiritual fulfillment and relatedness to a supreme being.

The faculty of Notre Dame love to teach, and they teach what they love. Superb teaching and personal attention to students receive the highest priority in all graduate programs at Notre Dame. Careful academic advising also is an integral part of all programs. The average class size is about 16 students, and rarely exceeds 21. Eighty percent of the faculty have an earned doctorate or terminal degree in their field, and all have distinguished records of scholarship or professional practice in the community.

Graduate students at Notre Dame enjoy the convenience of weekday, evening and Saturday classes, permitting better coordination of academic pursuits with other personal and professional responsibilities during the week. During the summer, students in the Leadership in Teaching program have the opportunity to take classes during the day.

Graduate programs at Notre Dame, except for the Master of Arts in Teaching program and the School of Pharmacy, are designed primarily for part-time students. The Master of Arts in Teaching program has full time and part-time tracks.

This catalog contains information on Notre Dame's graduate programs in contemporary communication, English, knowledge management, liberal studies, leadership and management, non-profit management, nursing, and education, as well as information on post-baccalaureate certificates. For information on the pharmacy program, please consult the School of Pharmacy catalog.

ADMISSION REQUIREMENTS BY PROGRAM

Each graduate program at Notre Dame has specific requirements to qualify for admission. Consult this table to determine the information you must provide to be considered for your program of interest. For information on admissions to the pharmacy program, please visit the School of Pharmacy admissions page at www.ndm.edu/Admissions/SchoolOfPharmacy/Admissions.cfm

		Transcripts	Letters of Recommendation Required	Personal Essay	Test Scores	Minimum GPA for Admission	Other Requirements	Application Deadline: Semester Start/ Due Date
M.A. Catholic School Leader/Teacher	Y	N	Y	N	N	3.0		rolling
M.A. Contemporary Communication	Y	N	Y	N	N	3.0		rolling
M.A. English	Y	3	Y	GRE or GMAT Exam	3-2	critical writing sample, 8-15 pages		June 1 for Fall
M.A. Gifted and Talented	Y	N	Y	N	3.0			
M.A. Instructional Leadership for Changing Populations	Y	N	Y	N	3.0			
M.S. Knowledge Management	Y	N	Y	N	3.0			rolling
M.A. Leadership and Management	Y	N	Y	GRE or GMAT Exam for conditional students	3.0 with no more than two undergrad courses repeated	computer competency and resumé		rolling
M.A. Leadership in Special Education	Y	N	Y	N	3.0			
M.A. Leadership in Teaching	Y	N	Y	ND Graduate Admissions Exam for provisional students	3.0			
M.A. Non-Profit Management	Y	N	Y	GRE or GMAT Exam for conditional students	3.0 with no more than two undergrad courses repeated	computer competency and resumé		rolling
M.S. Nursing	Y	2	Y	BSN and RN license in MD or a compact state	3.0	BSN/Current RN license/optional interview		rolling/priority review: Fall-May 1; Spring-Oct. 1

Leadership and Management Program Notes: Conditional status is considered for students with an undergraduate GPA under 3.0 or three or more repeated courses, based on the score on the Graduate Admissions Exam. Students are expected to have command of word processing and presentation software as well as spreadsheet applications.

ADMISSION REQUIREMENTS

ADMISSION REQUIREMENTS BY PROGRAM

M.A. Teaching	Y	3	Y	ND Graduate Admissions Exam for provisional students and Praxis I	3.0	Interview		Application Deadline: Semester Start/ Due Date
M.A. TESOL	Y	3	Y	ND Graduate Admissions Exam for provisional students	3.0	Interview		
Ph.D. Instructional Leadership for Changing Populations	Y	2	Y	MAT or GRE	3.5	Master's	August 1 for fall/ January 1 for spring	
CASE	Y	2	N	N	3.5	Interview/Master's/ Completion of Application Materials		

ADMISSION TO PROGRAMS

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

SUBMISSION OF APPLICATION MATERIALS

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

Inquiries and application material (application, nonrefundable fee of \$45, transcripts and any supporting data) should be directed as follows:

For all programs other than the Ph.D, in Instructional Leadership for Changing Populations:

Graduate Admissions
Notre Dame of Maryland University
4701 North Charles Street
Baltimore, Maryland 21210-2476
410-532-5317 or 1-888-GRAD-CND
gradadm@ndm.edu

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

Dean of Education
Notre Dame of Maryland University
4701 North Charles Street
Baltimore, MD 21210-2476
410-532-5895 or 410-532-5349
psimon@ndm.edu

ADMISSION CRITERIA: MASTER'S DEGREE PROGRAMS GENERAL REQUIREMENTS

Individuals who are interested in earning a master's degree must submit the following:

1. Completed graduate application form.

NOTE: Candidates for the Master of

Arts in Teaching program, as well as the Accelerated Certification for Teaching program, should complete the distinct application required for those programs not the generic application for graduate study.

2. \$45 Application fee (exempt for Notre Dame graduates)
3. Official transcript sent directly to the Graduate Admissions office from the accredited institution granting the baccalaureate degree, plus official transcript(s) of any previous graduate study
4. 300-500 word typed essay or an official copy of a post-baccalaureate transcript (master's degree). Please address the following questions for your 300-500 word admissions essay:

- *What are your goals and objectives in pursuing graduate study in your chosen program?*
- *How have your experiences (academic, professional, and/or personal) prepared you to successfully complete this program?*

Upon review of the admission criteria outlined above, applicants may be required to fulfill one or more of the following conditions:

- Watson-Glaser "The Critical Thinking Appraisal."
- Written case analysis to be completed at the Graduate Admissions office.
- Grammar exam.
- Admissions interview held with the Graduate academic advisor at the relevant site.
- Grade of "B" or better in the first two classes as a matriculant.
- Some programs may require additional criteria.
- GRE or GMAT Exam.

Students with a graduate degree from a foreign university are not automatically admitted, and at times they may be invited to take one or more of the admissions tests in order to advance their candidacy for admission, especially for one of the limited spaces in the MAT program.

Priority Filing Dates:

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

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

**ADDITIONAL REQUIREMENTS:
MASTER OF ARTS IN TEACHING (MAT)**

Admission to the MAT program is selective, given the limited number of internship opportunities available each year. Besides the information required of all candidates for admission, applicants to the MAT program will be asked to supply additional information pertinent to a teacher education program.

Submit the following:

1. Three recommendations submitted on forms prescribed by the University.
2. Passing scores on Praxis I, a battery of three tests assessing candidates' skills in reading, writing and mathematics. Information about these tests is available online from the Education Testing Service at www.ets.org/praxis.
3. An admissions interview for MAT candidates is required, and is held with the MAT coordinator or SMHEC program coordinator; the interview is used in the admissions decision.
4. MAT candidates are generally expected to hold either a 3.0 GPA or an advanced degree from an accredited institution.
5. Students must also have had prior study in liberal arts coursework appropriate to the area in which the candidate is seeking certification.

Students are admitted to the MAT program on a full time basis to complete

the program within 15 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 15 months.

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

**ADDITIONAL REQUIREMENTS:
MASTER OF ARTS IN TESOL**

All non-native speakers of English, including those who have an undergraduate degree from a university in the United States, must submit:

1. A minimum score of 5 on the Test of Written English (TWE), and a minimum score of 50 on the Test of Spoken English (TSE) in addition to the requirement of a minimum score of 600 on the TOEFL or a 250 on the computer-based equivalent, or
2. A score of B or better on the Cambridge Certificate of Proficiency in English (CPE), or
3. A score of 7.0 or better on the Cambridge International English Language Testing System (IELTS).

**ADDITIONAL REQUIREMENTS:
MASTER OF SCIENCE IN NURSING**

To be considered for admission to the Masters of Science in Nursing graduate program at Notre Dame, a new applicant must submit the following:

1. Graduate Studies application form.
2. \$45 Application fee (waived for ND Graduate).
3. Sealed official transcripts from all previous colleges attended for baccalaureate, graduate and/or community

college course work sent directly to Graduate Admissions Office.

4. Must have completed a BSN degree with a cumulative GPA of 3.0 or above and completion of courses in Health Assessment, Statistics and Nursing Research with a grade B or above.
5. Active registered nursing license from The Maryland Board of Nursing Web site. Download and print at <http://209.60.234.65/mbon_weblookup/>
6. 300–500 word typed essay. Please address the following questions for your admissions essay:
 - *What are your goals and objectives in pursuing graduate study in your chosen program?*
 - *How have your experiences (academic, professional and/or personal) prepared you to successfully complete this program?*
7. Two letters of recommendation or designated forms written by those who have direct knowledge of your clinical expertise and potential to succeed in the chosen concentration.

Upon review and evaluation of all required admission materials, selected applicants may be invited to interview with nursing faculty. The interview is advisory in nature.

ACCEPTED STUDENT STATUS

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

Provisional Status

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

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

Conditional Status

Conditional status is granted to students who have borderline credentials for admission, and who have been offered the opportunity to take several courses before a final decision is made. Under conditional status, students are normally restricted to taking one or two courses. The requirements for admission to full degree (matriculant status) will be clearly stated in the letter of acceptance.

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

ADMISSION CRITERIA: NON-DEGREE PROGRAMS

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

1. Completed application form.
2. \$45 application fee.
3. 300–500 word typed essay addressing the following questions:
 - *What are your goals and objectives in pursuing graduate study in your chosen program?*
 - *How have your experiences (academic, professional and/or personal) prepared you to successfully complete this program?*
4. Baccalaureate or advanced degree with a 3.0 GPA from an accredited institution (open to consultation).

5. Official transcripts of prior graduate and undergraduate work sent directly from those institutions to the Graduate Admissions office.
6. Admissions interview with the ACT Coordinator.
7. Prior study in liberal arts coursework appropriate to the area in which the candidate is seeking certification.
8. Three recommendations submitted on forms prescribed by the University.
9. Passing scores on Praxis I.

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

Admission requirements to the Certificate of Advanced Study in Education are:

1. Master's degree from an accredited institution with recommended GPA of 3.5 or above.
2. Completion of application materials.
3. Two written, professional recommendations.
4. An admissions interview.

POST-MASTER CERTIFICATION

Post Master Certification programs are graduate level, non-degree programs. Certifications are available in School Administration and Supervision, Library Media Specialist, Special Education, Reading Specialist and ESOL.

POST-BACCALAUREATE CERTIFICATES

Notre Dame offers post-baccalaureate certificates in Curriculum and Instruction, Latin, Leadership of Nonprofit Organizations, and Leadership and Management.

Curriculum and Instruction

Applicants to the Curriculum and Instruction program should have at least one year of teaching experience, and either

- a) a cumulative grade point average (GPA) of 3.0 (B level) or higher in their undergraduate program, or
- b) a master's degree.

All of the required credits for the post-baccalaureate certificate in Curriculum and Instruction must be earned at Notre Dame. Credits earned toward the certificate in Curriculum and Instruction may be applied to the Master of Arts in Leadership in Teaching.

Latin

Applicants to the Latin program must demonstrate a proficiency in Latin.

Fifteen of the 18 credits for the post-baccalaureate certificate in Latin must be earned at Notre Dame. Credits earned toward the certificate in Latin may be applied to the Master of Arts in Liberal Studies, or 12 of the credits may be used for a Latin Concentration within the Master of Arts in Leadership in Teaching program.

INTERNATIONAL STUDENT ADMISSION

International students on an F-1 visa are required, by United States government regulation, to take a minimum of nine graduate credit hours each semester. International applicants must be mindful that the Graduate Studies Program serves primarily part-time commuter students who work full time.

In addition to other requirements for admission, international applicants must:

1. be able to qualify (and continue to qualify) for the appropriate visa;
2. submit certified, transcribed and evaluated transcripts of undergraduate study equivalent at least to a U.S. bachelor's degree (international credentials must be evaluated through World Educational Services);
3. submit a completed Affidavit of Support form that indicates ability to fully finance the program of study;
4. submit a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).

An I-20 is issued only after the student has been accepted for admission. Upon admission, students who are not permanent residents of the United States must contact Notre Dame's director of international programs at 410-532-3183 for assistance and appropriate documents. Accepted international students may register after receiving the appropriate visa from the United States government. International students cannot be accepted provisionally.

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

NON-MATRICULANT ADMISSION

SPECIALIZED CONTRACT COURSES

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

If admitted, up to nine credits taken in contract courses may be considered for transfer into the degree program. Students in the specialized education contract courses register as non-matriculants in the Professional Development Institute (PDI).

Students may be permitted to enroll in the Professional Development Institute (PDI) in order to take graduate level education courses for their own enrichment or to fulfill requirements for Maryland schools. Teachers in Maryland schools may apply to the PDI for recertification or for a second certification.

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. They must present a letter from the director (or dean) of their graduate program indicating that they are students in good standing.

Certain undergraduate students may take one graduate course at Notre Dame of Maryland University per semester. To be eligible to apply, an undergraduate student must:

1. be a matriculating student in good standing who has completed at least one semester of the senior year at one of the following institutions: Notre Dame of Maryland University, Coppin State, Goucher College, Loyola University, Maryland Institute of Art, Morgan State University, The Johns Hopkins University, Towson University or the University of Baltimore;
2. have at least a 3.0 undergraduate GPA (on a 4.0 point scale); and
3. present a letter from the dean of the institution which he/she is attending, indicating permission to take a particular course.

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

Visiting student status will lapse once a student has completed the course(s) stipulated at the time of application. Admission of a visiting student to the University does not guarantee that a course will be scheduled, that it will not be cancelled in the event of insufficient enrollment, or that there will be room in the class at the time the visiting student attempts to register. Visiting students pay the current graduate tuition rate

directly to Notre Dame. Grade reports are not sent to the student's home institution; students who require a transcript must request a copy from the registrar's office at Notre Dame.

SPECIAL STUDENTS

Special student status allows the student to take up to 21 credits. Special student status is effective for one year, and will lapse if no course is taken during that period. Special student status may be renewable for an additional one-year period provided that the student has completed at least one course during the prior year. Special students need to formally apply if they wish to be admitted to one of the programs as a matriculant.

TRANSFER CREDIT AND RE-ADMISSION POLICIES

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

RE-ADMISSION POLICY

Notre Dame does not automatically readmit students who have withdrawn from the University or whose matriculancy has lapsed. Students must file a new

application and must submit a new transcript. A readmission fee must accompany the request for re-admission. Readmitted students must fulfill the program requirements in place at the time of readmission.

REGISTRATION

REGISTRATION POLICIES

Students who have satisfied the admission requirements and have been admitted into a specific graduate program may register for graduate courses in person, by fax, online through WebAdvisor, or by mail. Students may not register until they have been officially accepted into a graduate studies program or approved for non-matriculant status. Course schedules, registration dates and instructions are available on the Notre Dame's web site, www.ndm.edu and through WebAdvisor. Course registrations are handled on a first-come, first-served basis during the eight- to ten-week registration period before each term.

A registration fee must be paid 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 liable for payment and will receive a grade of "F" for the course.**

WEBADVISOR

WebAdvisor is an online tool for Notre Dame students and faculty. WebAdvisor data is real-time and reflects the same information that is available through the registrar's office. Available course information includes: course title, days and times of course offerings, space availability, course descriptions and faculty contact information.

To access course information on WebAdvisor go to <http://advisor.ndm.edu>, click on WebAdvisor for Students > Search for Sections and use the pull down menu to enter a term, enter at least one or more criteria to narrow the search (e.g. department, faculty last name or day of the week), submit and then click on course name to obtain specific course information. Information on grades, schedules, and financial aid, as well as online registration and payment, is also available through WebAdvisor.

CHANGE IN REGISTRATION

To make a change in registration, i.e., dropping or adding a course, the student should secure the necessary form from the registrar's office or the Notre Dame Web site. Students may add a course until the date specified in the course schedule. Changes in registration must be made during the drop/add period. Students may drop a class without academic record until the day classes begin in that particular term. Dropped courses do not appear on the student's transcript. Once the term begins, students may withdraw from (but not drop) a course. The deadline for withdrawing is published in the academic calendar which can be found online. 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 liable for full payment of tuition and fees.

Students add or drop a course through the registrar's office. Changes in registration are effective on the date the written request or form is **received** in the registrar's office.

REGISTRATION FOR PROFESSIONAL DEVELOPMENT INSTITUTE (PDI)

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

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

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

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

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

ONLINE CONSORTIUM REGISTRATION INFORMATION

Notre Dame of Maryland University is a member of the Online Consortium of Independent Colleges and Universities. (OCICU). This partnership allows Notre Dame graduate students to enroll in some courses offered online, with an accelerated pace. Students who elect the project management concentration in the leadership and management program will take up to four of their concentration electives online through the consortium.

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

DOCTOR OF PHILOSOPHY ADMISSION AND REGISTRATION INFORMATION

THE PH.D. IN INSTRUCTIONAL LEADERSHIP FOR CHANGING POPULATIONS

ADMISSION REQUIREMENTS

Individuals interested in earning the doctoral degree must fulfill all of the following admission requirements. The program is designed for cohort groups. Every attention will be given to moving each cohort through the program according to a specified time line provided at the time of admission. Candidate applications are assessed twice a year 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
2. A completed application form
3. Two letters of recommendation
4. Official transcripts of all post-secondary education
5. A statement describing personal area of academic interest and research
6. Satisfactory score on the Miller Analogies Test (MAT) or Graduate Record Examination (GRE), taken no longer than five years before date of application to the program
7. A nonrefundable \$60 application fee

Applications may be obtained from the School of Education, Notre Dame of Maryland University, 4701 North Charles St. Baltimore, MD 21210.

TUITION AND FEES FOR MASTER’S PROGRAMS

ADMISSION

Application fee (nonrefundable)	\$45
Re-application/re-matriculation fee ...	\$45

TUITION (PER GRADUATE CREDIT)

Non-education courses	\$500
Education courses	\$470
M.S. in Nursing	\$550
CASE Program	\$495
Registration fee** (nonrefundable).....	\$125

A late fee will be assessed to students who are not registered by the second class in a given semester..... \$100

Late tuition payment fee (each month)	\$25
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** Does not apply to MSN

OTHER FEES

Internship fee	
M.A. in Teaching	\$550*
Accelerated Certification for Teaching	\$550*
*In addition to tuition.	
Graduation fee	\$125

TUITION AND FEES FOR PH.D. PROGRAM

Application fee (nonrefundable)	\$60
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REGISTRATION (SEMESTER)

Registration fee (nonrefundable)	\$125
Phase I students	\$495 per credit
Phase II students advanced to candidacy	\$605 per credit
Comprehensive examination fee	\$100

A late fee will be assessed to students who are not registered by the second class in a given semester..... \$100

Late tuition payment fee (each month)	\$25
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Tuition and fees are subject to change as a result of decisions by the Board of Trustees or the University administration.

REFUND SCHEDULE

100% refund of tuition **before** the first class meeting date.

90% refund of tuition **before** the second class meeting date.

No refunds will be given after the start of the second class session.

FINANCIAL AID

Financial aid is available to students in the form of low-interest student loans and Maryland State Scholarships. Students interested in receiving financial aid must meet the following eligibility requirements: be enrolled for at least six credits per semester (half time enrollment), be in good academic standing (see *Financial Aid Academic Standards Policy*), be a matriculant in a degree program or pursuing initial teacher certification.

NOTE: Due to frequent changes in Financial Aid policies and Federal regulations, please visit the Financial Aid Web site at www.ndm.edu/financialaid for the latest information and updates.

APPLICATION PROCEDURE

1. **Complete the Free Application for Federal Student Aid (www.fafsa.gov; federal school code: 002065)**
2. If selected for verification, submit the verification worksheet and signed federal tax returns to the Office of Financial Aid
3. Be formally admitted (matriculated) to Notre Dame.
4. A student must check their Notre Dame e-mail for communications from the office of financial aid.

Students are encouraged to apply for financial aid as soon as possible but before the following deadlines: Fall: February 15; Spring: November 15; Summer: May 15.

Students who meet eligibility requirements will receive a financial aid award letter **after they register for classes**. Financial aid for graduate students includes the Federal Direct Stafford Loan (Subsidized and Unsubsidized), the federal Grad PLUS loan, the federal TEACH Grant, and Maryland State Scholarships. The amount of aid awarded will be up to the student's cost of attendance. Federal Financial Aid may also be used for study abroad.

FINANCIAL AID ACADEMIC STANDARDS POLICY

Students receiving federal, state, or institutional need-based financial aid must maintain satisfactory academic progress in order to remain eligible for assistance. Satisfactory progress includes qualitative and quantitative measures:

- Students must maintain a 3.0 cumulative grade point average.
- Students must complete at least 67 percent of all attempted credit hours per academic year. Successful course completion is defined as a grade of A, B or P (pass). If a student has an incomplete grade at the end of the semester, aid will be extended to the next semester only if all other eligibility requirements are met.
- Students must complete their program of study within a maximum time frame of 150 percent of the published length of the program. For example, if your program requires 42 credits, you would be eligible to receive aid for up to 63 credits (42 x 150%).

The office of financial aid reviews the status of all financial aid applicants annually, at the conclusion of the spring semester when grades are available (generally early June). If a student is not making Satisfactory Academic Progress, the student's eligibility to receive financial aid is suspended. The

student will be notified via mail or/and Notre Dame email when eligibility for aid is suspended.

A student may appeal the aid suspension if the student did not make Satisfactory Academic Progress due to: the death of a relative; illness of the student; or other extenuating circumstances. The outcome of the appeal will determine whether the student is granted financial aid probation or if the suspension remains unchanged. The appeal will be reviewed by a committee. The committee may uphold the suspension, approve the appeal or require additional information prior to making a decision.

If the committee determines the appeal cannot be approved, the suspension remains in force and financial aid eligibility remains suspended.

If the committee determines the appeal is sufficient and the student should be able to achieve Satisfactory Academic Progress by the end of his/her next term of enrollment, the student will be granted Financial Aid Probation for one semester. Assuming the student is successful during his/her semester of Financial Aid Probation, she/he regains financial aid eligibility for future enrollment. If she/he is not successful during his/her semester of Financial Aid Probation, his/her eligibility is again suspended.

If the committee determines the appeal needs the support of the academic unit, the academic advisor will be asked to complete an Academic Plan for the student. Based on the guidance from the Academic Plan, the student may be granted Financial Aid Probation for a defined period of time while achieving the provisions of the Academic Plan. Assuming the student is successful during his/her Financial Aid Probation, she/he regains eligibility for future enrollment. If she/he is not successful during the Financial Aid Probation period, his/her eligibility is again suspended.

FEDERAL AID PROGRAMS

Subsidized and Unsubsidized Federal

Direct Stafford Loans— Generally, graduate students can borrow up to \$20,500 each academic year (only \$8,500 of this amount may be subsidized). This is a low-interest, fixed-rate (6.8 percent), need-based loan. Individual student maximums may be less depending on credit load, financial need, and other financial aid. Students pursuing teaching certification are limited to receiving \$12,500 per year in Stafford loan funds.

Subsidized Federal Stafford Loan — No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods.

Unsubsidized Federal Stafford Loan — Not based on financial need; interest is charged during all periods, even during the time a student is in school and during grace and deferment periods.

Grad PLUS Loan — This low-interest (7.9 percent fixed interest rate), credit-based loan is available to eligible graduate students that have reached their annual loan maximum eligibility under the Stafford Loan Program. Students must file FAFSA and complete the Grad PLUS Loan application available on the Office of Financial Aid Web site. Students can borrow up to their cost of attendance minus other financial aid received.

Federal TEACH Grant — This is a federal grant for up to \$4000 per year for students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Students should visit the Office of Financial Aid Web site for more information.

Maryland State Scholarships — Students must complete the Free Application for Federal Student Aid by March 1 to be eligible. Contact your state senator and state delegates in the Maryland State Assembly to be considered for the state legislative scholarships. Students must be enrolled for

at least six credits to receive a state legislative scholarship.

Students receiving tuition remissions/reimbursements from their employers and planning on using financial aid as well MUST notify the Office of Financial Aid about upcoming reimbursements promptly to avoid reductions in aid.

FINANCIAL AID FOR THE SUMMER

Limited financial aid assistance is available every summer term. Students must complete a Summer Aid Request form though the Office of Financial Aid and be registered for at least six credits for summer and six credits for the fall semester.

FINANCIAL AID DISBURSEMENTS

Financial Aid for graduate students will be released according to the calendar posted on the financial aid Web site.

Notice to students receiving financial aid for living expenses — Living expense checks will not be available to the student until enough financial aid is posted to the student's account to create a credit balance. Because aid is posted to a student's account on different dates according to the type of aid received and the start dates of the student's classes, students should not plan for living expense money to be available as soon as classes begin. Students who rely on living expense money from their financial aid are encouraged to apply early and meet with a financial aid counselor to determine when living expense money will become available.

Student teachers—students who will be leaving full time or part time employment to student teach and who need financial aid for living expenses are asked to meet with a financial aid counselor at least two semesters before the student teaching semester to ensure maximum aid eligibility.

BILLING INFORMATION

Statements are mailed on a monthly basis to students' permanent address and delivered electronically to their Notre Dame e-mail accounts. Payment is usually due one month before the start of the semester for students who took advantage of early registration. Failure to pay by the date indicated will result in a monthly late payment fee. Failure to pay by the payment due date may bar the student from attending class. Follow-up billings reflecting additional charges or adjustments continue on a monthly basis.

Financial obligations incurred or billed during a semester must be settled before a student may register, or receive final grades. Transcripts, grade reports and diplomas cannot be released until all financial obligations have been met.

Students should confer with the business office regarding additional payment options.

Notre Dame reserves the right to require cash or a cashier's check at its discretion.

FACTS MONTHLY PAYMENT PLAN

The FACTS monthly payment plan enables students to register and make monthly payments during the year against their outstanding balance. This option can be used for fall and spring registrations payment only. Payments can be made using a credit card or with a direct debit from checking or savings.

Online applications and information about the plan are available on the Notre Dame's Web site: www.ndm.edu. Click on "e-Cashier" on the Tuition and Fees page to access the application. FACTS information and agreement forms are also available in the business and registrar's offices.

EMPLOYER TUITION REMISSION PAYMENT PLAN

The Employer Tuition Remission Payment Plan enables students to register and partially defer tuition. At the time of registration, all fees and 15% of total tuition is due. The balance of tuition is payable 60 days after the last class of each semester. A "Verification of Employer Tuition Remission Eligibility" form must be completed each semester. The form is available at Notre Dame's Web site: www.ndm.edu > Academics > Records & Registration > Forms > Employer Tuition Eligibility Form.

PAYMENT

Checks for all expenses are made payable to Notre Dame of Maryland University. There is a penalty for returned checks and for overdue payments. Students may also pay their bills online. Online payment is safe and secure. Students' accounts will update immediately after payments have been approved. Students may pay their bills online by going to portal.ndm.edu, selecting WebAdvisor, logging in, and choosing the "Pay on My Account" option.

Notre Dame reserves the right to drop from classes, without prior notice, students who do not pay their billed tuition by the due date. Non-payment is not a valid means of withdrawing from classes. If the University exercises its right to drop a student for nonpayment, payment of the outstanding tuition does not constitute re-registration and does not ensure the student a seat in any class. The student may re-register for a class on a first-come, first-served basis until the first day of class. Space in class will not be reserved. Only those courses still open will be available to students who are re-registering. A new registration form, payment of the \$125 registration fee and full tuition is required for re-registration.

EMPLOYER BILL AUTHORIZATION

Either an employer authorization form or a letter signed by the appropriate official on company letterhead must accompany the registration. Employers must provide detailed information related to their tuition assistance, e.g. total dollars supported, total credits supported, specific courses, etc. Tuition assistance plans that are contingent upon grades will not be administered by Notre Dame. Submission of an employer authorization form or letter will constitute authorization to pay. Employers will be billed after the official drop/add period and payments are due in 30 days.

PARTNERSHIPS/SPECIAL PROGRAMS: STUDENT RESPONSIBILITY

Education students participating in partnerships or special programs are responsible for providing authorization of their eligibility from their sponsor or school system. Students failing to provide the completed authorization form upon registration **will be billed for full tuition and fees**. Authorization forms are available at the Notre Dame's Web site: www.ndm.edu > Academics > Records & Registration > Forms > Education Co-pay Eligibility Form. Student's portion of tuition is due at the time of registration.

TUITION ADJUSTMENT

Partial tuition adjustment can be made for students who withdraw officially during the early part of the semester. The deadlines for tuition adjustments are listed on the registration, course and exam schedules page of the University's Web site. Students withdraw from a course through the registrar's office. Course withdrawals are effective on the date the written withdrawal—signed by the student—is received in the registrar's office. This date determines both the grade and tuition reimbursement (if any), irrespective of whether the course has begun to meet or whether the student has attended class sessions.

RETURN OF TITLE IV FUNDS FOR FEDERAL FINANCIAL AID RECIPIENTS

If a student who receives Title IV funds (Federal Subsidized/Unsubsidized Stafford Loans, federal TEACH grants, or Grad PLUS loans) withdraws from **all classes** for the semester, Notre Dame will adjust the tuition according to the University's policy and determine the amount of Title IV funds to be returned to federal programs according to the Return of Title IV Funds Policy.

Students receiving financial aid **must** contact the office of financial aid before withdrawing from any course.

If a student who receives Title IV funds withdraws from all classes for the semester, the College will use the following procedure:

- 1) Determine the withdrawal date. The withdrawal date for the return of Title IV funds is defined as the date that the student begins the withdrawal process. For unofficial withdrawals, the withdrawal date is the mid-point of the semester.
- 2) Calculate the percentage of Title IV assistance earned by dividing the number of calendar days completed by the student by the number of calendar days in the semester. If the student withdrawal occurs after the 60 percent point, then the percentage earned is 100 percent.
- 3) Determine the amount of unearned Title IV assistance.
- 4) Determine the unearned aid amount applied to costs.
- 5) Return the lesser of 3 or 4 from above back to the Title IV programs.
- 6) Determine the amount the student must return by subtracting the amount that the institution returns (5) from the unearned aid amount (3).

Unearned Title IV funds are credited to outstanding balances in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, federal TEACH grants, and Grad PLUS Loans.

If Notre Dame determines that a student must return funds to the Title IV programs, the student will repay according to the loan's terms.

A leave of absence (LOA) is not to be treated as a withdrawal and no return of Title IV funds is calculated.

Institutional funds will be adjusted according to the University's Tuition Adjustment percentages.

A sample Return of Funds worksheet is available upon request.

VETERANS ASSISTANCE

Initial Enrollment: The veteran must first apply and be admitted to Notre Dame. The student must obtain an Application for Program of Education Form (VA form 22-1990) from the Department of Veterans Affairs by visiting the VA Web site at www.gibill.va.gov. After completing the application, the veteran sends a copy of the application or hand delivers the form to the registrar's office. Students must be registered for classes before enrollment certification can be sent to the VA Office.

Re-enrollment: A student who received veterans benefits while attending the University during the preceding fall or spring semester must notify the VA Representative in the registrar's office EACH SEMESTER by completing the Declaration of Intent Form of their intent to use their benefits. This form can be obtained from the VA Representative in the registrar's office. Failure to notify the certifying official of their intent for the semester may result in non-payment or a change in the amount of the monthly payments.

PLEASE NOTE: If any changes are made to the registration, program or objective, the certifying official **must be contacted immediately**.

A new Request of Change of Program (VA form 22-1995) form needs to be completed prior to registration.

PLEASE NOTE that once the enrollment certification has been made to the Department of Veterans Affairs in Buffalo, NY (DVA),

processing takes anywhere from six to ten weeks before payment authorization is made. Tuition and fees are the responsibility of the student and not the VA (with exception of Chapter 30 VA benefits). Allowance checks are sent directly to the student receiving veteran benefits; therefore, the student should be prepared to pay his/her own tuition and fees at the beginning of each term. Checks do not arrive until approximately six to ten weeks after the VA process is completed or after the first month of classes. Notre Dame of Maryland University participates in the FACTS payment plan which is another payment option available to students.

The DVA may be contacted as follows:

Address: (written inquiries or disputes about benefits)

Department of Veterans Affairs
Buffalo Regional Processing Office
P.O. Box 4616
Buffalo, NY 14240-4616

Phone Inquiries:

1-888-GIBILLI (442-4551)
1-800-827-1000 (Baltimore
Regional Office)

E-mail address: buffrpo@vba.va.gov

VA Webpage: www.gibill.gov/buffalo

IMPORTANT FINANCIAL AID DEADLINES 2011-2012 YEAR

January 1, 2011	Students may begin submitting their 2011-2012 FAFSA (Free Application for Federal Student Aid) to the Federal Processor at www.fafsa.gov . Make sure to have the FAFSA PIN number available.
February 15, 2011	Notre Dame's priority filing deadline of the FAFSA to be considered for maximum eligibility for aid.
March 1, 2011	<ul style="list-style-type: none"> • Deadline date to file FAFSA for consideration for state aid (i.e. Senatorial and Delegate Scholarships). • Returning students can begin turning in their verification paperwork.
April 1, 2011	Priority deadline for returning students to submit their verification paperwork.
April 15, 2011	Students can begin to submit their 2011 Summer Financial Aid Request Form.
May 15, 2011	<ul style="list-style-type: none"> • Priority deadline to submit verification paperwork for new students. • Returning students start to receive their Financial Aid Award Letters for the 2011-2012 academic year.
June 30, 2011	Priority deadline to activate loans.
July 27, 2011	Last day to turn in Summer Financial Aid Request Form.
November 15, 2011*	Priority deadline to submit the FAFSA for Spring 2012.
November 23, 2011	Last day to submit verification paperwork for Fall 2011.
December 1, 2011	<ul style="list-style-type: none"> • Last day to be packaged with Fall 2011 aid. • Last day to activate loans for Fall 2011.
January 15, 2012*	Priority deadline to submit verification paperwork for Spring 2012.
February 15, 2012*	Priority deadline to activate Spring 2012 loans.
April 15, 2012*	Last day to submit verification paperwork for Spring 2012.
May 1, 2012	Last day to activate loans for 2011-2012 year.

*Applies to students that begin attendance in the spring 2012.

FINANCIAL AID CHECKLIST

Check your NDM email often – it is the primary way we contact students about financial aid matters.

JANUARY – FEBRUARY

- Submit a Free Application For Student Aid at www.fafsa.gov (February 15 is the priority deadline, our school code is 002065)
- After FAFSA is submitted you will receive a Student Aid Report (SAR) via e-mail – check it for accuracy and make any necessary changes

MARCH – MAY

- Submit verification documents requested by the Office of Financial Aid (April 1 is the priority deadline):
 - Verification worksheet (online at www.ndm.edu/financialaid/onlineforms)
 - Prior year tax return
- Register for at least 6 credits per semester to be eligible for aid
- Receive FINAL financial aid award letter

JUNE – JULY

- Activate Stafford loans by June 30 online at www.ndm.edu/financialaid/applyforloans:
- Use Financial Aid Calculator available at www.ndm.edu/financialaid to determine what (if anything) you will owe after your financial aid is applied. Contact the Business Office (410-532-5440) for questions regarding charges and payment options.

SEPTEMBER - MAY

- Release of financial aid funds to the Business Office
- Maintain Satisfactory Academic Progress
 - 3.0 minimum cumulative GPA for graduate students
 - Complete courses registered for (must complete at least 67% of credits attempted)
 - Complete program within 150% of established timeframe
- Inform the Office of Financial Aid of changes in your situation such as:
 - Additional funding is received
 - Change in number of credits registered for
 - Change in program of study
 - Change in family income or size
- Check WebAdvisor (link from www.ndm.edu) for the status of your aid
- Know that we will notify you about changes to your aid due to possible revisions.

ACADEMIC POLICIES

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 relevant dean (dean of education for School of Education programs, dean of nursing for School of Nursing programs, and dean of the School of Arts and Sciences for all other programs). Students have seven 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 years by part-time students.

Students are advised by one of the academic advisors or graduate program coordinators and as needed by faculty. Students in the MAT program and the Accelerated Certification for Teaching program are advised by the director of Post-Baccalaureate Teacher Certification Programs or the graduate program coordinator at the Southern Maryland Higher Education Center (SMHEC). Students are informed of future class schedules, changes of policy and other matters of general interest through their Notre Dame e-mail account, the University Web site or through special mailings. **The final responsibility for completing all program requirements rests with the student.**

COMMUNICATION: E-MAIL RESPONSIBILITY

It is vitally important that all students read their Notre Dame e-mail regularly. This information, which may include

news, reminders, updates, deadlines, cancellations, course enrollment information and changes in policy, is broadcast to assist students in their academic planning. E-mail accounts for new students are created shortly after the start of each semester. Letters containing personalized account information and a how-to brochure will be mailed after new students register for courses. Students may forward their Notre Dame e-mail to any other account of their choosing. For questions concerning Notre Dame e-mail accounts, students should contact the IT Help Desk at helpdesk@ndm.edu or 410-532-5200.

Students are responsible for checking their Notre Dame e-mail account for information!

Students should refer to the information located in this catalog, online schedules, postings on Blackboard™ and the Notre Dame Web site for important information regarding registration, graduation application dates, policies/procedures, extraordinary news and updates from the University community. They should also check campus e-mail regularly. Additional course and University information is listed on the Notre Dame's Web site (www.ndm.edu) and through WebAdvisor.

COURSE LOAD

Part-time graduate students may take up to six (6) credits in the fall, summer and spring semesters. Full time graduate students may take up to nine (9) credits in the fall, summer and spring semesters.

Exceptions to this policy must be approved by the relevant dean (dean of education for School of Education programs, dean of nursing for School of Nursing programs, and the dean of the School of Arts and Sciences for all other programs). Only one course is permitted during Winterim (January term).

GRADES

Grades represent the instructor's evaluation of a student's achievement in the course. Each letter grade in a graduate course is interpreted as follows:

A	Excellent	4.0
B+	Very good	3.5
B	Average	3.0
C+	Slightly below average	2.5
C	Below average	2.0
F.....	Failure or withdrawal without official permission (no credit earned for the course)	0.0
AU	Audit	
W.....	Withdrawal with official permission	
I	Work incomplete because of emergency or 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.

A grade point average of 3.0 is required for graduation from any of the graduate degree or certificate programs.

AUDIT

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. Audit 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 the audited courses.

WITHDRAWING FROM COURSES

Students withdraw from a course through the registrar's office. Course withdrawals are effective on the date the written withdrawal is received in the registrar's office. This date determines both the

grade and tuition reimbursement (if any), irrespective 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 and on the Web site. 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.

INCOMPLETES

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

- The request must be made by the student to the instructor. It is the instructor's decision to accept/deny the request.
- The student request must be based on a serious illness or emergency preventing the student from completing the work for the course.
- 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 instructor. It is the student's responsibility to submit all the required work to the instructor so that a grade may be substituted by the mid-point of the following semester. Work not submitted to the instructor on time will result in the grade being converted to an "F" at the mid-point of the following semester. The instructor will submit the final grade to the registrar. An extension may be granted only by the registrar at the request of the instructor.

REPEATING A COURSE

With permission of the dean of the student's School (Arts and Sciences, Education, or Nursing), 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 GPA 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 dismissal from the graduate program. A course with a grade of "C" or higher may not be repeated.

GRADE APPEALS

Grade Appeal Process—Graduate Studies

Only final course grades may be appealed. Students and faculty are expected to communicate and to 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:

- that the grade was not given in accordance with the provision set forth in the course syllabus or in the announced course modifications or descriptions for particular projects and assignments; or
- that bias or discrimination on the part of the instructor affected the grade.

The principle of seeking a reasonable, fair, and speedy resolution prevails throughout the process described below. 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 program council chair or department chair.

The student makes the appeal in writing, again setting forth the appeal, the evidence, and the remedy sought in step 1. The program council chair or department chair informs the faculty member of the student's appeal and obtains a copy of the faculty member's written response to the student. The chair then reviews the written record and may select an alternate mediator agreeable to both parties.

The chair then writes a response including a report on the steps taken in the mediation process. The written response of the chair will be sent to the student, the faculty member, and the School's dean within two weeks of the conclusion of the mediation process.

4. If 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 his or her decision in writing to the student and program council chair within six weeks of having received the appeal. The decision of the dean is final.

All information presented in the appeals process is confidential. Please see section on the Honor Code page 31. Situations regarding academic dishonesty are reviewed consistent with the Honor Code procedures and are not handled as regular grade appeals.

ACADEMIC PROBATION

Graduate students must maintain a 3.0 (B) cumulative grade point average to remain in good academic standing. Students whose cumulative grade point average falls below 3.0 will be placed on probationary 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 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.

A student may repeat, with permission, one course that has been failed. A second grade of "F" in any course will result in dismissal from the program.

WITHDRAWING FROM PROGRAM

A matriculant who wishes to withdraw from a program before completing the degree should submit a written statement of withdrawal to the program advisor and the registrar. 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.

APPLICATION FOR GRADUATION

All students must file a graduation application with the registrar to initiate the graduation process. **This application is required whether a student plans to participate in the Commencement ceremony or not.** Filing the application will initiate a formal review of credits and requirements by the registrar's staff.

The completed graduation form must be signed by the student's academic advisor before submitting the form to the registrar's office. The graduation fee of \$125 must accompany the graduation application before it can be processed.

The deadlines for submitting this application are as follows:

May graduation	October 15
August graduation	April 15
December graduation	June 15

Failure to submit this application on time will result in postponement of the conferring of the degree until the next graduation period.

The only formal Commencement ceremony is held each May. August and December graduates are invited to participate in the following May graduation ceremony.

A grade point average of 3.0 is required for graduation from any of the graduate degree programs or completion of certificate programs. Diplomas are withheld until the graduate's account is paid in full. Graduates can purchase tams, gowns and hoods at the campus bookstore.

MATRICULANT STATUS

Matriculating students lose matriculation if they do not complete at least one course each year (i.e. four consecutive semesters or terms, 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 program council or department chair. Such a request must be made in writing before the fourth semester or term of absence.

An academic advisor may grant leave for up to one academic year. The period of time allowed for a leave of absence will be added to the normal seven-year limit for completion of degree requirements. Students on leave maintain their matriculant status; therefore, they are not eligible to

earn credit at another college during their leave from Notre Dame without advance approval.

HONOR CODE

By registering at Notre Dame of Maryland University, every student accepts and is bound by the Honor Code. The Honor Code is based on respect for the individual, personal responsibility, and honesty. It requires students, faculty, staff and administrators to uphold Honor Code procedures, including the reporting of violations. Under the Honor Code, examinations have been unproctored since 1936. The Honor Code expects academic honesty. The membership of the Honor Board shall include student representatives from Notre Dame's graduate programs. These representatives will be appointed by the governing council or School for each program.

These students will sit with the Honor Board in all cases involving graduate students and in all meetings where Honor Board procedures and policies are reviewed.

A faculty member who teaches in the graduate program will have a seat on the Honor Board.

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

A. Examinations and tests are generally unproctored.

1. A signed pledge on the admissions application, on all tests, and all term papers confirms the student's intention of academic honesty. Students write: *"I hereby affirm that I have neither given nor received help on this exam, paper, or assignment."* (Signature)
2. Class materials are not permitted in the testing area.
3. Cellular telephones and personal data assistants (PDAs) may not be used in testing locations.
4. All exams are handed directly by the student to the faculty member in

charge of administering the exam.

B. Violations of the Honor Code include but are not limited to:

1. Cheating on tests, examinations or other class or laboratory work.
2. 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.
3. 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.
4. Unauthorized reuse of work: turning in substantially the same work to more than one class without consent of the instructor involved.
5. Misrepresentation in bibliography and footnotes.
6. Dishonest use of computer facilities: unauthorized or unacknowledged use of a computer file, program, account or log-in name or password.

C. Students taking courses at other colleges are required to acquaint themselves with the academic and non-academic regulations of that college. 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 department chair, 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. See especially III C, *Disruption of the Educational Process* which prohibits "disruption or obstruction of teaching,

research, administration and other University activities.” The code is explained in detail on pages 128-130 of this catalog.

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 percent of each graduating class; new members are nominated during the months immediately preceding graduation. *Sigma Theta Tau* 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.

ATTENDANCE

Class size is limited in order to promote intellectual interchange among students. Because of the importance of student-faculty contact time, attendance is expected at all class meetings. Attendance is required at the first class meeting of the term because the foundation for the course is set for the semester. Students who cannot attend the first class session must withdraw.

In addition, individual academic departments set specific absence and attendance policies for courses in their respective areas. Students should familiarize themselves with those policies at the beginning of the semester and plan accordingly.

Students should be aware that attendance and participation in class are essential elements of the graduate programs; therefore, absence (whatever the cause) may lead to a lowered grade, including the grade of “F”.

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

STUDY ABROAD

Notre Dame of Maryland University is committed to providing all students an educational experience that is truly international. Students are encouraged to include study abroad in their educational program. 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, and a sense of global responsibility. Financial aid is available for study abroad.

Notre Dame faculty members teach courses abroad during the Winterim and summer terms. Most short-term academic programs abroad are typically 2-3 weeks in length and are offered for academic credit. With permission, courses may be used to fulfill graduate requirements.

Students who meet the criteria listed below may be awarded a half-tuition scholarship for three graduate credits to be

used for one Notre Dame-sponsored short-term academic program abroad. To be eligible, students must have matriculated at Notre Dame; successfully completed at least 12 credits at the University in the graduate program; and have earned a GPA of at least 3.0.

Interested students should consult the term *Academic Experiences Abroad* brochure early in the academic year and contact the faculty sponsor.

STUDENT RECORDS

PRIVACY RIGHTS OF STUDENTS

Notre Dame of Maryland University is prepared to comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (Public Law 90-247, as amended) and any regulations that may be promulgated there. Students and others who want specific information regarding their rights of access to institutional educational records maintained in their names are advised to contact the registrar.

FILE CONFIDENTIALITY AND AVAILABILITY

The official academic records of all students, past and present, are housed in the registrar's office. The official transcript contains identifying information, a complete record of all coursework, transfer credits, academic status and any degree(s) or certificate(s) granted. The transcript is kept as a permanent record of the University. The student's academic folder, which is kept for matriculated students, includes the degree requirement checklist, application for admission, standardized test score reports, and transcript(s) from the college(s) attended. The admission application is also kept as a permanent record of the University.

For non-matriculated students, only a permanent record of course work completed at Notre Dame is retained.

These files, including the permanent record, are open for student review upon request. Members of the faculty or

administration also have access to the files if they have a legitimate interest in the material and demonstrate a need to know.

ADDITIONAL ACADEMIC FILES

Graduate program offices maintain files on each matriculated graduate student. These files include a summary of the information provided on the student's application materials, copies of relevant registration related forms, waiver forms, academic history reports and copies of any correspondence to the student. These files are retained for use of the offices only and are not official records or documents. Academic advisors have access to electronic grade reports and academic history reports of their advisees. They also maintain a checklist of the student's progress toward degree requirements. These files are retained for the advisor's use only and are not official records or documents.

Any additional academically related files held by individual members of the faculty and/or administration are for the use of the individual holder only.

OTHER RECORDS

The director of financial aid maintains files 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 are maintained for the use of health service personnel only. The student may request that a professional of his or her choice (medical doctor, psychiatrist) examine the health records. Such a request will be honored by the University health service.

GRADE REPORTS

Semester grade reports are accessible to students through their personal WebAdvisor account. Grade reports are also accessible to the student's academic advisor via WebAdvisor.

TRANSCRIPTS

No transcript will be issued without *written* authorization from the student. No telephone, e-mail 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.

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.

COURT REQUESTS

Notre Dame will honor court subpoenas for information from the 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.

RECORDS OF DECEASED STUDENTS

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

RELEASE OF INFORMATION

Notre Dame of Maryland University considers the following to be directory information: name, date and place of birth, address and phone numbers, classification, degrees and awards received, major/concentration, dates of attendance and participation in official activities/sports. Directory information may be released to the general public without prior written consent of the student.

To prevent the release of directory information, the student must present a written request to the registrar's office before the start of each semester. The information release hold is valid for one semester and must be submitted at the beginning of each subsequent semester. Holds placed on the release of information, prohibit release of all items of directory information to all outside persons, organizations or agencies.

PHOTO RELEASE

Notre Dame of Maryland University maintains the right to the use and reproduction of photographs taken of the student while the student is enrolled here, for present and future use in University publications and marketing efforts, without compensation to the student. If the student does not wish to have his or her photo used, the student must submit a signed statement to the registrar's office.

ADDRESS OF RECORD

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

STUDENT SERVICES

Notre Dame of Maryland University is committed to offering a supportive learning environment that welcomes each student to the campus community. Each student is encouraged to realize the greatest possible enjoyment and benefit from graduate study at Notre Dame. The University welcomes the full participation of graduate students in campus activities, including symposia, concerts, recitals, art exhibits and other events of interest.

COLLEGE OFFICES

Textbooks and other supplies may be purchased in the Triangle Bookstore (410-532-5395) on the lower level of Gibbons Hall. Textbooks can also be purchased online (ndm.edu). Parking decals may be obtained in the Office of Campus Security (410-532-5360) located in room 002, Gibbons Hall. Course registration may be conducted online, in person in the registrar's office on the main floor of Gibbons Hall, by mail, or by fax, 410-532-5789.

LOYOLA/NOTRE DAME LIBRARY

In the valley below Knott Science Center is the Loyola/Notre Dame Library. The Library's Web site is the gateway to a wealth of information, including numerous full-text databases, the Library's shared catalog (books from five other college libraries can be requested online and will be sent within 48 hours), research guides and tutorials, and the full resources of the Internet. Databases the Library subscribes to can be accessed from any computer on the campus network and are also available off-campus to current students.

The Library has concluded a major renovation project that has added additional computer workstations and group study spaces, an auditorium, a digital media lab, and other state-of-the-art facilities.

Books or articles not owned by the Library can be acquired through inter-

library loan. Reference librarians are available seven days a week and online to guide students using the Library and its resources.

THE BLACKBOARD™ LEARNING SYSTEM

The Blackboard™ Learning System is a Web-based online learning system that contains tools that facilitate communication among students, faculty, and staff and provides access to course program information and materials.

Blackboard enables students to:

- Access contact information for instructors.
- Communicate with faculty.
- Get information or feedback about assignments, grades etc. online.
- Collaborate and communicate with each other.
- Be informed of important Notre Dame events.

Access to a Blackboard account is given automatically with e-mail account creation. Information technology generally creates the same username and password for e-mail and Blackboard. Students who do not have an account should contact the Helpdesk at 410-532-5200.

To learn more Blackboard or training on the learning system, please contact the Graduate Studies Office at 410-532-5142.

CAMPUS COMPUTER TECHNOLOGIES

The University's main computer center is located in Rice Hall and serves as a hub for all campus networking, telecommunications and database administration. It is home to the Information Technology staff, supporting myriad applications and database servers, fiber distribution equipment, campus security, and telephone and networking systems.

Students may access the Internet and e-mail via the University's wireless network. Internet access is also available from the campus computer labs located in Rice Hall, and Knott Science as well as in Doyle and Meletia lounges, Gator Alley, Internet-

accessible classrooms, and residence hall rooms. All PC and Mac workstations support current computer applications including Microsoft Office, graphics, multimedia and many course-specific applications. Printers and scanners are available in most campus computing labs.

CAMPUS VIDEO SERVICES

The campus video network includes over 60 channels of the most popular entertainment stations available. The University also offers students a number of channels designed to support academic instruction: five channels to view in-house programs or taped events, three Loyola/Notre Dame Library education channels, one satellite feed channel, one Notre Dame Communication Arts channel (WCND), and one channel assigned as the campus bulletin board. Students can view 77 channels from any location on campus where a cable TV port is present. Cable TV ports are located in all classrooms, most general use areas, residence hall rooms, designated lounges and Gator Alley. A cable ready TV is required to view all available channels.

IT HELP DESK

Located in Rice Hall, the IT Help Desk is available to assist students, faculty and staff with many campus related technology questions. Additional services provided by the IT Help Desk include the production of the Notre Dame University Identification (ID) card and assistance with e-mail, Live@edu e-mail for students, online-learning support and Web Advisor accounts. For hours of operation please call (410) 532-5200 or e-mail the IT Help Desk at to helpdesk@ndm.edu.

NOTRE DAME PORTAL

The Notre Dame portal is the University's information gateway to "Get Connected." The portal provides students, faculty and staff access to the NDM Homepage, E-learning resources, campus communications and the IT Virtual Help Desk.

IT VIRTUAL HELP DESK

The IT Virtual Help Desk is a 24-hour online guide to many technology-based questions encountered by students, faculty and staff members. By linking to the IT Virtual Help Desk at <https://sps.ndm.edu/helpdesk/default.aspx>, access to account information, technology services, and FAQ's is available. Detailed information is available in the Help Me With... section including instructions regarding E-learning tools, Internet connectivity, and student software purchase programs.

E-MAIL

The University provides students with a free e-mail account for life. Microsoft's Live@Edu e-mail allows students to access e-mail from any computer or mobile devices with Internet connectivity. New students are issued a letter identifying the student's e-mail account name and password as well as instructions regarding the use of the University's e-mail system. The campus e-mail address is the official method of communication through which the University delivers information to the students, and the primary mode of communication between students, professors and advisors. All students are responsible for checking their campus e-mail on a regular basis.

NOTRE DAME ID CARD

Each enrolled student is provided with an official Notre Dame identification card (ID) at the IT Help Desk located in Rice Hall. Students are required to carry their ID card at all times. Based on permissions, the ID card provides door access to classroom buildings and residence halls, along with access to the resources in the Loyola/Notre Dame Library, Rice Hall Computer Labs, and the Fitness Center as well as meals at the Doyle Dining and Gator Alley facilities. Resident students should contact Residence Life for problems with access to the residence halls. Report lost or stolen

ID cards to the Safety and Security office immediately. Replacement ID cards can be obtained through the IT Help Desk in Rice Hall for a \$15 charge billed to the student's account.

PRINT & PHOTOCOPY SERVICES

Notre Dame offers student printing and photocopying services for a fee. Additionally, coin operated copy services are available in several areas across campus including the lower levels of Gibbons Hall (vending area opposite the Triangle Bookstore), Doyle Hall (vending area outside of Gator Alley) and the 1st floor of the Loyola/Notre Dame Library. Direct any questions or problems regarding coin operated copy machines to the Document Center located in Gibbons Hall lower level at 410-532-5310.

BOOKSTORE

The Triangle Bookstore is located in the lower level of Gibbons Hall. The bookstore carries rental, digital, used and new textbooks. Students can also purchase school supplies, college apparel, and a variety of snacks and personal items. Purchases in the bookstore may be charged to MasterCard, Visa, American Express or Discover. Students with financial aid credited to their account can use their Student ID card to purchase textbooks and various school supplies. The bookstore is open Monday – Saturday, and students can also access it online at www.ndm.bncollege.

ACADEMIC AND CAREER ENRICHMENT (ACE) CENTER

The Academic and Career Enrichment (ACE) Center is a comprehensive center designed to enhance student success and retention by providing students with a full array of support services essential to their academic and professional success. The mission of ACE is to support students in their efforts to become highly effective and active learners. ACE provides an all-inclusive suite of services to increase student achievement and confidence;

to help students assume responsibilities for their own success; and to foster their commitment to life-long learning.

Academic enrichment services include individual and small group tutoring to assist students in acquiring a command of a subject. Students may receive assistance with a specific assignment, prepare for an exam, or develop more effective study strategies.

Tutoring is available for all students and is free of charge. Tutoring is provided by appointment, and may take place in the ACE Center, at the Loyola/Notre Dame Library, in Residence Halls, or at other mutually convenient designated areas on campus. Instruction is provided by both peer tutors and staff.

ACE collaborates with academic affairs and advising to provide academic skill workshops and resources, as well as mentoring and academic support for students on academic probation. In addition, ACE collaborates with the Counseling and Disability Services office to provide support for students with disabilities.

Career enrichment services include individual and small group career counseling; counseling to help with selecting a major, and administration and interpretation of interest, skill, and value inventories and personality assessments. ACE also provides career counseling and support for students and alumnae seeking internships/experiential earning sites for academic credit. Additionally, it provides faculty development, technical assistance, and material support for service-learning. ACE offers online career development support services including a database of employers, internships, and volunteer service sites. It provides job search assistance to students and alumnae through resume preparation/ review, mock interviews, coaching regarding professional appearance and attire, and an active database of jobs and up-to-date information on local career fairs.

ACE helps students develop strategies to support informed career decision making and major selection through informational interviews with professionals in areas of career interest, career site visits, internships and employer visits to campus. ACE provides links to other student communities across the greater Baltimore area through coordination with the Maryland Career Consortium (MCC), a network of 14 area private and public colleges and universities, and with the Selected Liberal Arts Consortium (SLAC), a network of eight of the most selective liberal arts colleges and universities in Maryland and Virginia. The Academic and Career Enrichment Center is located in Theresa Hall 022. For information and hours, call 410-532-5387 or e-mail ace@ndm.edu.

DINING SERVICES

All graduate students are welcome in the Doyle Hall dining room and Gator Alley (in Doyle Hall) during the fall and spring semesters. The dining service features hot meals and a salad bar. Those with student ID cards are entitled to a discount on meals. Limited meal service is available during the summer and Winterim.

SAFETY AND SECURITY

Members of the office of public safety patrol the campus 24 hours a day, seven days a week. Public safety officers can be contacted through the campus switchboard by dialing "0" or "5360" or—for emergencies only—"6666." Public safety provides escorts in the evening and during overnight hours. Several emergency phones are located around campus; when the emergency button is activated, the blue light on top of the site oscillates and the caller is in direct, immediate contact with the communication base officer or switchboard. The phones also have a key pad that can be used to call any campus phone number. To reach someone from security or to call for an escort, dial "5360" from the phone pad.

The campus crime report is available at www.ndm.edu or from the office of public safety in Room 002 of Gibbons Hall.

PARKING

All vehicles parked on campus must be registered with the office of public safety. Notre Dame students who have registered their cars may park in any area designated for student parking, except those posted as reserved. No parking is allowed in areas designated with white painted curbs or a painted white striped area. Illegally parked or unregistered cars may be ticketed or towed at the owner's risk and expense. A student's grades and transcripts will be withheld until outstanding parking tickets are paid. A complete list of parking regulations can be viewed at: ndm.edu/studentservices/parking/parkingregulations.

SERVICES FOR STUDENTS WITH DISABILITIES

The University is committed to providing for the needs of all enrolled or admitted students. Students who have disabilities under Section 504 of the Rehabilitation Acts of 1973 and the Americans with Disabilities Act of 1990 should seek available assistance and make their needs known to the disability support services office. Notre Dame will make every effort for reasonable accommodations in providing the same opportunities for program and access to students with disabilities.

Students who require assistance because of a learning, physical or psychological disability are encouraged to contact Disability Support Services (DSS) as early as possible to discuss their needs. Disclosure of a disability is voluntary, and the information is maintained on a confidential basis. It is the student's responsibility to obtain any required documentation.

For information about specific documentation requirements, eligibility criteria and procedures for requesting accommodations, please visit us online at <http://www.ndm.edu/StudentServices/Disability/>

**LIBERAL STUDIES AND
PROFESSIONAL STUDIES PROGRAMS**

CONTEMPORARY COMMUNICATION

ENGLISH

KNOWLEDGE MANAGEMENT

LIBERAL STUDIES

LEADERSHIP AND MANAGEMENT

NONPROFIT MANAGEMENT

NURSING

PROGRAM OF STUDY

The Master of Arts in Contemporary Communication is a broad-based program for students seeking graduate education across a spectrum of communication approaches. The program allows students options to explore their needs, interests and goals ranging from development of communication skills to entrepreneurial communication.

"The classes I took in Notre Dame's Contemporary Communication program helped me understand things that were very relevant to my job. Now that I have received my master's, I realize that I am a more well-rounded professional.

The program helped me to update my communication skills and it reinvigorated my passion for my job. I encourage my colleagues to consider pursuing a Master of Arts in Contemporary Communication at Notre Dame!"

Claudia Costabile M'05

*International Communications Specialist, Johns Hopkins
Medicine International*

Through their coursework, students learn to bring critical analysis, creative insights, rhetorical sophistication and technological competence to their endeavors in communication and self-expression. The curriculum prepares students for careers as effective, strategically oriented communications professionals by providing them with a set of essential management 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,

and website 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 now 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 with art, communication, English and philosophy
2. Write clear, purposeful, audience-oriented communications
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 advancing 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 areas of communication or in fields of creative expression

CURRICULUM..... 33-36 CREDITS ←

Students must maintain a 3.0 (B) cumulative grade point average to remain in good academic standing. Students whose cumulative grade point average falls below 3.0 will be placed on probationary status. More than 2 grades of C or C+ will result in dismissal from the program.

REQUIRED COURSES..... 6 CREDITS ←

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

DISCIPLINE REQUIREMENTS 9 CREDITS ←

All students are required to take courses from the list below in at least 3 of 5 disciplines: Art, Communication Arts, Computer Studies, English and Philosophy.

TRACK REQUIREMENTS..... 18-21 CREDITS ←

The remaining courses for the completion of the degree will depend upon which track the student chooses.

The **Colloquium Project Track** requires 18 additional credits, for a total of 33 credits in the program. Students in this track complete a master’s project or thesis in conjunction with taking IDS-600 (Colloquium in Contemporary Communication). In addition to IDS-600, five more courses from the list below should be chosen in consultation with the student’s graduate advisor. Two of these courses may be taken from other graduate programs with approval of the graduate advisor.

After completing at least 27 credits, a student may apply for participation in IDS-600. To take IDS-600, students must have received no grade lower than B throughout the program, and must submit a formal project proposal by the required deadline (October 15 is the deadline for a spring project; March 15 is the deadline for a fall project). The graduate project should reflect the student’s particular interest in one of the Contemporary Communication fields.

CONTEMPORARY COMMUNICATION COURSES

Required Courses

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

Art

- ART-509 Graduate Photography Workshop (3)
 ART-511 Explorations in Western Art (3)
 ART-512 Explorations in American Art (3)

Communication Arts

- COM-505 Business Communication (3)
 COM-507 Film Themes (3)
 COM-509 Media Criticism (3)
 COM-511 Communication Issues (3)
 COM-515 Cross-Cultural Communication (3)
 COM-517 Communication and Gender (3)
 COM-520 Media Technology Management (3)
 COM-530 Independent Study (3)
 COM-550 Communication Theory (3)
 COM-556 Human Communication Research (3)
 COM-565 Communication Campaigns (3)
 COM-620 Public Relations Management (3)

Computer Studies

- CST-511 Topics in Information Systems (3)
 CST-554 Principles and Issues in Info Systems (3)
 CST-580 Managing Info in Web-Based World (3)
 CST-593 Web Development (3)
 CST-595 Multimedia Applications (3)

English

- ENG-503 Graduate Writing (3)
 ENG-512 Topics in Contemporary Literature (3)
 ENG-514 Rhetoric, Style, and Contemporary Communication (3)
 ENG-532 Comedy in Literature and Culture (3)
 ENG-535 Postmodern Fiction (3)

Philosophy

- PHL-521 Ethical Issues in Leadership (3)
 PHL-524 Critical Theories of Race (3)
 PHL-532 Culture and Its Philosophical Context (3)

Interdisciplinary

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

COURSE DESCRIPTIONS

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-511 EXPLORATIONS IN WESTERN ART

Investigates and analyzes selected topics in Western art from diverse periods in a seminar format that emphasizes class presentations and discussions. Students may examine propaganda in art, innovations in modern painting, criticism and art, art patronage, modern arts and iconography, and communicating the revolutionary fervor of the 19th century. May be taken for credit more than once as the topics vary. *3 credits.*

ART-512 EXPLORATIONS IN AMERICAN ART

Investigates and analyzes selected topics in American art and architecture from Colonial America and the United States in a seminar format that emphasizes class presentations and discussions. Particular attention is given to nearby monuments that reflect American interpretations of earlier styles, and to local collections of American art, including the Baltimore Museum of American Art and the Maryland Historical Society. Students may examine the American spirit in art, and American political messages in art and architecture. May be taken for credit more than once as topics vary. *3 credits.*

COM-505 BUSINESS COMMUNICATION

Analyze verbal and written communication patterns and messages in organizations. Learners evaluate the effectiveness of a range of methodologies and tools to persuade and inform different stakeholder groups. Learners will critique and create oral and written presentations ranging from communicating statistical information and offering a persuasive call to action, to creating executive summaries and editing the work of others. *3 credits.*

COM-507 FILM THEMES

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

COM-509 MEDIA CRITICISM

Presents traditional and contemporary critical frameworks for evaluation of the rhetoric of diverse mediated messages. Students explore how to apply these critical theories to a number of media messages. The course examines the connection between the medium and message in successful communication. *3 credits.*

COM-511 COMMUNICATION ISSUES

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

COM-515 CROSS-CULTURAL COMMUNICATION

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

COM-517 COMMUNICATION AND GENDER

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

COM-520 MEDIA TECHNOLOGY MANAGEMENT

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

COM-530 INDEPENDENT STUDY

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

COM-550 COMMUNICATION THEORY

Provides students with a solid foundation in scholarly literature of the communication field. Application of theory to contemporary research questions is stressed. Systems theory, situational theory, theories of social influence and mass communication will be surveyed. The primary work of the course is preparation of a literature review regarding a topic of interest. *3 credits.*

COM-556 HUMAN COMMUNICATION RESEARCH

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

COM-565 COMMUNICATIONS CAMPAIGNS

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

COM-620 PUBLIC RELATIONS MANAGEMENT

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

CST-511 TOPICS IN INFORMATION SYSTEMS

Includes a variety of topics which focus on applications and issues related to current technology. Students develop technology-related projects to enhance business. *3 credits.*

CST-515 TECHNOLOGY IN CONTEMPORARY COMMUNICATION

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

CST-554 PRINCIPLES AND ISSUES IN INFORMATION SYSTEMS

Introduces the fundamental principles of information systems and subsystems and how they work together to facilitate decision-making. Students will evaluate cases in database organization, data communication, systems analysis and design and computer security in terms of their impact on the data/information/decision process. *3 credits.*

CST-580 MANAGING INFORMATION IN A WEB-BASED WORLD

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

CST-593 WEB DEVELOPMENT

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

CST-595 MULTIMEDIA APPLICATIONS AND PROGRAMMING

Explores the world of animation as an enhancement and alternative to traditional information delivery. Studies the elements of animation including graphics, sound, interactivity, feedback and special effects, as well as techniques for planning and developing appropriate and effective applications in Adobe Flash. Students will complete a number of practical projects as well as a team-developed real-world application. *3 credits.*

ENG-503 GRADUATE WRITING

Develops the writing skills that are essential in every workplace. Emphasis is on the relationship between thinking and writing, being able to present with clarity and coherence the message in written form. What distinguishes the manager or managerial candidate is the ability to present written matter with precision, economy, accuracy and grace. While the course presents business-related writing the focus is on simply being able to write well. Learners enhance their skills through a series of writing experiences. *3 credits.*

ENG-512 CONTEMPORARY TOPICS IN LITERATURE

Offers students an opportunity to explore in depth a specific significant contemporary author, a particular literary genre, works developed in postcolonial cultures or an overriding theme in contemporary literature. Exact nature of the course will be dictated by the area of expertise of the instructor. *3 credits.*

ENG-514 RHETORIC, STYLE AND CONTEMPORARY COMMUNICATION

Explores briefly the historical nature of rhetoric and then focuses on contemporary style, examining the nature of rhetoric as a tool in the media of popular culture. In such diverse areas of pop culture as song lyrics, advertising copy, plays, poetry, TV sitcoms, political discourse and polemics, scientific writing and discussion and sports news the course explores how rhetoric is employed to shape the message. *3 credits.*

ENG-532 COMEDY IN LITERATURE AND CULTURE

Examines the varieties, uses, and implications of comedy, viewing it simultaneously as a social skill, an art of communication, and a form of literature. Illustrates and analyzes the role of humor in social rituals, in persuasion, in interpersonal behavior, in community building, in ethics and decision-making, and in the pursuit of happiness, exploring the dynamic relationship in art and life between rejection and acceptance, judgment and celebration, and repression and liberation. *3 credits.*

ENG-535 POSTMODERN FICTION

Introduces the student to the literature of our contemporary world and explores the nature of language in a world constructed in words. In examining whether language can reflect a coherent, meaningful, objective world, the novelists explored in the course allow us to travel with them in searching for meaning in the imaginative life. Writers may include A.S. Byatt, Kate Atkinson, Patricia Duncker, John Fowles and Thomas Pynchon. *3 credits.*

IDS-510 APPROACHES TO COMMUNICATING IN CONTEMPORARY CULTURE

Assumes that language is the basis for all communication and examines the nature of language and semiotics through the exploration of recent philosophical thinking. This required course explores communication theory, post-modern art, and postmodern fiction through four of the five disciplines in the Contemporary Communication program: Communication Arts, Philosophy, Art and English. The fifth discipline Computer Science is explored in the required CST-515 course. **IDS-510 should be taken within the first 9 credits in the program.** *3 credits.*

IDS-512 WRITING WORKSHOP

Focuses on one or more areas of writing for a contemporary audience. In the workshop environment writing of students is critiqued and evaluated by the other writers in the course as well as the instructor. Course could focus on journalism, feature writing, writing for popular media, creative non-fiction, the essay, poetry, playwriting, screen writing, fiction or a combination of genres dependent on the choice and expertise of the instructor. Course may be repeated to explore a different genre. Permission of the instructor will be required to enroll. *3 credits.*

IDS-600 COLLOQUIUM IN CONTEMPORARY COMMUNICATION

Develops the Master's project to integrate and build upon previous work in Contemporary Communication. Under the direction of a faculty advisor, the student produces a scholarly research manuscript, an original work of creative writing or art, or an original technical/software product. The format and length of the project will be determined with the guidance of the Contemporary Communication council and the project advisor. Prerequisite: at least 27 credits completed in the program. *3 credits.*

PHL-521 ETHICAL ISSUES IN LEADERSHIP

Analyzes a range of ethical issues and dilemmas inherent to corporations and leadership in relation to both the external environment and the internal processes of the organizations. Learners explore these issues through a series of cases analyses. *3 credits.*

PHL-524 CRITICAL THEORIES OF RACE

Examines the concept of race and the phenomenon of racism in the United States. Through an in-depth reading of several historical and contemporary works, this seminar addresses issues such as: the concept of race as both constructed and real, the politics of racialized identity, theorizing multiple oppressions, white privilege, and epistemologies of ignorance. *3 credits.*

PHL-532 CULTURE AND PHILOSOPHICAL CONTEXT

Introduces students to the influential philosophical accounts of race, gender, technology, culture, and language generated in the 20th and 21st centuries. Emphasizes the ethical implications of the ways meaning, identity, culture, and power function in contemporary culture. *3 credits.*

PROGRAM OF STUDY

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 requisite to becoming better teachers of English at the secondary level and to prepare students for doctoral-level work in English.

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, 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 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.

The course of 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 take two required core courses 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 five required courses in literary movements, providing breadth in literary history.

Additionally, students take any three of the four topics seminars offered to their cohort. The topics courses will provide students with depth in particular, significant topic areas and give them the seminar experience central to pedagogy in literature. Students may transfer in up to two graduate seminars from another accredited English graduate program, at the discretion of the English Graduate Council, to count toward one or two topics seminars.

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 taken only twice, and the student must pass it in order to earn the master’s degree.

CURRICULUM..... 30 CREDITS ◀

REQUIRED CORE COURSES 6 CREDITS ◀

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

LITERARY MOVEMENTS COURSES.....15 CREDITS ◀

- 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)

TOPICS SEMINARS.....9 CREDITS

Choose from among the following, as offered:

ENG-548 Classical World Literature (3)

ENG-549 Modern World Literature (3)

ENG-551 Literary Utopias (3)

ENG-558 Multicultural American Literature (3)

COURSE DESCRIPTIONS**ENG-501 RESEARCH METHODOLOGIES OF LITERARY CRITICISM**

Provides an overview of literary research methods, bibliography, and research writing. Students will use the major research tools and databases in literature and apply these research strategies to the study of selected literary and historical works on one specific topic in literary theory. Students will also learn how to analyze secondary sources and incorporate their findings into their own writing in order to develop the skills necessary to producing original literary criticism. The course is designed to prepare students for the research and writing required in the master's degree in English program. *3 credits.*

ENG-508 CONTEMPORARY LITERARY THEORY

Examines prominent literary theories that have influenced the analysis and interpretation of literature in the last century. Theories studied range from formalism, structuralism, and post-structuralism, to psychoanalytic and reader-response theories, to cultural-oriented theories, such as feminism, Marxism, and new historicism. Students will master theoretical concepts and methodologies as well as apply theoretical literary concepts to specific works of literature. *3 credits.*

ENG-518 MEDIEVALISM

Focuses on ideas, arts, and practices characteristic of the Middle Ages as portrayed in English literature before 1485, with some reference to influences from the continent. Brief overviews of the oral formulaic tradition of Old English poetry and the historical and legendary works of Bede and Geoffrey of Monmouth form a preliminary backdrop for the period. Selections from Chaucer's *Canterbury Tales* in the original Middle English introduce students to the roots of their language and provide examples of literary genres such as fabliau, fable, exemplum, and the Breton lay of Marie de France. Through Thomas Malory's *Morte D'Arthur* students analyze another popular medieval genre, the prose romance, and explore Arthurian themes that have pervaded literature into modern times. In addition to these major works, some attention is also given to samples of medieval

drama, mysticism, and allegorical social satire. Readings highlight estates satire, the church's use of literature and art as a teaching device, and contradictory images of medieval anti-feminism vs. the veneration of women. *3 credits.*

ENG-519 RENAISSANCE AND NEOCLASSICISM

Explores poetry, drama, and prose of the English Renaissance, the Spanish Golden Century, and Neoclassicism. Influenced by the Italian rebirth of Greek and Roman philosophy and literature, and disseminated by the miracle of the printing press, the Elizabethan and Jacobean ages produced great writers of English literature, including Shakespeare, Milton, Spenser, Marlowe, Donne, and others, who will be read and critically analyzed. The Restoration and Age of Reason gave us poetry, literary criticism, essays, drama and the emerging new genre, the novel. Selected writers of the period will be read and analyzed with a particular focus on women's issues. Critical response papers are required as well as the presentation of seminar papers on specific authors and/or topics. *3 credits.*

ENG-528 ROMANTICISM

Examines major concepts and themes of British and American Romanticism. Major Romantic concepts include a belief in the spiritual and restorative powers of nature, the importance of the imagination, and the truth of the emotions. Major Romantic themes include the pursuit of the Ideal, glorification of nature, centrality of the common man, and love of the supernatural and mysterious. Writers studied include British Romantic poets Wordsworth, Coleridge, Keats and Byron, and American Romantics Thoreau, Poe, Hawthorne, Dickinson, Radcliffe, and Emerson. *3 credits.*

ENG-529 REALISM AND VICTORIANISM

Examines major literary works of the realism period of the nineteenth century, with a primary focus on English, American, and continental fiction, the genre in which realism finds its greatest variety and richness. Students will explore the foundations of realism and its literary relation naturalism, including the psychological basis of character, the uniqueness of individual experience, the use of the commonplace, the goal of objectivity in reporting what novelist W. D. Howells called

“the truthful treatment of material,” new ideas concerning the purposes of fiction—including the sometimes disparaged “novel with a purpose”—and verisimilitude. Selected novels will emphasize the roles and condition of women of the period. Students will explore the importance of the magazine to the rise of the realistic novel and will also read examples of the literary criticism of the period in order to appreciate the parameters set for fiction by a new generation of professional literary critics. *3 credits.*

ENG-538 MODERNISM AND POSTMODERNISM

Examines the poetry, drama, and fiction of selected representative writers and analyzes the works from various literary theoretical perspectives. Course will trace Modern concepts of radical individualism, re-contextualization through myth, dominance of psychoanalytic thinking, emancipatory emergence—particularly as it relates to women, and the shift from an epistemological to an ontological aesthetic in the works of modernists such as Yeats, Pound, Eliot, Woolf, Joyce, Faulkner, O’Neill, and others. In the context of the contractual nature of language and its development with structuralism, post-structuralism, and deconstruction, we will analyze the works of postmodern poets, playwrights, and novelists such as Beckett, Ionesco, Churchill, Byatt, Morrison, and Nabokov. Critical response papers are required, as well as the presentation of seminar papers on specific authors and/or topics. *3 credits.*

ENG-548 CLASSICAL WORLD LITERATURE

Analyzes classics of world literature from ancient to pre-modern times, learning to identify and appreciate the qualities that make a work a classic, including its enduring worldview, its style, its impact, and its universality. The course will explore such issues as social and familial relationships, gender roles, the relationship between the individual and society, differing value systems, mythopoetic and folkloric influences on literature, elements of narrative, poetic, and conceptual structure in the works, and the ways in which literature shapes our perception of reality. Texts covered may include works by Homer, Sophocles, Aristophanes, Herodotus, Ovid, and Virgil from classical times, selections from Gilgamesh, the Bible, the Qur’an, the Bhagavad Gita (or another Vedantic book), the Tao Te Ching, and Persian poetry, works like *The Art of War* by Sun Tzu and *The Pillow Book* by Sei Sei Shonagon, and more recent works regarded as classic by such authors as Dante, Boccaccio, Rabelais, Molière, Cervantes, and Goethe. *3 credits.*

ENG-549 MODERN WORLD LITERATURE

Examines contemporary literature from around the world, either in translation or written in English, analyzing it in terms of cultural differences, gender roles, literary archetypes, universalities of human experience and thought, and each book’s thematic focus and philosophical outlook. Potential issues raised by the course include existentialism in literature, symbolism and magical realism as literary styles, self-consciousness and structuralism in literary form, experimental fiction, the relationship of literature to political and cultural change, ethnocentrism and global consciousness, and the increasing emphasis in contemporary literature on the individual’s responses to a bewildering, frustrating, and sometimes oppressive social context. *3 credits.*

ENG-551 LITERARY UTOPIAS

Traces the political, philosophical, social, and scientific concepts underlying different utopian and dystopian societies, linking these concepts to the theory of human nature on which they are based. The course moves from the genre-creating Renaissance classic, Thomas More’s *Utopia*, back to Plato’s Republic and forward through the satiric 19th century “nowhere” of Butler’s *Erewhon* to 20th century writers like Huxley, Zamyatin, Gilman, LeGuin, and Piercy. Discussions focus on such themes as the effect of the author’s “real” world on his/her utopian or dystopian world, variations in the treatment of women and family relations, and the tone of the work (e.g., satiric, pseudo-scientific, realistic, romantic). The seminar format expands basic course readings by including additional works analyzed in major research projects. *3 credits.*

ENG-558 MULTICULTURAL AMERICAN LITERATURE

Examines works by writers of various ethnic groups in twentieth- and twenty-first-century America, with emphasis on African American, Arab American, Asian American, Jewish American, Native American, and Latino/a writings. Readings will come from several literary genres, including novels, short stories, and poetry, but students will also read theory and criticism relevant to recent work in ethnic and feminist studies. *3 credits.*

Knowledge Management (KM) is the systematic process of developing, organizing, retaining and using knowledge resources that contribute to an organization's sustained success. Because the knowledge-based economy and the explosive growth of internet-related information have increased the need for the creative and effective use of knowledge, KM is a rapidly expanding field. Notre Dame's Master of Science in Knowledge Management is designed meet the growing demand for KM professionals in today's economy.

Both public and private organizations must now manage the architecture of knowledge from a variety of traditional and internet-based resources. To adapt and thrive in a fast-changing, competitive economic climate, organizations need KM professionals who will enhance their ability to serve clients and realize strategic priorities. In Maryland, with its rich environment of corporations, medical enterprises, government agencies and nonprofit organizations, KM professionals play critical roles in the development and implementation of strategic initiatives to store, organize, and analyze data.

PROGRAM OF STUDY

Notre Dame's Master of Science program in Knowledge Management is a multidisciplinary program of computer studies, mathematics and economics. The program focuses on competencies in areas of knowledge management technologies, quantitative processes, and economic principles of change and risk management. It prepares professionals to specialize in the creation, enhancement and use of knowledge.

The Knowledge Management program involves 36 credits of coursework. Classes are offered in a cohort model: seven-week classes, one night a week, two consecutive courses per semester. The program builds skills and knowledge in areas that are crucial to potential employers. For example, students will gain an understanding of the role of knowledge management in organizations of all types and size, and learn how to implement the strategies and technologies needed for managing knowledge and instituting changes within organizations. They will apply the principles and techniques of content management in filtering, ranking, and disseminating information, and develop ethical practices for accessing and processing information in the design and implementation of knowledge management strategies. Students will also study how to incorporate data security and privacy protection into knowledge management operations.

CURRICULUM..... 36 CREDITS ←

COMPUTER STUDIES COURSES 24 CREDITS ←

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

MATHEMATICS COURSES 6 CREDITS ←

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

ECONOMICS COURSES 6 CREDITS ←

- ECO-550 Managerial Economics (3)
- ECO-560 Risk Analysis (3)

COURSE DESCRIPTIONS

CST-530 FOUNDATIONS OF KNOWLEDGE MANAGEMENT

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

CST-531 DATA DESIGN AND MANAGEMENT

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

CST-532 KNOWLEDGE TOOLS

Studies concepts for SQL procedures, functions, packages and Internet database connectivity. Web application development techniques based on client and server-side programming are introduced. Standard methods and protocol for knowledge representation and exchange over the Internet such as XML, RDF, SOAP, WSDL and UDDI are discussed. *3 credits.*

CST-540 ADVANCED KNOWLEDGE TOOLS AND TECHNOLOGIES

Analyzes Internet-based knowledge tools and platforms including social media, blogs, unified messaging, portals and other unstructured data source on the Internet. Current knowledge management tools and technologies include content management, business intelligence, search engines, intelligent agents, mind mapping and idea processors, enterprise knowledge portals, collaboration and learning systems. *3 credits.*

CST-550 PROJECT MANAGEMENT

Reviews the application of project management tools as they apply to the systems development life cycle, including planning, organizational structure, and control mechanisms. Research assignments relate to the design and implementation of knowledge construction and management. *3 credits.*

CST-610 CRITICAL INQUIRY

Studies the role of critical thinking, evaluation and research in information and knowledge work. The course will cover the steps in carrying out a research project: problem identification, theoretical framework, methodological design, data collection and analysis; developing a research proposal; communicating research results; and assessment and use of results of research studies. The course will also provide a critique and review of research studies, and discuss ethical concerns and issues associated with research. *3 credits.*

CST-611 DATA SECURITY

Provides an overview of both the theory of and applications for providing privacy, ethics and security in database management systems. Concepts include discretionary and mandatory access control, data integrity availability and performance, secure database design, data aggregation, data inference, secure concurrency control and secure transactions processing. *3 credits.*

CST-620 DATA MINING AND WAREHOUSING

Provides an overview of the data mining and warehousing components of the knowledge discovery process. Data mining applications are introduced, and the application of statistical algorithms and techniques useful for solving problems are identified. Students will study development issues such as identification, selection, acquisition, processing, search and retrieval. *3 credits.*

ECO-550 MANAGERIAL ECONOMICS

Introduces economic methodologies to managerial decisions. Examines consumer demand, production costs, and output/price combinations that maximize firms' goals under different market structures. Applies basic math and statistics tools to evaluate business choices. All statistics and mathematics used in the class are explained in basic terms at the point of first usage. *3 credits.*

ECO-560 RISK ANALYSIS

Covers risk analysis as an evolving paradigm for decision-making in uncertain situations. Risk analysis consists of three tasks: risk management, risk assessment and risk communication. This course introduces the language, models and methodologies of risk management, assessment and communication with an emphasis on the need for addressing uncertainty in all phases of decision-making. *3 credits.*

MAT-575 ADVANCED STATISTICS

Covers concepts of testing for use in professional sciences, including simple linear regression, correlation, multiple regression, fixed and random effects, analysis of variance, analysis of covariance, experimental design, multivariate methods and various statistical packages. *3 credits.*

MAT-576 DATA AND DECISION MODELING

Provides an application-oriented introduction to the modeling techniques used to structure the way we think about managerial decision situations. Methodologies considered include decision analysis, simulation, optimization and sensitivity analysis. Stochastic models are developed with applications to finance, operations management, logistics and resource allocation. *3 credits.*



H.W. Wybold

LEADERSHIP AND MANAGEMENT WITH A HUMAN PERSPECTIVE

The fast paced, highly competitive world requires individuals who are not only good managers but also strong leaders at every level of an organization. The MA in Leadership and Management at Notre Dame of Maryland University prepares leaders who act from an ethical base to master challenges and effect change. While management and leadership are closely related they are distinguishable. Both entail influencing others and are concerned with effectively accomplishing goals. Management is commonly seen as focused on ways to reduce chaos in organizations and make them run more effectively and efficiently through planning and budgeting, organizing and staffing, controlling and problem solving. Leadership is concerned with establishing direction, aligning people as well as motivating, empowering and inspiring individuals. Leadership is the capacity to influence others by unleashing their power and potential as individuals, in teams and as members of an organization to impact what is best for all involved (Blanchard, 2007).

The Master of Arts in Leadership and Management degree offers a focused approach to excellence in the management of organizational resources and human capital. The program is designed for professional women and men in many different

fields who anticipate or currently assume administrative leadership responsibilities in their organizations. The mission of the program is to prepare leaders who act from an ethical base to master challenges and effect change toward the realization of individual and organizational potential.

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

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

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"At the College of Notre Dame, I became involved with a diverse group of hard working, dedicated students who wanted to enrich their lives through education. I highly recommend it to anyone interested in securing an advanced degree for either personal enrichment or career advancement."

H.W. Wybold M'03
Network planning and Engineering, Baltimore, MD
.....

Another distinctive feature of this program is its multidisciplinary foundation in business and the liberal arts. The required curriculum includes courses in business communications, leadership ethics, economics, management, 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, with a greater capacity to integrate different perspectives in responsible, creative planning and problem solving. Students graduate with a balanced set of leadership and managerial skills and values that enable them to develop the resources of an organization for greater productivity and benefit to society.

PROGRAM OF STUDY

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

Students may select an area of concentration or create an individualized specialization for their remaining 12 credits. The areas of concentration are Health Care Administration, Human Resource Management, Information Systems, and Project Management. The concentrations provide depth in the subject areas.

A baccalaureate degree is required for admission. Computer competency in word processing, presentation software and spread sheet applications is required. However, there are no undergraduate prerequisites in business. Applicants who have recently earned a baccalaureate in business, with a superior academic record,

may be granted advanced standing upon admission into the program. Students with advanced standing may waive up to nine credits from the core curriculum. All of the requirements for the degree must be completed within seven years from the date of admission. Most students, however, will need considerably less time to earn the degree.

Students must maintain a 3.0 (B) cumulative grade point average to remain in good academic standing. Students whose cumulative grade point average falls below 3.0 will be placed on probationary 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 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.

Courses are scheduled primarily on weekday evenings for the convenience of students. Part-time graduate 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) may not be employed more than 24 hours a week and must receive permission from the dean of the School of Arts and Sciences. All graduate students are restricted to three credits during the Winterim semester.

Students completing this program should understand:

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

Students should be able to:

- apply critical analysis and creative thinking in developing organizational effectiveness
- apply technological advances in information systems management
- understand the need for objectivity in gathering and analyzing information in management and leadership decision-making processes
- examine organizational problems, develop sound solutions, and evaluate consequences of actions

Students should recognize the importance of:

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

CURRICULUM

CENTRAL CORE27 CREDITS ◀

- BUS-501 Managing in a Dynamic Environment (3)
- BUS-530 Financial Analysis (3)
- BUS-537 Aspects of Financial Reporting (3)
- BUS-558 Leadership and Organizational Development (3)
- BUS-560 Marketing Management (3)
- COM-505 Business Communication (3)
- CST-554 Principles and Issues in Information Systems (3)
- ECO-548 Economic Theory in Management (3)
- PHL-521 Ethical Issues in Leadership (3)

After review of a student’s admissions essay and/or GRE or GMAT exam scores, a student may be required to complete ENG-503 Graduate Writing within their first nine credits at Notre Dame.

CONCENTRATION OR INDIVIDUALIZED SPECIALIZATION12 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 complete 12 credits of course work of special interest in business, economics, communications, nonprofit management, computer studies, leadership, and project management

HEALTH CARE ADMINISTRATION

The Health Care Administration concentration provides the student with a comprehensive framework for understanding the U.S. health care system, including institutions, professionals, economics of health care markets, financing of health care services as well as ethical issues arising from technology advances in health care delivery. Students must take four of the following courses:

- BUS-520 Introduction to the U.S. Health Care System (3)
- BUS-521 Health Care Economics (3)
- BUS-523 The Business of Healthcare (3)
- BUS-525 Health Services Financing (3)
- NUR-518 Health Policy (3)

HUMAN RESOURCE MANAGEMENT

This concentration prepares students to integrate and apply the theories, principles and methodologies of human resource management focusing on its strategic role in

today's organizations. Concentration courses prepare students to perform effectively in the expanded role of human resources now responsible for reshaping organizational structures and cultures, building strategic partnerships and designing customized solutions for internal clients.

BUS-500 Human Resource Management (3)

Students must take three of the following courses:

BUS-540 Human Resource Development (3)

BUS-541 Legal Issues in Human Resource Management (3)

BUS-542 Performance Management Systems (3)

BUS-545 Compensation Strategies (3)

INFORMATION SYSTEMS

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

CST-511 Topics in Information Systems (3)

CST-530 Foundations of Knowledge Management (3)

CST-580 Managing Information in a Web-Based World (3)

CST-593 Web Development (3)

Other graduate CST courses may be substituted with the permission of the advisor.

PROJECT MANAGEMENT

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

BUS-640 Leading Projects in Contemporary Organizations (3)

BUS-641 Project Monitoring and Delivery (3)

BUS-642 Management of Project Performance (3)

BUS-643 Delivering Business Process Improvement (3)

INDEPENDENT STUDY AND MASTER'S PROJECT

Students interested in the independent study option must coordinate the 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. Students also may choose a more comprehensive master's project for six credits. Students selecting a master's project must coordinate the project early in their program with the lead faculty member for the concentration or the designated alternate.

COURSE DESCRIPTIONS

BUS-500 HUMAN RESOURCE MANAGEMENT

Examines basic human resource management issues — strategic workforce planning, hiring, training, personnel evaluation and compensation. Learners apply the theory of each of these areas to one position of their choosing, developing a portfolio of practical, useful human resource applications. *3 credits.*

BUS-501 MANAGING IN A DYNAMIC ENVIRONMENT

Presents contemporary management practices ranging from planning, organizing, controlling, staffing, leading and evaluating to applying contemporary practices in organizational development. Learners explore organizational administration theories and apply them in practical ways through interactive cases. Learners also use the current literature to enhance their understanding of emerging research and trends. *3 credits.*

BUS-511 TOPICS IN BUSINESS

Examines special topics and issues in management. Course content changes to address contemporary thinking and issues. Course may be taken more than once under different topics. *3 credits.*

BUS-512 TOPICS IN FINANCE

Examines special topics and issues in finance. Course content changes to address contemporary thinking and issues. Course may be taken more than once under different topics. *3 credits.*

BUS-520 INTRODUCTION TO THE U.S. HEALTH CARE SYSTEM

Introduces the student to the organization and structure of the U.S. health care system, including institutions, professionals and government programs. Topics also include policy issues relating to access, efficiency and quality of health care services. *3 credits.*

BUS-521 HEALTH CARE ECONOMICS

Examines economic theory as it relates to the delivery of health care services in the United States. Topics include the role of competition in the delivery of health care services, whether greater expenditures on health care insures better health, cost shifting, the cost of prescription drugs, and universal access to health care services. *3 credits.*

BUS-522 ESSENTIALS OF HEALTHCARE FINANCE

Introduces the learner to basic principles of accounting, the financial statements used by health care organizations and tools used by health care managers for financial analysis and decision making. Orients learners to financial accounting practices, leading to the preparation of a balance sheet and income statement. Topics include break even analysis, capital budgeting and principles of reimbursement. *2 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.*

BUS-525 HEALTH SERVICES FINANCING

Introduces the student to public and private forms of financing health care services in the United States. Topics include Medicare, Medicaid, managed care and new forms of health insurance. Special focus will be given to the Maryland all-payer rate system. *3 credits.*

BUS-530 FINANCIAL ANALYSIS

Emphasizes the foundation areas of finance to assist learners in practical business decision making. Introduces financial management concepts including time value of money, net present value and alternative measures, financial ratio analysis, capital budgeting, cost of capital, and asset valuation.

Prerequisite: BUS-537 Aspects of Financial Reporting or permission of the chair of the department. *3 credits.*

BUS-533 ADVANCED FINANCIAL ANALYSIS

Emphasizes the foundation areas of investment management including securities markets, stock and bond valuation, portfolio theory, asset allocation, the efficient market hypothesis, and investment decision-making. The course includes completing a research project as well as building a diversified investment portfolio for a hypothetical client. Projects involve written and oral reports.

Prerequisite: BUS-530, BUS-537. *3 credits.*

BUS-534 INVESTMENT ANALYSIS

Emphasizes concepts and practices of investing in financial markets with particular focus on the valuation of securities through the analysis of safety, income, and marketability. Topics include efficient market hypothesis and portfolio theories. Learners use case analyses and portfolio simulations to develop their skills.

Prerequisite: BUS-530 or permission of department chair. *3 credits.*

BUS-537 ASPECTS OF FINANCIAL REPORTING

Orients learners to financial accounting practices, leading to the preparation of financial statements. Learners acquire a basic knowledge of the language of accounting and the elements of the balance sheet, income statement and the statement of cash flows. Topics include the application of accounting theory and generally accepted accounting principles to business transactions, and the use of ratios and other tools to analyze financial reports. *3 credits.*

BUS-540 HUMAN RESOURCE DEVELOPMENT

Explores the philosophy and practice of human resource development or training in organizations. Learners consider the common developmental needs of workers at different stages of their careers and the role of staff development and training within the context of total organizational development. Readings, case analyses, and group discussion are integral to this experience. *3 credits.*

BUS-541 LEGAL ISSUES IN HUMAN RESOURCE MANAGEMENT

Explores the fundamentals of workplace law. Emphasizes federal and state equal employment law, compensation and benefits law, legal termination practices and labor relations. Learning is based on readings, interactive discussions about the practical applications of legal theory, and a major research paper. *3 credits.*

BUS-542 PERFORMANCE MANAGEMENT SYSTEMS

Presents a systemic integration of compensation, incentive and reward systems with corporate management strategy. Examines the role of employee involvement, total quality and work teams in performance management through textual readings, role play, and case study analyses. *3 credits.*

BUS-545 COMPENSATION STRATEGIES

Explores in depth the concept of compensation in the workplace, encompassing all forms of financial returns and tangible services and benefits employees receive as part of the employment relationship. Included are an exploration of the total returns for work, including cash compensation and benefits, and such relational returns as recognition and status, employment security, challenging work and learning opportunities. Special focus will be given to the selection, development and implementation of appropriate compensation strategies, given the external environmental influences and realistic internal resource constraints with which today's organizations must cope. *3 credits.*

BUS-551 LEADERSHIP'S DARK SIDE

Goes beyond the usual concepts of business ethics and leadership prescriptions to study the dark side of leadership. The subject of leadership ordinarily is taught from the perspective of effectively shaping organizations through exemplary behaviors. Transformational leadership in particular is seen as inherently moral. Yet history and current events clearly show that many leaders are unethical, immoral, and incompetent at least some of the time. Furthermore, such leaders attract and retain followers who collude with leadership's dark side. This course goes to the heart of leadership's dark side by exploring the personality and psychology underpinning the dance between leaders and followers and the factors that lead them to perpetuate dark side behaviors. *3 credits.*

BUS-554 WOMEN IN MANAGEMENT

Increases the learner's awareness of societal expectations, pitfalls, and opportunities faced by women in the workplace. By exploring typical female and male approaches to leadership and the world of work through readings, experiential exercises, and personal reflection, the learner will develop strategies for personal growth and career development. *3 credits.*

BUS-558 LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT

Develops learners' personal capacities to lead and manage organizational change effectively. Participants articulate a personal leadership vision and develop effective models for managing opportunities and problems within changing organizational systems. Learners present case studies, research current leadership issues in the organizational settings of their choice, and reflect on their findings and personal growth through journaling.

Prerequisite: Completion of 18 credits in the program. *3 credits.*

BUS-559 NON-POSITIONAL LEADERSHIP

Provides the opportunity to explore the importance of non-positional leadership—leadership through influence and ideas—in our communities and workplaces. The ability to influence others is at the crux of leadership. Influence has little to do with being the boss! The traditional model of top-down leadership comes from the context of leading others within organizations; however, influencing others occurs across a broad range of positional and non-positional leadership settings. Although most leadership courses focus on positional leadership, non-positional leadership is becoming more important in our networked world and flattened organizations. *3 credits.*

BUS-560 MARKETING MANAGEMENT

Examines the concepts and processes used in designing and implementing market-driven strategies. Course participants learn a marketing strategy decision making process which takes full advantage of secondary data resources. Case studies provide learners with an opportunity to design marketing strategies utilizing the marketing principles, descriptive statistics, competitive information and management functions such as analysis, planning, implementation and control. *3 credits.*

BUS-561 ELEMENTS OF MARKETING COMMUNICATIONS

Examines in-depth the roles that sales promotion, advertising, public relations, direct marketing and personal selling play in the accomplishments of a firm's marketing objectives.

Prerequisite: BUS-560 or permission of department chair. *3 credits.*

BUS-562 LEADING ORGANIZATIONAL CHANGE

Examines the core problems organizations and people face as they move through the dynamic processes of innovation and change. Leading change is a complex, long-term and challenging endeavor and a central process in the practice of leadership. Change is studied at every level, individual, organizational and societal, through a contextual lens. Students will identify highly successful change efforts and evaluate the strategies and techniques used. The key issues of changing behaviors, getting the rational mind and emotional mind to work together, overcoming resistance to change, and the role of leaders in the process will be important themes. *3 credits.*

BUS-640 LEADING PROJECTS IN CONTEMPORARY ORGANIZATIONS

Explores project management from a strategic management perspective, focusing on development of leadership skills in the management of project teams. Examines the roles of manager and management team; project selection, organization, and planning process; communication and negotiations; and the tactical and strategic implications in a project environment. The course also covers the management of business/computer information technology projects including a discussion on development approaches, technical aspects of project estimation, and manual and automated project management tools. **Prerequisite:** Basic knowledge of Microsoft Project. *3 credits.* **Online learning experience.** *3 credits.*

BUS-641 PROJECT MENTORING AND DELIVERY

Examines the various interrelated functions impacting project deliveries and how these functions contribute to the strategic success of an enterprise. It is designed to provide the advanced knowledge required to develop, analyze and change a project plan, determine risk and allocate the necessary resources to effectively manage and complete a project in a simulated environment. **Online learning experience.** *3 credits.*

BUS-642 MANAGEMENT OF PROJECT PERFORMANCE

Examines the aspects of project risk, cost and schedule management. Identifies the management processes required to ensure the project is completed within budget and on schedule. Focuses on the triple constraints of cost, scope, and time. Provides the fundamental knowledge required to cost a project, develop a project plan, and allocate the necessary resources to manage a project. Also establishes the means to analyze risks and opportunities within projects, and identifies methods for reducing and mitigating risks. Finally, examines other aspects of managing project performance, including quality, human resources, communications, and procurement.

Online learning experience. *3 credits.*

BUS-643 DELIVERING BUSINESS PROCESS IMPROVEMENT

Explores what business process improvement and value leadership are, how to deliver ever-improving value to customers, how to improve process performance, and how to prepare for changes occurring in today's global marketplace. Learners develop Business Process Improvement Plans to enhance ability to identify, plan, evaluate and achieve business process improvements that anticipate, meet, and possibly exceed customers' expectations.

On-line learning experience. *3 credits.*

BUS-651 POLICY FORMULATION AND STRATEGIC MANAGEMENT

Integrates the functional knowledge from the core courses holistically in a structured approach to strategic decision making under pressure. Learners explore comprehensive case studies, focusing on the selection of critical issues, analysis of critical information and development of persuasive responses. *3 credits.*

BUS-662 MARKETING FIELD PROJECT

Conducted as an independent study with a faculty member in marketing. The student will complete one of the following: 1) a research paper that addresses a current, real world marketing challenge 2) the development of a marketing plan for a client organization 3) a detailed marketing audit for a client company or non-profit organization, or 4) the design and conduct of a primary marketing research study. The marketing field project must be proposed by the student and approved by the faculty member within the first week of the semester. The student will participate in the Graduate Poster Session held at the end of either the fall or spring semester. *3 credits.*

BUS-696 MASTER'S PROJECT

A comprehensive project involving individual research on an approved topic. The project must be approved by the lead instructor for the concentration area or a designated alternate.

Learners who elect BUS-696 may not also take BUS-698. *3 credits.*

BUS-698 INDEPENDENT STUDY

Offers opportunity to conduct independent research, under faculty supervision, in an approved area of study. The nature, scope and design of the project, as well as the schedule of pre-arranged meetings, are contracted individually between the faculty member and the learner. Prerequisite: Permission of the instructor and the chair of the business and economics department.

Learners who elect BUS-698 may not take BUS-696. *3 credits.*

COM-505 BUSINESS COMMUNICATION

Analyzes verbal and written communication patterns and messages in organizations. Learners evaluate the effectiveness of a range of methodologies and tools to persuade and inform different stakeholder groups. Learners will critique and create oral and written presentations ranging from communicating statistical information and offering a persuasive call to action, to creating executive summaries and editing the work of others. *3 credits*

COM-620 PUBLIC RELATIONS MANAGEMENT

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

CST-511 TOPICS IN INFORMATION SYSTEMS

Includes a variety of topics which focus on applications and issues related to the current technology. Students develop technology-related projects to enhance business. *3 credits.*

CST-554 PRINCIPLES AND ISSUES IN INFORMATION TECHNOLOGY

Introduces the fundamental principles of information systems and subsystems and how they work together to facilitate decision-making. Learners will evaluate cases in database organization, data communication, systems analysis and design and computer security in terms of their impact on the data/information/decision process. *3 credits.*

CST-580 MANAGING INFORMATION IN A WEB-BASED WORLD

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

CST-593 WEB DEVELOPMENT

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

ECO-548 ECONOMIC THEORY IN MANAGEMENT

Examines the economic environment in which firms operate. Introduces microeconomic and macroeconomic concepts and techniques to help managers "think like economists" when dealing with tactical issues or deciding on strategic directions for their firms. Provides the macroeconomics foundations for successful business decisions in a global economic environment while exposing students to a broad array of economic issues. *3 credits.*

ECO-550 MANAGERIAL ECONOMICS

Introduces economic methodologies to managerial decisions. Examines consumer demand, production costs, and output/price combinations that maximize firms' goals under different market structures. Applies basic math and statistics tools to evaluate business choices. All statistics and mathematics used in the class are explained in basic terms at the point of first usage. *3 credits.*

ENG-503 GRADUATE WRITING

Develops with learners the skill demanded and essential in every workplace: that of being able to write well. Emphasis is on the relationship between thinking and writing, being able to present with clarity and coherence the message in written form. What distinguishes the manager or managerial candidate is the ability to present written matter with precision, economy, accuracy and grace. While the course presents business-related writing, the focus is on simply being able to write well. Learners enhance their skills through a series of writing experiences. *3 credits.*

NPM-520 HUMAN RESOURCE MANAGEMENT

Explores the basic human resource management issues—strategic workforce planning, hiring, training, performance assessment, and compensation. Learners apply each theory to the specific position of their choice, developing a portfolio of human resource applications. *3 credits.*

NPM-570 NONPROFIT MARKETING AND FUNDRAISING STRATEGIES

Focuses on the complementary aspects of marketing and fundraising for a nonprofit organization. Topics include segmentation, branding, membership recruitment, principles of development and grantsmanship. This course also explores the roles of public relations, advertising and persuasive communication with target markets. Learners prepare a case statement, marketing plan, and fundraising calendar for an organization or program. *3 credits.*

PHL-521 ETHICAL ISSUES IN LEADERSHIP

Analyzes a range of ethical issues and dilemmas inherent to organizations and leadership in relation to both the external environment and the internal processes of the organization. Learners explore these issues through a series of cases analyses. *3 credits.*



Bob Schick M'05

THE CREATIVE QUEST FOR MEANING

The Master of Arts in Liberal Studies is centered in a philosophical tradition that acknowledges the dignity of thought and the passion for knowledge and for life. When studied deeply, the liberal arts are essentially one and reveal the hidden, coherent patterns of meaning in our shared experience. The liberal arts order the intellect, engage the heart, quicken the creative impulse and awaken the spirit anew to the fullness of the possible in this place and time. Liberal learning transcends the limitations of our complex and fragmented world, yet roots us in our humanity. Education in the liberal arts is a way to embrace the wholeness of life.

The Master of Arts degree in Liberal Studies at Notre Dame is a contemporary expression of our timeless commitment to the principle that education in the liberal arts is the most necessary and perfect education. We know that the persons we become, the way

"Notre Dame's Liberal Studies program presented a great opportunity for me as a high school teacher. I was supported in my decision to attempt an unorthodox project—writing and shooting a feature length film entitled Thread—and I received encouragement through the entire process from both faculty and fellow students. I was rewarded with personal, professional and academic challenges every step of the way."

Bob Schick M'05

*Teacher; Social Studies and TV Production
The John Carroll School*

we think and live are matters of extraordinary, even eternal consequence. The liberal arts invite us to a life of decisive and creative commitment.

There is a difference, said Augustine, between living and living wisely. The Master of Arts in Liberal Studies at Notre Dame is about that difference.

PROGRAM OF STUDY

The program of study leading to the Master of Arts degree in Liberal Studies requires the completion of a minimum of 33 credits of graduate course work. A core course, IDS-500: The Human Spirit and the Liberal Arts, introduces the spirit and philosophy of the program. From many perspectives in the liberal arts, students confront and explore the enduring questions and dilemmas of the human condition: What does it mean to be human? What should we live for? What is our relation to the physical and spiritual universe? What are our responsibilities to self, others and God? How can we know what is true, what is good, what is beautiful? How do we explain the enduring vitality of human civilization in the presence of countervailing forces? These core questions provide the theme for the Liberal Studies program: the creative quest for meaning.

Following the core course, students select courses from the disciplines of literature, classical studies, philosophy, religion, history, natural and social sciences, and the fine arts. Classics and Latin courses are also accepted as electives in the program. Specially designated seminars and elective courses enliven and enrich the intellectual inquiry with speculative and imaginative authority. Students conclude their programs by completing either the Master’s Project or the Master’s Thesis. Careful academic advising insures that the plan of study is coherent and responsive to the needs of each learner.

Normally, a maximum of six graduate credits in the liberal arts may be transferred from other accredited institutions, with approval from the dean of the School of Arts and Sciences. Through a cooperative program with Loyola University, however,

students in the Liberal Studies program at Notre Dame may elect to transfer up to 9 credits (three courses) from the Master of Liberal Studies degree program at Loyola. Courses taken in the Loyola program qualify as electives in Notre Dame’s Liberal Studies program. The use of this cooperative program is at the discretion of each student. In all cases, a minimum of 21 credits must be completed at Notre Dame.

All of the requirements for the Liberal Studies degree must be fulfilled within seven years from the date of matriculation. Most students, however, will need less time to earn the master of arts degree through part-time study. Most courses are scheduled on Saturdays for the convenience of students with work and family responsibilities during the week. Some courses are offered in the evening.

CURRICULUM..... 33 CREDITS ←

CENTRAL CORE 12 CREDITS ←

IDS-500 The Human Spirit and the Liberal Arts (3)

Seminars Students choose three seminars, each one from a different liberal arts discipline. See semester course schedule for designated seminars (9)

Seminars are offered on a rotating basis in the following areas: art, classical studies, history, literature, philosophy, religious studies, science and social science. Seminar topics in each area will rotate according to the interests of students and faculty. However, the format and requirements of all seminars will remain relatively uniform: each seminar will introduce students to the research methods and sources of the specified discipline, and students will produce and present a research paper appropriate to the discipline.

ELECTIVES..... 15-18 CREDITS ←

Students take five or six courses to fulfill their electives. The number of electives depends upon whether the student chooses a culminating experience of 3 or 6 credits. Courses designated as Seminars may be applied as elective credits once the student has completed the three required seminars. Students who are certified teachers and students seeking teacher certification may, with the written permission of the Liberal Studies program chair, take two education courses (6 credits) as elective courses in the program.

CONCENTRATIONS

Students have the option of concentrating in one of the following multi-disciplinary areas: 1) literary studies; 2) historical and cultural studies; 3) philosophical and religious studies. A concentration consists of 12 credits (four courses). One of the four courses must be a formal seminar in the area of concentration (which may also be counted as one of the three seminars required for completion of the program). The student's concluding experience—project or thesis—must also be related to the concentration. In addition, students take at least two electives in the concentration. (Note: If a student chooses to do a 6-credit thesis for the concluding experience, then the total credits for the concentration will be 15.)

**Please note that Notre Dame will attempt to offer a sufficient number of courses over a three-year period to enable students to complete a concentration. However, the University cannot guarantee that all such courses will be sufficiently enrolled to run.*

CONCLUDING EXPERIENCE 3 OR 6 CREDITS ◀

The following courses are options for completing the concluding experience requirement of the Liberal Studies program; only one of these courses may be taken as part of the program.

IDS-598 Master's Project (3)

IDS-599 Master's Thesis (6)

COURSE DESCRIPTIONS

CENTRAL CORE

IDS-500 THE HUMAN SPIRIT AND THE LIBERAL ARTS

Explores the human quest for meaning and significant aspects of the human experience through study in the liberal arts disciplines of literature, philosophy, religion, the social and natural sciences, and the fine arts. In this multidisciplinary course, students complete assigned readings and write analytic and reflective essays for each class session. A research essay and an in-class final examination are required. *3 credits.*

SEMINARS:

Students choose three seminars, selecting from literature, philosophy, religion, history, natural and social science, and the fine arts.

NOTE: Seminars are designated in the semester course schedule; because they will rotate from year to year, they are not listed in this catalog.

ELECTIVE COURSES

(Arranged alphabetically by department)

ART-511 EXPLORATIONS IN WESTERN ART

Investigates and analyzes selected topics in Western art from diverse periods in a seminar format that emphasizes class presentations and discussions. Students may examine propaganda in art, innovations in modern painting, criticism and art, art patronage, modern arts and iconography, and communicating the revolutionary fervor of the 19th century. May be taken for credit more than once as the topics vary. *3 credits.*

ART-512 EXPLORATIONS IN AMERICAN ART

Investigates and analyzes selected topics in American art and architecture from Colonial America and the United States in a seminar format that emphasizes class presentations and discussions. Particular attention is given to nearby monuments that reflect American interpretations of earlier styles, and to local collections of American art, including the Baltimore Museum of American Art and the Maryland Historical Society. Students may examine the American spirit in art, and American political messages in art and architecture. May be taken for credit more than once as topics vary. *3 credits.*

ART-515 EXPLORATIONS OF WOMEN IN ART

Focuses upon the significant contributions of women artists to the history of art and the traditional duality of gender. Emphasis will vary in different sessions; some may focus primarily on topics applicable to art made by women of the nineteenth or twentieth centuries, while others may address topics related to feminism in European and Asian traditions, women as subjects in art, and/or women as artists. The seminar format will emphasize class presentations and discussions. Students will also examine artwork in local collections, particularly the National Museum of Women in the Arts, in Washington, D.C. May be taken for credit more than once as topics vary. *3 credits.*

BIO-520 BEYOND THE HEADLINES: HOW WE UNDERSTAND THE HUMAN BODY

Over the past hundred years, biologists have employed an increasing number of research strategies to understand the functioning of the human body. This course will develop an understanding of approaches to biological research in the context of several health-related issues, will explore why few biological questions produce definitive answers, and will examine some of the ensuing consequences when policy decisions are based on scientific research. The methods of biological research will include epidemiology, biochemistry, molecular biology, nutritional analysis, microbiology, genetics (including the Human Genome Project), animal modeling, and ecological modeling. No prior scientific experience necessary. *3 credits.*

ENG-511 TOPICS IN LITERATURE

Explores in depth a significant author, literary period, literary movement or literary genre. This course may be taken more than once on different subjects. *3 credits.*

ENG-532 COMEDY IN LITERATURE AND CULTURE

Examines the varieties, uses, and implications of comedy, viewing it simultaneously as a social skill, an art of communication, and a form of literature. Illustrates and analyzes the role of humor in social rituals, in persuasion, in interpersonal behavior, in community building, in ethics and decision-making, and in the pursuit of happiness, exploring the dynamic relationship in art and life between rejection and acceptance, judgment and celebration, and repression and liberation. *3 credits.*

ENG-535 POSTMODERN FICTION

Introduces the student to the literature of our contemporary world and explores through language the nature of language, of self-consciously drawing attention to itself as an artifice to pose questions about the nature of existence in a world constructed in words. In examining whether language can reflect a coherent, meaningful, objective world, the novelists explored in the course allow us to travel with them in searching for meaning in the imaginative life. Writers may include A.S. Byatt, Kate Atkinson, Patricia Duncker, John Fowles and Thomas Pynchon. *3 credits.*

ENG-541 DRAMA AND ITS WISDOM

Explores the philosophic nature of the art of drama. Through Nietzsche's thinking in *Birth of Tragedy* and *Good and Evil*, drama is examined in Greek tragedy with Euripides, Shakespeare's tragedies in the Renaissance, O'Neill's dark plays in the modern world and contemporary works of playwrights like Ed Bond. Horace's *Ars Poetica* tells us drama must "instruct and delight." In this course both the joy and the illumination of the plays take center stage. *3 credits.*

ENG-547 "NEW WOMAN" LITERATURE

Explores selections from the fiction, periodical journalism, and drama of the Victorian period, including George Gissing's novel *The Odd Women*, essays by Sarah Grand and others, and plays such as Shaw's *Mrs. Warren's Profession*. Examines the "Woman Question" of late nineteenth-century England and identifies its main issues, e.g., the "nature" of women, women's roles and responsibilities, independence and its social effects, education, sexual relations, and gender differences. *3 credits.*

ENG-551 LITERARY UTOPIAS

Analyzes pervasive themes and common concerns in utopian and dystopian visions of different times, starting with the genre-creating Renaissance classic, Thomas More's *Utopia*, and moving through the "nowheres" of 19th and 20th century writers like Butler, Bellamy, Zamiatin, LeGuin, and Piercy. Students trace political, philosophical, and scientific concepts underlying these imagined worlds, linking the concepts to theories of human nature on which they are based. Individual reports enhance seminar-style discussion. *3 credits.*

HIS-511 TOPICS IN HISTORY

Explores in-depth a discrete historical event, period, historical subfield, or the work of a particular historian or group of historians. Students may take the course more than once on different subjects. *3 credits.*

HIS-515 DAUGHTERS OF COLUMBIA: AMERICAN WOMEN IN HISTORICAL PERSPECTIVE

Examines historical experiences of women from colonial period to contemporary society and assesses the ways race, class, gender, ethnicity, region, and age affected those experiences. Students can expect also to study the historiography of U. S. women's history and how that has changed over time. They will also use both primary and secondary sources in writing a research paper. *3 credits.*

HIS-525 TELLING HISTORY: PROBLEMS IN THE HISTORICAL NARRATIVE

Asks the question: How does one tell the historical story? Examines the so-called "new narrative" through contemporary works of historical literature and film, probing issues of evidence, narration, and interpretation. Students write history. *3 credits.*

HIS-543 CHINESE CIVILIZATION

Introduces students to Chinese civilization by means of original sources. Focuses on literary, historical, and philosophical writings; each is interesting in its own way, representative of a major stage in the evolution of the culture, and powerful enough to suggest its own environment. Explores questions that China has asked of itself rather than those that the West has asked of China. *3 credits.*

HIS-558 LATIN AMERICAN THOUGHT AND CULTURE

Learn about Latin America by understanding its history, literature, art and architecture from the time of the Mayas, Aztecs and Incas, through the colonial and independence periods, to the present. Original historic sources plus novels by contemporary Latin American authors will shed light on the past and contemporary problems of our southern neighbors. *3 credits.*

IDS-544 MIND, BRAIN AND BEHAVIOR

Confronts the relationship between subjective interpretations of such unique characteristics of the human experience as thinking, reasoning, and awareness and the hard, analytical, biological explanations of these processes. Students become more familiar with the biological mechanisms of higher cognitive processes and evaluate whether this model can reasonably account for the human experience. The course also allows students to acquire experience at literature research in the life-sciences. No previous experience in biology or psychology is assumed. *3 credits.*

IDS-547 THE CREATIVE SPIRIT

Addresses the definition and the demonstration of creativity. The course considers what creativity is, how it is measured and evaluated. It also considers the characteristics of the creative person's personality, how such a person views work, and how he or she produces it. Areas where creativity will be considered will be: the workplace, the sciences, the arts, and literature. The course also allows students to explore their own creativity, but neither the presence nor absence of creativity is a prerequisite. *3 credits.*

IDS-574 PSYCHE AND SPIRIT

Explores both the basic need to understand the mysteries of life and the role of spiritual and moral values in ego development. Reviews how personality theorists place spiritual development in the description of maturity. Students are encouraged to challenge their own traditional beliefs and faith systems in the light of personal experience. *3 credits.*

IDS-698 INDEPENDENT STUDY

Offers the student the opportunity to work independently, under faculty supervision, in an approved area of study. The nature, scope and design of the project to be completed, as well as a schedule of pre-arranged meetings will be individually contracted between the instructor and the student. Prerequisite: Permission of instructor and dean of Graduate Studies; obtain required form from Graduate Studies office. This course may not be repeated for credit. *3 credits.*

LCL-541 CLASSICAL MYTHOLOGY AND ITS INFLUENCE

Examines the major Greek and Roman myths and the impact they have had on the post-classical world. Each student will trace a particular myth or mythical theme through later literature, art or music and share the research in a formal paper and an oral presentation. Students will become acquainted with the ancient literary sources of the myths and a variety of modern interpretations. *3 credits.*

LCO-511 WOMEN WRITERS OF EARLY MODERN EUROPE

Aims to recover the tradition of early Modern European women writers and understand why women's writings were underrepresented for so long in the literary canon. Students will read and discuss a variety of selections from women writers in Italy, France, Spain and England from 1450 to 1700. They will also examine the political, economic and social forces that shaped women's writings during this period. All readings will be in English. *3 credits.*

LLT-511 TOPICS IN LATIN LITERATURE

Provides an in-depth study of a significant author, literary period or genre in Roman literature. Students will read the texts in the original Latin and examine related literary criticism. Offers students the opportunity to acquire an extensive knowledge of ancient texts and their interpretations in later ages. This course may be taken more than once (on different subjects). *3 credits.*

LLT-580 ASPECTS OF ROMAN CULTURE

Examines various aspects of Roman culture, including history, private life, women in Roman society, archaeology and the influence of Greek myth. A number of guest speakers and museum tours will enhance the course. *3 credits.*

LLT-587 THE FALL OF THE ROMAN REPUBLIC

Examines events of the late Roman Republic and contrasts this period with the stable reign of Trajan at the height of the Roman Empire. Eye-witness accounts by Cicero, Caesar, Pompey and their contemporaries and the correspondence between Trajan and Pliny will be read in Latin and discussed. *3 credits.*

PHL-511 TOPICS IN PHILOSOPHY

Examines in-depth a significant philosophical topic. This course may be taken more than once as long as the topic is not the same. *3 credits.*

PHL-524 CRITICAL THEORIES OF RACE

Examines the concept of race and the phenomenon of racism in the United States. Through an in-depth reading of several historical and contemporary works, this seminar addresses issues such as: the concept of race as both constructed and real, the politics of racialized identity, theorizing multiple oppressions, white privilege, and epistemologies of ignorance. *3 credits.*

PHL-530 PHILOSOPHICAL ISSUES IN HUMAN EXPERIENCE

Engenders habits of critical and systematic thinking. Explores the meaning of human nature through the study of historically influential answers to the question: What are the essential elements, characteristics, abilities, or experiences that make us human? *3 credits.*

PHL-543 PHILOSOPHY AND TRAGEDY

Develops a sound philosophical understanding of the concept of tragedy and discusses the reality of tragedy in our time. Readings include works by Plato, Aristotle, Euripides, Aeschylus, Sophocles, Shakespeare, Hegel, Hume, Schopenhauer, Brecht, Max Scheler and others. *3 credits.*

PHY-550 COSMOS AND QUANTA

Examines the most recent ideas on the birth and ultimate fate of the Universe from ancient myths to modern scientific theories. Students will be able to appreciate how knowledge of the very small dimensions can inform and illuminate knowledge of the very large. Topics to be investigated include the Big Bang Theory, the accelerating Universe, black holes, relativity, quantum, and superstring theory. Students will be able to ascertain whether science can answer fundamental questions such as whether there is a purpose to the Universe and what is humanity's role in it. No prior scientific experience necessary. *3 credits.*

RST-533 JERUSALEM, HOLY CITY OF THREE RELIGIONS

Explores the power of religious symbolism and the history of the city from the time of Abraham to the present (some 3,700 years). The course also takes a quick glance at the geographical factors that have affected the city's fate and concentrates on the reasons that Jews, Christians and Muslims call it the Holy City. Texts, ancient and modern, archeological, sociological and religious, will help us to understand the rootedness of Judaism, Christianity and Islam in "Jerusalem the Golden." Each student will choose a topic for an oral presentation and research paper. *3 credits.*

RST-543 RELIGION AND SOCIETY

Presents contemporary approaches to religious social ethics in North America, for example, Christian realism, Christian pacifism, liberation theology, Catholic social thought, Jewish social ethics, and Islamic social ethics. Explores the diverse ways these approaches understand and evaluate issues related to war and peace and economic justice. *3 credits.*

IDS-598 MASTER'S PROJECT

Offers the student an opportunity to produce, under the direction of a faculty mentor, either a scholarly paper related to the liberal arts or a creative work, such a novel, a play, or a portfolio of paintings. The Master's Project is meant to integrate and build upon previous work in the Liberal Studies program. *3 credits.*

IDS-599 MASTER'S THESIS

Offers the student an opportunity to investigate, under the direction of a faculty mentor, a specific question or issue of human concern in the liberal arts and, thereby, to produce a research paper using an acceptable research method and design. The Master's Thesis is meant to integrate and build upon previous work in the Liberal Studies program. 6 credits; students register for this course twice. *3 credits each semester.*



UNIQUE OPPORTUNITIES IN NONPROFIT MANAGEMENT

Notre Dame of Maryland University offers two graduate programs in nonprofit management, the Master of Arts degree and the Graduate Certificate of Leadership of Nonprofit Organizations.

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 focuses on leading the people, the teams, of the nonprofit organization. This program is designed for those who seek the challenge of graduate-level exploration, but not necessarily a full degree.

The mission of the Nonprofit Management program is to offer people of commitment the opportunity to develop the skills and background necessary to lead effectively and efficiently toward the fulfillment of their nonprofit organization’s mission. The program exposes managers to six integrated areas of exploration:

- The environment of the nonprofit sector
- Management and leadership
- Resource management
- Strategic positioning
- Program development and evaluation
- Integrated capstone project

Taken together, these skill sets combine the essentials for leading in a time of change. Managers explore the rapidly evolving environment of nonprofits, responding to new social and policy challenges, funding stream patterns, and technology. They examine the changing relationship between nonprofits and government, the evolving strategic alliances among corporations – nonprofit and for-profit. This curriculum prepares people of commitment to manage the “business” of the mission-based organization effectively and efficiently. These courses guide managers in their development of the skills necessary to develop, seek funding for, execute, staff, and manage the finances of, and evaluate programs. In the capstone project, these are integrated in the practical – or theoretical – project of the student’s own design.

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Nonprofit organizations strengthen, inspire and protect our communities and environment, our heritage, our world. But nonprofit organizations offer unique challenges to the manager. This program combines business methods, management theory and social commitment, building on a foundation of ethics and mission, to prepare people of commitment to serve as effective managers in the nonprofit arena.

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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. This incorporates the environment of the nonprofit sector, managing and leading, resource management, strategic positioning, and program development and 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 the whole with a capstone experience of their own design.

A baccalaureate degree is required for admission. However, there are no undergraduate prerequisite courses. Applicants who have recently earned a baccalaureate in business, with a superior academic record, may be granted limited advanced standing in the program. In practice, advanced standing results in additional elective credit rather than a shorter program.

Students must maintain a 3.0 (B) cumulative grade point average to remain in good academic standing. Students whose cumulative grade point average falls below 3.0 will be placed on probationary 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 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 Management And 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.

At the conclusion of this program, students are expected to:

- Analyze and evaluate environmental factors that affect the mission, directions, and challenges faced by nonprofit organizations
- Engage in strategic planning to design future programming for nonprofit organizations
- Recognize and use strategies for managing human and financial resources
- Employ current research about leadership practices to improve the students' ability to focus and guide the activities of nonprofit organizations
- Display skills in resource management, ranging from the control of financial flows to the refinement of hiring strategies and the effective use of volunteer services
- Evaluate the effectiveness of the use of the organization's resources to carry out its mission
- Investigate and explain the strategic position of nonprofit organizations vis-à-vis government, the for-profit sector, other nonprofits and their community
- Design and employ effective strategies of program development and evaluation
- Demonstrate the integration of students' knowledge of theory and research with practical application through a final graduate project.

CURRICULUM..... 36 CREDITS ←**CENTRAL CORE27 CREDITS ←**

- NPM-501 Strategic Planning in the Nonprofit Sector (3)
 NPM-510 Management and Leadership in Nonprofits (3)
 NPM-520 Human Resource Management (3)
 NPM-531 Managing Financial Resources in Nonprofits (3)
 NPM-551 Government – Nonprofit Relationships (3)
 NPM-560 Ethical Issues in Nonprofit Management (3)
 NPM-570 Nonprofit Marketing and Fundraising Strategies (3)
 NPM-580 Program Evaluation Methods (3)
 NPM-690 Masters Project Seminar (3)

ELECTIVES..... 9 CREDITS ←

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

Choose among:

- NPM-545 Grant Writing (3)
 NPM-691 Master's Project Seminar II (3)
 BUS-520 Health Care Administration (3)
 BUS-533 Advanced Financial Analysis (3)
 BUS-541 Legal Issues in Human Resource Management (3)
 BUS-542 Performance Management Systems (3)
 BUS-554 Women in Management (3)
 BUS-558 Leadership and Organizational Development (3)
 BUS-625 Change Management and Internal Consulting (3)
 COM-505 Business Communication (3)
 COM-620 Public Relations Management
 CST-554 Principles and Issues in Information Systems (3)
 CST-580 Managing Information in a Web Based World (3)
 CST-593 Web Development (3)
 CST-621 Database Management (3)
 ECO-548 Economics Theory in Management (3)
 ENG-503 Graduate Writing (3)

COURSE DESCRIPTIONS

NOTE: Course descriptions for business and economics courses that are part of the nonprofit management program can be found in the Leadership and Management section of this catalog. Course descriptions for communication, CST, and English courses that are part of the nonprofit management program can be found in the Contemporary Communication section of the catalog.

NPM-501 STRATEGIC PLANNING IN THE NONPROFIT SECTOR

Explores the size and scope of the nonprofit sector, its similarities to and differences from the for profit and public sectors. Based on this examination of the sector environment, learners engage in strategic planning for the specific nonprofit program of their choice. *3 credits.*

NPM-510 MANAGEMENT AND LEADERSHIP IN NONPROFITS

Applies management and leadership principles to the nonprofit sector. Learners expand their management skills through exploring the differing needs and cultural perspectives of staff, volunteers, board members, donors and consumers. Learners focus particular attention on assessing their leadership strengths and weaknesses through textual readings and case studies. *3 credits.*

NPM-520 HUMAN RESOURCE MANAGEMENT

Examines basic human resource management issues — strategic workforce planning, hiring, training, personnel evaluation and compensation. Learners apply the theory of each of these areas to one position of their choosing, developing a portfolio of practical, useful Human Resource applications. *3 credits.*

NPM-531 MANAGING FINANCIAL RESOURCES IN NONPROFITS

Introduces the underlying concepts, language and reporting methods of accounting and financial analysis. Emphasizes understanding and using accounting and financial statements, rather than producing them. Topics include budgeting, working with accountants and financial analysts to achieve organizational goals, and managing financial resources are explored through practical problem sets. *3 credits.*

NPM-545 GRANT WRITING

Addresses basic grant acquisition methodologies including conducting grant research, making contacts, and creating standard and comprehensive case statements. Learners write the grant application of their choice. *3 credits.*

NPM-551 GOVERNMENT – NONPROFIT RELATIONSHIPS

Explores the relationship between the public sector and the nonprofit, or third, sector. How does each influence the other? What is the role of nonprofits in developing and implementing public policy? How do government entities and the community at large—from donors to consumers— influence the evolving mission of the nonprofit organization? Addressing these questions is the focus of this course. Learners track a specific issue of their choice. *3 credits.*

NPM-560 ETHICAL ISSUES IN NONPROFIT MANAGEMENT

Analyzes a range of ethical issues and dilemmas inherent in the nonprofit arena. Learners explore these issues through a series of practical applications. *3 credits.*

NPM-570 NONPROFIT MARKETING AND FUNDRAISING STRATEGIES

Focuses on the complementary aspects of marketing and fundraising for a nonprofit organization. Topics include segmentation, branding, membership recruitment, principles of development and grantsmanship. This course also explores the roles of public relations, advertising and persuasive communication with target markets. Learners prepare a case statement, marketing plan, and fundraising calendar for an organization or program. *3 credits.*

NPM-580 PROGRAM EVALUATION METHODS

Examines performance measurement and outcomes assessment for nonprofit organizations. Learners are also introduced to the use basic descriptive statistics to identify, measure and present information, particularly to their organizations' Boards and to outside stakeholders. Learners develop an evaluation design for the program of their choice. *3 credits.*

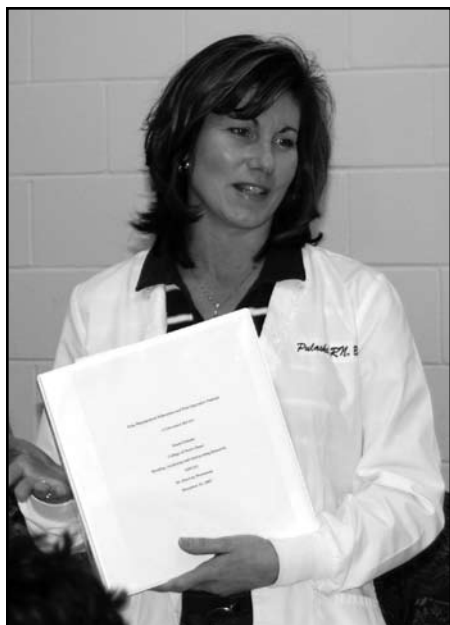
NPM-690 MASTER'S PROJECT SEMINAR

Provides a framework for each learner's developing an original project as a capstone to the master's program. Projects may range from the development of a major new initiative for the student's organization to a written thesis based on original investigation of a specific question in nonprofit management. Through this capstone endeavor, the learner integrates the theory and practice of many courses. The particular design of the project must be approved by the seminar leader. The seminar experience itself provides learners the opportunity to discuss their progress and outcomes with their peers and faculty. Learners are required to achieve the grade of B or higher to complete this requirement.

Prerequisite: Completion of 21 credits, including the following core courses: NPM-501, 510, 570, 580, and NPM531. *3 credits.*

NPM-691 MASTER'S PROJECT SEMINAR II

Continues NPM-690 for particularly comprehensive projects. *3 credits.*



PROGRAM OF STUDY

Notre Dame's mission is extended into the Greater Baltimore community through 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 assist in addressing the national healthcare crisis. The program stresses competencies in science, health and technology. Development of leadership skills is a core concern of the curriculum.

Students admitted to the program progress to the degree as members of a cohort.

The accelerated format is designed to meet the needs of busy working nurses who choose part-time study but want to finish in the same amount of time as a full-time student. Classes are taken sequentially, one class at a time, on the same day of the week throughout the program. Regular courses are generally seven weeks in duration, while the required culminating professional practicum is a 12-week experience.

Students in the program select a concentration in Leadership in Nursing Education or Leadership in Nursing Administration.

The Nursing Education concentration is planned for the experienced registered nurse who seeks a career as a nurse educator in service or educational settings. Completion of this concentration gives students the knowledge and skills to meet criteria for nurse educator certification. Students will learn how to plan, implement and evaluate a variety of teaching strategies based on assessment of learner needs, setting, and advanced evidence-based research and educational theory. They will learn to use leadership skills and ethical and legal principles to implement policies and procedures related to learners, faculty and the educational environment.

The Nursing Administration concentration challenges students to think critically and strategically to influence and participate in policy and operational decision-making. Students completing this concentration will be able to use their research findings, collaboration, and leadership and negotiation skills to influence professional issues and health care policy. Graduates will possess the extensive knowledge and advanced skills to succeed in leadership and management positions in a variety of health care settings.

The Leadership in Education Concentration requires 38 credits of study and the Leadership in Administration Concentration requires 37 credits of study. Undergraduate RN-BSN students at NDM will be considered for provisional early admission to the MSN Program during their final semester.

To qualify for unconditional admission to the Master of Science in Nursing program, students must have an active registered nursing license from Maryland or a compact state; a 3.0 GPA in a BSN program; and a clearly-written statement of goals for graduate study.

The nursing masters education program is accredited by the National League for Nursing Accrediting Commission. (3343 Peach-tree Road NE, Suite 500, Atlanta GA 30326, 404-975-5000).

PROGRAM OBJECTIVES

LEADERSHIP IN NURSING EDUCATION CONCENTRATION

Based on the Scope of Practice for Academic Nurse Educators (NLN, 2005)

1. Acquire the cognitive and behavioral skills needed to successfully perform in the role of nurse educator in an academic or service setting.
2. Participate in curriculum design and evaluation of program outcomes
3. Plan, implement, and evaluate a variety of teaching strategies based on assessment of learner needs, setting, and advanced evidence-based research and educational theory.
4. Use leadership skills and ethical and legal principles to implement policies and procedures related to learners, faculty, and the educational environment.
5. Effectively use technology, tools, assessment instruments and other resources to improve educational outcomes.
6. Contribute to the expansion of knowledge in nursing education through participation in research, scholarly publications and/or presentations.
7. Engage in professional behaviors that reflect a commitment to service, lifelong learning and excellence in teaching practice.

LEADERSHIP IN NURSING ADMINISTRATION CONCENTRATION

Based on the Scope and Standards for Nurse Administrators (ANA, 2nd ed.)

1. Acquire the cognitive and behavioral skills needed to successfully perform as a manager or administrator in a variety of health related organizations.
2. Think critically and strategically to influence and participate in policy and operational decision-making in their organizations.
3. Communicate effectively within the organization, community and national forums.
4. Implement evidence-based clinical and administrative practices.
5. Use research findings, collaboration, leadership and negotiation skills to influence professional issues and health care policy.
6. Engage in behaviors that reflect a commitment to professional values and practice.

CURRICULUM..... 37-8 CREDITS ◀**CORE COURSES 13 CREDITS ◀**

- NUR-501 Theoretical Foundations of Nursing (3)
 NUR-507 Nursing Research II: Proposal (3)
 NUR-510 Contemporary Leadership in Nursing (2)
 NUR-520 Nursing Informatics (2)
 NUR-543 Nursing Research I: Synthesis of the Literature (3)

CONCENTRATION IN LEADERSHIP IN**NURSING EDUCATION 25 CREDITS ◀**

- NUR-512 Issues and Trends in Nursing Education (3)
 NUR-513 Curriculum Development and Evaluation in Nursing (4)
 NUR-530 Advanced Pathophysiology for Nurses (3)
 NUR-603 Advanced Nursing Clinical Practicum (3)
 NUR-605 Teaching in Nursing Education Practicum (6)
 EDU-544 Educational Assessment (3)
 EDU-556 Technology for Instruction and Management (3)

CONCENTRATION IN LEADERSHIP IN**NURSING ADMINISTRATION..... 24 CREDITS ◀**

- NUR-515 Issues and Trends in Nursing Administration (3)
 NUR-516 Nursing Administrative Theory and Practice (4)
 NUR-518 Health Policy (3)
 NUR-620 Leadership and Administration in Nursing Seminar and Practicum (6)
 BUS-521 Healthcare Economics (3)
 BUS-522 Essentials of Healthcare Finance (2)
 BUS-523 The Business of Healthcare (3)

COURSE DESCRIPTIONS

NOTE: Course descriptions for business courses that are part of the MSN program can be found in the Leadership and Management section of this catalog. Course descriptions for education courses that are part of the MSN program can be found in the Education section of the catalog.

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 (1:9, 28 hours).*

NUR-507 NURSING RESEARCH II: PROPOSAL

Guides the learner in using the literature review developed in NUR-543 to build a strong research study proposal that has potential for funding. The final course product will reflect a clear understanding of all stages and steps of the research process and the content of a credible research proposal.

Prerequisite: NUR-543. *3 credits (1:7, 2 4-hour seminars plus individual faculty/student meetings).*

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 (1:8, 24 hours).*

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 (1:9, 28 hours).*

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 (1:9, 28 hours).*

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 (1:9, 28 hours).*

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 (1:9, 28 hours).*

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 (1:9, 28 hours).*

NUR-520 NURSING INFORMATICS

Prepares students to explore and evaluate 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, the course 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

Provides a study abroad option for MSN students who are designing practicum experiences. Opportunities for practicum experiences in advanced clinical practice, nursing education, and 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 co-register for NUR-603, NUR-605, or NUR-620 as appropriate. *Variable credits.*

NUR-530 ADVANCED PATHOPHYSIOLOGY FOR NURSES

Provides future nurse educators with a holistic, advanced understanding of disease as disordered normal body physiology. This foundation will enable students to enhance their ability to teach disease processes and related potential sequelae. Students will explore the mechanism(s) related to the production of signs, symptoms, complications, treatments and interventions of different disease states and specific health problems. *3 credits.*

NUR-543 NURSING RESEARCH I: SYNTHESIS OF THE LITERATURE

Designed to provide students with advanced skills and abilities to critically analyze, interpret, and evaluate nursing research related to a specific nursing problem. The focus of the course will be of a critical, comprehensive review of literature that will provide a strong foundation for writing a beginning nursing research proposal in Nursing Research II. *3 credits (1:9, 28 hours).*

NUR-603 ADVANCED NURSING CLINICAL PRACTICUM

Provides future nurse educators an opportunity to explore an area of nursing specialty in more depth. Under the mentorship of an academic faculty member and an advanced practice nurse, the student will co-create the structure for the practice experience. The student will meet with peers and academic faculty in a seminar at the beginning and end of the experience to discuss their practice goals and progress, and their final evaluation. A presentation of a self-selected practice problem and intervention will be required on the last seminar day. A reflective journal will be maintained. *3 credits, (.5 theory, 1:9; 2.5 clinical, 1:18). Two 2-hour seminar meetings and 45 practicum hours.*

NUR-605 TEACHING IN NURSING EDUCATION 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.

Prerequisite: Departmental permission of the department chair. *6 credits, (2 theory, 1:9; 4 clinical 1:18). Five seminar meetings and 90 practicum hours.*

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. Five seminars focus on an array of issues surrounding the role of the nursing administrator.

Prerequisite: Departmental permission of the department chair. *6 credits, (2 theory, 1:9; 4 clinical 1:18). Five seminar meetings and 90 practicum hours.*

EDUCATION PROGRAMS

MASTER OF ARTS IN CATHOLIC SCHOOL LEADER/TEACHER

MASTER OF ARTS IN GIFTED AND TALENTED EDUCATION

MASTER OF ARTS IN INSTRUCTIONAL LEADERSHIP
FOR CHANGING POPULATIONS

MASTER OF ARTS IN LEADERSHIP IN TEACHING

- ADMINISTRATION AND SUPERVISION
- LIBRARY MEDIA SPECIALIST
- READING SPECIALIST

MASTER OF ARTS IN LEADERSHIP IN SPECIAL EDUCATION

MASTER OF ARTS IN TEACHING

MASTER OF ARTS IN TESOL

PH.D. IN INSTRUCTIONAL LEADERSHIP FOR CHANGING POPULATIONS

CERTIFICATE OF ADVANCED STUDY IN EDUCATION (CASE)

ACCELERATED CERTIFICATION FOR TEACHING (ACT)

POST-BACCALAUREATE CERTIFICATE IN CURRICULUM AND INSTRUCTION



PROGRAM OF STUDY

The Master of Arts in Catholic School Leader/Teacher is an extension of a long tradition of teacher education at Notre Dame of Maryland University. This program signals the University's deep commitment to provide for the continuing education of teachers and administrators as leaders in Catholic elementary and secondary schools. The program requires advanced work, addressed with the depth and scholarly rigor of graduate study, that is integrated with a Catholic perspective. Students will benefit from the expertise of faculty both in the School of Education and the religious studies department.

The Master of Arts in Catholic School Leader/Teacher provides a program of advanced study for professionals who wish to become master administrators/teachers in a catholic school, with the commitment and skills to provide for the success of their students and leadership of their peers.

Through a combination of theory and practice, students develop leadership skills to assist them in team building, decision making, problem solving, effective communication, 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.

Distinctive features of the 36 credit program include a multidisciplinary foundation, a focus on the professional development of classroom teachers, and scheduling options which include Saturday and evening courses during the school year, as well as intensive day classes during the summer.

CURRICULUM..... 36 CREDITS ◀

Students may choose either the Administration and Supervision Strand or the Curriculum and Instruction Strand.

ADMINISTRATION AND SUPERVISION STRAND

ADMINISTRATION AND SUPERVISION CORE 24 CREDITS ◀

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

RELIGIOUS STUDIES CORE 12 CREDITS ◀

Select four from the following course list.

- RST-550 Scripture and Interpretation (3)
- RST-551 Christian Theology (3)
- RST-552 American Catholic Identity (3)
- RST-553 Spirituality of Christian Life (3)
- RST-554 Justice and Peace Education (3)
- RST-555 Christian Ethics (3)

CURRICULUM AND INSTRUCTION STRAND

CURRICULUM AND INSTRUCTION CORE..... 24 CREDITS ◀

- EDU-543 Reading, Analyzing, and Interpreting Educational Research (3)
- EDU-544 Educational Assessment (3)
- EDU-556 Computers for Instruction and Management (3)
- EDU-557 Leadership Seminar I (3)
- EDU-563 Curriculum Development (3)
- EDU-567 Learning Dimension: Theory and Practice (3)
- EDU-577 Internet in Teaching and Learning (3)
- EDU-676 Educational Applications of Multimedia (3)

RELIGIOUS STUDIES CORE 12 CREDITS ◀

Select four from the following course list.

- RST-550 Scripture and Interpretation (3)
- RST-551 Christian Theology (3)
- RST-552 American Catholic Identity (3)
- RST-553 Spirituality of Christian Life (3)
- RST-554 Justice and Peace Education (3)
- RST-555 Christian Ethics (3)

See pages 106-122 for education course descriptions.



PROGRAM OF STUDY

The Master of Arts in Gifted and Talented Education is a timely response to a recognized need in the education community. MSDE, in its 2007 *Criteria for Excellence: Gifted and Talented Program Guidelines*, recognized the importance of providing gifted and talented learners with programs commensurate with their abilities and needs. To do so, professionally qualified teachers need training in the identification and education of gifted and talented students.

The Master of Arts in Gifted and Talented Education provides coursework centered on the identification and placement of the gifted, and strategies and programs that best serve their needs. This master's program also includes coursework that prepares participants to be leaders in their schools and mentors to students and faculty. Finally, participants will have coursework that enriches their intellectual spirit and extends their liberal arts background.

CURRICULUM..... 36 CREDITS ←

REQUIRED COURSES..... 30 CREDITS ←

- EDU-556 Technology for Instruction and Management (3)
- EDU-557 Leadership Seminar I (3)
- EDU-567 Learning Theory and Practice (3)
- EDU-676 Educational Applications of Multimedia Practice (3)
- EDGT-500 Foundations of Gifted and Talented Education (3)
- EDGT-501 Cognitive and Affective Characteristics of the Gifted and Talented (3)
- EDGT-502 Curriculum for the Gifted and Talented (3)
- EDGT-503 Research Seminar in Gifted and Talented Education (3)
- EDGT-504 Practicum in Gifted and Talented Education (3)
- EDGT-505 Strategies for the Education of Gifted and Talented Students (3)

ELECTIVES..... 6 CREDITS ←

See pages 106–122 for education course descriptions.

See pages 65–68 for liberal studies course descriptions.

PROGRAM OF STUDY

The Master of Arts in Instructional Leadership for Changing Populations is in response to the multicultural society in which we live and the changing nature of the school populations faced by teachers in our

schools today. This program signals the deep commitment by Notre Dame of Maryland University to provide for the continuing education of teachers as leaders in our elementary and secondary schools.

CURRICULUM..... 36 CREDITS ←

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

NOTE: 18 credits from the MA program are transferrable to the Ph.D. program.

See pages 106-122 for education course descriptions.



PROGRAM OF STUDY

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 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.

Through a combination of theory and practice, students develop leadership skills to assist them in team building, decision making, problem solving, communicating effectively, and planning and managing change. Courses in pedagogy introduce students to state-of-the-art practices that enable teachers to empower their students to be self-motivated, serious learners. Teachers improve their ability to become critical consumers of education research that explores

teaching and learning. They become familiar with computer tools available for planning and instruction, use instruments for assessment and evaluation, and study approaches to curriculum design and course planning.

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

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

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

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

CURRICULUM..... 36 CREDITS ←

MASTER OF ARTS IN LEADERSHIP IN TEACHING

REQUIRED COURSES 18 CREDITS ←

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

ELECTIVES..... 18 CREDITS ←

Choose six electives from the following areas:

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

MASTER OF ARTS IN LEADERSHIP IN TEACHING: LIBRARY MEDIA SPECIALIST

REQUIRED COURSES 36 CREDITS ←

- EDU-512 School Library Administration I(3)
- EDU-514 Organization of Information (3)
- EDU-524 Adolescent Literature (3)
- EDU-543 Reading, Analyzing, and Interpreting Educational Research (3)
- EDU-556 Technology for Instruction and Management (3)
- EDU-557 Leadership Seminar I (3)
- EDU-560 Legal Issues for Teachers and Administrators (3)
- EDU-563 Curriculum Development (3)
- EDU-567 Learning Theory and Practice (3)
- EDU-575 Information Literacy Resources (3)
- EDU-577 Internet in Teaching and Learning (3)
- EDU-610 School Library Administration II (3)

MASTER OF ARTS IN LEADERSHIP IN TEACHING: READING SPECIALIST

REQUIRED COURSES 30 CREDITS ←

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

*Secondary certified teachers take EDU-542; elementary certified teachers take EDU-551.

ELECTIVES..... 6 CREDITS ◀

Prerequisites - Elementary:

EDU-509 Process and Acquisition of Reading (3)

EDU-510 Elementary Reading Materials (3)

EDU-511 Assessment of Reading (3)

Prerequisites - Secondary:

EDU-580 Reading and Writing in the Content Areas I (3)

The following courses are to be taken in sequence:

EDU-509, EDU-542 or EDU-551, EDU-586, EDU-511, EDU-543, EDU-567,

EDU-612, EDU-612, EDU-618, EDU-691.

Others may be taken as student schedules allow.

MASTER OF ARTS IN LEADERSHIP IN TEACHING: ADMINISTRATION AND SUPERVISION

REQUIRED COURSES 36 CREDITS ◀

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

EDU-544 Educational Assessment (3)

EDU-552 Global Perspectives in Teaching (3) **OR**

EDU-553 Education That Is Multicultural (3)

EDU-556 Technology for Instruction and Management (3)

EDU-557 Leadership Seminar I (3)

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

EDU-563 Curriculum Development (3)

EDU-567 Learning Theory and Practice (3)

EDU-569 Supervision: Empowering Teachers (3)

EDU-577 Internet in Teaching And Learning (3) **OR**

EDU-676 Educational Application of Multimedia (3)

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

(Open only to students seeking the Administration and Supervision Certification)

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

**Secondary certified teachers take EDU-542; elementary certified teachers take EDU-551.*

AVAILABLE CERTIFICATIONS

Students interested in obtaining any additional certifications should consult the dean of education. Students seeking certification in both initial and advanced programs need to pass Praxis I and Praxis II examinations. **NOTE:** In place of Praxis I, Maryland will accept SAT scores of at least 1100 or ACT composite score of at least 24.

The following listing of courses is provided as a guide. There may be additional requirements. The dean of education will assist in assessing individual circumstances.

SCHOOL ADMINISTRATION AND SUPERVISION CERTIFICATION

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

- EDU-557 Leadership Seminar I (3)
- EDU-560 Legal Issues for Teachers and Administrators (3)
- EDU-569 Supervision: Empowering Teachers (3)
- EDU-563 Curriculum Development (3)
- EDU-688 Practicum: School Administration and Supervision Part I* (3)
(Open only to students seeking the Administration and Supervision Certification)
- EDU-690 Practicum: School Administration and Supervision Part II (3)

Prerequisite: An Assessment course.

* Course needed for School Administration and Supervision Certification.

CERTIFICATION IN ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

Students interested in obtaining ESOL Certification should take the following courses:

- EDU-508 Issues in TESOL (3)
- EDU-545 Principles of Linguistics (3)
- EDU-546 Methods and Materials for TESOL (3)
- EDU-547 Assessing Second Language Acquisition (3)
- EDU-548 Language Learning (3)
- EDU-586 Teaching Reading and Writing to Students with Limited English Proficiency/
Students of Foreign and Second Languages (3)
- EDU-596 English Grammar for ESL Teachers (3)

Prerequisites: Six credits in a second language. Students who desire to earn both the master's degree and ESOL Certification may need one or more classes beyond those required for the master's degree to complete the certification requirements. For an analysis of their situations, students should contact the dean of education. Call 410-532-3169 or 410-532-5349 for details.

CERTIFICATION IN MATHEMATICS FOR ELEMENTARY SCHOOL EDUCATORS

- MAT-541 Number and Operations for Elementary School Educators (3)
- MAT-542 Number and Relationships for Elementary School Educators (3)
- MAT-543 Geometry and Measurement for Elementary School Educators (3)
- MAT-544 Statistics and Probability for Elementary School Educators (3)
- MAT-545 Patterns and Algebraic Thinking for Elementary School Educators (3)
- MAT-546 Algebra for Elementary School Educators (3)

CERTIFICATION IN SCIENCE FOR MIDDLE SCHOOL EDUCATORS (21 CREDITS)

This program is designed to enable teachers certified in elementary education to meet the *highly qualified* criteria for teaching science in middle school.

Courses:

- BIO-503 The Wetland for Educators (3)
- BIO-504 The Chesapeake Bay for Educators (3)
- BIO-505 Plant Life in the Wetlands for Educators (3)
- BIO-506 Animals in the Wetlands for Educators (3)
- BIO-507 Watershed Field Ecology for Educators (3)

Each course has a laboratory co-requisite that focuses on models and techniques for teaching the content area to middle school students.

CERTIFICATION IN SPECIAL EDUCATION

Students interested in obtaining Special Education Certification should take the following courses:

- SPE-526 Special Education for the Classroom Teacher (3)
- SPE-543 Assessment of Special Needs Populations (*Secondary*) (3) **OR**
- SPE-544 Assessment of Special Needs Populations (*Elementary*) (3)
- SPE-546 Methods of Teaching Students with Special Needs (3)
- SPE-570 Individualizing the Curriculum: Strategies for Holistic Intervention (3) **OR**
- SPE-571 Vocational Skills in Special Education Methods (3)
- SPE-576 Communication Skills for the School-Based Professional (3)
- SPE-601 Internship: Student Teaching in Special Education (3)

Students who desire to earn both the master's degree and Special Education Certification may need one or more classes beyond those required for the master's degree to complete the certification requirements. For an analysis of their situation, students should contact the dean of education. Call 410-532-3169 or 410-532-5349 for details.

AVAILABLE CONCENTRATIONS

A concentration is optional, and it does not add to the number of credits required to earn the degree.

TECHNOLOGY CONCENTRATION 9 CREDITS ◀

- EDU-556 Technology for Instruction and Management (3)
- EDU-577 Internet in Teaching and Learning (3)
- EDU-676 Educational Applications of Multimedia (3)

ENGLISH CONCENTRATION 9 CREDITS ◀

This concentration is fulfilled by taking three English classes (nine credits) offered under the liberal studies program (see the liberal studies section for a list of courses).

HISTORY CONCENTRATION 9 CREDITS ◀

This concentration is fulfilled by taking three of the history classes (nine credits) offered under the liberal studies program (see the liberal studies section for a list of courses).

LATIN CONCENTRATION..... 12 CREDITS ◀

LCL-544 History of Classical Scholarship (required) (3)

LLT-561 Advanced Latin Prose Composition (required) (3) and

Six elective credits chosen from the graduate courses with LLT or LCL subject designations. See the liberal studies section of the catalog for course descriptions of LLT and LCL electives.

SPANISH CONCENTRATION 18 CREDITS ◀

The Spanish concentration 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. **NOTE:** All courses are taught in Spanish.

REQUIRED COURSES:

LSP-530 Perspectives on Spanish as a World Language (3)

LSP-528 Hispanic Linguistics (3)

LSP-558 Contemporary Hispanic World (3)

ELECTIVES (*choose four from the following*):

LSP-559 Contemporary Hispanic World (3)

LSP-560 Advanced Oral Communication in Spanish (Praxis Prep) (3)

LSP-501 Topics in Spanish: Magical Realism (3)

LSP-510 Survey of Masterpieces of Latin American Literature (3)

LSP-542 Mexico, Central America and the Caribbean: Literature and the Arts (3)

LSP-522 Survey of Masterpieces in Peninsular Literature (3)

LSP-524 Survey of the Spanish Novel (3)

LSP-532 Contemporary Spain: Literature and the Arts (3)

LSP-501 Topics in Spanish: Hispanic Women's Voices in Film and Literature (3)

LSP-526 Hispanic Women Writers (3)

INDIVIDUALLY ARRANGED CONCENTRATIONS

Students who are interested in a concentration in other subject areas within the liberal arts should contact the dean of education (410-532-3169). Of the nine credits in any specially arranged concentration, three will be applied to the leadership core; three to the advanced pedagogy core; and three to cultural, global, and technological dimensions.

See pages 106-122 for education course descriptions.



PROGRAM OF STUDY

The Master of Arts in Leadership in Special Education provides a program of advanced study for professionals who wish to become supervisors or administrators with the commitment and skills to become 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..... 24 CREDITS ◀

- EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
- EDU-557 Leadership Seminar I (3)
- EDU-560 Legal Issues for Teachers and Administrators (3)
- EDU-567 Learning Theory and Practice (3)
- EDU-569 Supervision: Empowering Teachers (3)
- SPE-518 Behavior is Language (3)
- SPE-545 Assessment of Special Populations II (3)
- SPE-556 Assistive Technology: Techniques/Strategies for Accessing Curriculum (3)

Choose ONE Track:

ADMINISTRATION AND SUPERVISION.....12 CREDITS ◀

- EDU-563 Curriculum Development (3)
- EDU-688 Practicum: School Administration & Supervision I (3)
- EDU-690 Practicum: School Administration & Supervision II (3)
- Plus one elective (3)

EXCEPTIONALITIES..... 12 CREDITS (all online) ◀

- EDON-511 Harrassment, Bullying & Cyber Intimidation (3)
- EDON-523 Talented and Gifted (3)
- EDON-525 Traumatized Child (3)
- SPE-530 Attention Deficit Disorder (3)
- SPE-533 Understanding Aggression (3)
- SPE-631 Autism Spectrum Disorder (3)

See p. 106-122 for education course descriptions.



Dave Greene

Teachers guide human as well as academic development as they help students in multi-dimensional 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
- developing the ability to reflect upon and evaluate what they have learned

Preparation of teachers to meet these challenges requires a combination of elements. A strong academic content background in the liberal arts of appropriate breadth and depth is needed, together with research-based professional study of the following subjects: child and adolescent development, theories of behavior and learning styles, models of teaching, methods of organizing and planning, techniques for assessing student learning and the outcomes of instruction.

The Master of Arts in Teaching (MAT) program at Notre Dame of Maryland University is designed to provide this preparation. The program requires strong liberal arts preparation as evidenced in prior graduate or undergraduate study, professional course work on the Notre Dame campus integrating theory and practical application, and an extended internship experience in a selected professional development center.

Instructors in the program are faculty from Notre Dame and experienced school personnel from area schools and school systems.

MAT Certification programs are offered in:

- Secondary Education
- Elementary Education

Early childhood and special education courses are offered, which make it possible to earn dual certification when such courses

"I can't imagine entering a teaching career without completing the MAT program from Notre Dame. I started my second career confidently and highly qualified as a result of the knowledge and experience I gained from the MAT program. It is an excellent program I have recommended to many teachers and career changers."

Dave Greene

Old Mill High School
Anne Arundel County P.S.

are taken in conjunction with the program of study leading to classroom certification at elementary or secondary level, whichever is appropriate.

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.

PROGRAM OF STUDY

Master of Arts in Teaching (MAT) students pursue the program on a full time or a part-time basis. Full time MAT students typically register for nine credits each term over a period which spans two summer sessions and the intervening academic year. Part-time students take one or two courses a term and commit to the internship the second year; they will usually complete the program in two years.

At entrance, the student's liberal arts preparation will be evaluated. A candidate whose record is lacking in breadth or depth in specific liberal arts areas will be required to take additional courses which must be completed to meet degree requirements. The candidate and his/her advisor (the director of post-baccalaureate teacher certification programs or program coordinator at the Southern Maryland Higher Education Center) prepare and sign a program of study designed to meet certification requirements.

Upon successful completion of the methods courses, each student will be evaluated to determine eligibility for the

internship. Each student is expected to demonstrate aptitude for teaching and development of appropriate knowledge, attitudes and skills. The student must be recommended by the methods instructors and field experience personnel who may seek other appropriate information.

The following degree requirements pertain to all MAT candidates: 1) completion of all courses with an overall GPA of 3.0 or higher; 2) attainment of a grade of B or better in all methods courses (indicated by an asterisk [*] in the curriculum section); 3) passing score on the Praxis II content test specified for the expected area of certification submitted prior to undertaking the internship; 4) passing score on the Praxis II pedagogy test specified for the expected area of certification, usually taken after completion of methods courses and by the end of the full time phase of the internship; 5) attainment of a grade of B or better in the internship course required for certification; 6) completion of an e-portfolio to demonstrate competency in teaching. Each student must complete at least 36 graduate credits. Up to six credits of relevant graduate course work at the B level may be transferred from other accredited institutions, with the approval of the dean of the School of Education.

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

CURRICULUM..... 36 CREDITS ◀

COMMON CORE 15 CREDITS ◀

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

One of the following assessment courses chosen in accord with the MAT coordinator or program coordinator at SMHEC:

- EDU-511 Assessment of Reading (*For certification in elementary education*) (3)
- EDU-544 Educational Assessment (*For certification in secondary or N-12 discipline specific fields*) (3)

SECONDARY EDUCATION 21 CREDITS ←

- EDU-520 Curriculum and Instruction in Secondary Schools (3)
- EDU-551 Reading and Writing in the Secondary School Content Areas II (3)
- EDU-580 Reading and Writing in the Secondary School Content Areas I (3)

One of the following courses chosen in accord with the MAT coordinator or program coordinator at SMHEC:

- EDU-523 Education in American Society (3)
- EDU-564 Contemporary Educational Issues (3)
- EDU-675 Democracy and Education: Philosophical Perspectives (3)

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

- EDU-530 Art, N-12 (3)*
- EDU-531 English (3)*
- EDU-532 Foreign Language (3)*
- EDU-533 Mathematics (3)*
- EDU-537 Science (3)*
- EDU-539 Social Studies (3)*

Student Teaching—select one from the following:

- EDU-601 Internship: Student Teaching in Secondary School (6) OR
- EDU-605 Internship: Student Teaching in Art, N-12 (6)

ELEMENTARY EDUCATION 21 CREDITS ←

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

EARLY CHILDHOOD WITH ELEMENTARY EDUCATION

- EDU-515 Curriculum and Methods in Early Childhood Education (3) *
 - EDU-603 Internship: Student Teaching in Early Childhood Education (3)
- (Note: Taken concurrently with EDU-602; also for 3 credits)*

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

SPECIAL EDUCATION WITH ELEMENTARY OR SECONDARY EDUCATION

- SPE-544 Assessment of Special Needs Populations I (3)
 - SPE-546 Methods of Teaching Students with Special Needs (3)
 - SPE-570 Individualizing the Curriculum: Strategies for Holistic Intervention (3) OR
 - SPE-571 Vocational Skills in Special Education Methods (3)
 - SPE-576 Communication Skills for the School-Based Professional (3)
 - SPE-601 Internship: Student Teaching in Special Education (3)
- (Note: Taken concurrently with EDU-601 or 602; also for 3 credits)*

See pages 106-122 for education course descriptions.



Darene Brown

PROGRAM OF STUDY

As we move into the 21st century, the demand for teachers of English as a second or foreign language—both in the United States and abroad—is higher than ever. The Master of Arts in TESOL provides a program of advanced study for professionals who wish to pursue careers in teaching English as a second or foreign language. Through graduate study in pedagogy, linguistics, cross-cultural communication, and second language teaching methodology, this program develops competencies essential for 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 that are relevant to the ESL/EFL classroom, such as linguistic variation. Finally, through various methodology and assessment courses students develop the practical skills required

for excellence in teaching English as a second or foreign language.

The Master of Arts in TESOL consists of six core courses (18 credits), which are required for all students enrolled in the program. Students' additional course requirements depend on their choice of concentration.

The program offers three concentrations. Concentration A prepares students to teach ESOL in U.S. (public) schools (K-12). Concentration B 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. Concentration C is for certified teachers who wish to add TESOL as an advanced certification area.

The number of credits to fulfill the degree requirements varies depending on the concentration. Students opting for the concentration focusing on elementary and secondary education will complete a total of 39 credits, whereas students in the post-secondary concentration fulfill 30 credits. The MA in TESOL for certified teachers consists of 36 credits. TESOL K-12 students must complete an e-portfolio and pass Praxis II in ESOL. The discrepancy between the total number of credits required for each concentration is partly accounted for by the fact that the first concentration leads to K-12 certification.

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"Having had no previous teaching experience, I find that the TESOL program at Notre Dame provides me with both ESOL-specific classes and general education courses for teachers. My coursework makes me feel prepared and eager to enter the classroom. The TESOL program is also great for career changers as well."

Darene Brown

*Department of Institutional Advancement
College of Notre Dame*

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CURRICULUM

A: MA IN TESOL (INITIAL K-12 CERTIFICATION) 39 CREDITS ◀

- EDU-508 Issues in TESOL (3)
- EDU-519 Human Development and Learning (3)
- EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
- EDU-545 Principles of Linguistics (3)
- EDU-546 Methods and Materials for TESOL (3)
- EDU-547 Assessing Second Language Acquisition (3)
- EDU-548 Language Learning (3)
- EDU-556 Technology for Instruction and Management (3)
- EDU-586 Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)
- EDU-596 English Grammar for ESL Teachers (3)
- EDU-611 Internship (6)
- SPE-526 Special Education for the Classroom Teacher (3)

B: MA IN TESOL (POST-SECONDARY EDUCATION)..... 30 CREDITS ◀

- EDU-508 Issues in TESOL (3)
- EDU-543 Reading, Analyzing and Interpreting Educational Research (3)
- EDU-545 Principles of Linguistics (3)
- EDU-546 Methods and Materials for TESOL (3)
- EDU-547 Assessing Second Language Acquisition (3)
- EDU-548 Language Learning (3)
- EDU-556 Technology for Instruction and Management (3)
- EDU-586 Techniques of Teaching Reading and Writing to Students with Limited English Proficiency (3)

Two of the following courses:

- EDU-596 English Grammar for ESL Teachers (3)
- EDU-598 Topics in Applied Linguistics: Variation in English (3)
- EDU-595 Teaching Practicum (3)

C: MA IN TESOL FOR CERTIFIED TEACHERS..... 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 Students with Limited English Proficiency (3)
- EDU-596 English Grammar for ESL Teachers (3)

See pages 106-122 for education course descriptions.



The Ph.D. in Instructional Leadership for Changing Populations is designed to prepare graduates who will be equipped to provide instructional leadership at the classroom level and whose research will contribute to knowledge in the field. The driving purpose of the program is to bring the best of relevant contemporary scholarship to bear on creating learning environments that improve the academic performance of all students and to meet the particular needs of these new learners. The program requires a knowledge core, a research core, comprehensive examinations and a formal dissertation.

PROGRAM OF STUDY

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

Courses in the areas of language, learning and philosophical perspectives provide necessary understandings and approaches fundamental to all aspects of the program. Because they establish the foundation and focus for all other studies, these courses should be taken at the beginning of the doctoral program.

CURRICULUM

Depending on the prior graduate work of the student, 45 to 60 credits will be required to complete the degree.

PHASE I FIRST 30 CREDITS ◀

Admission and successful completion of an introductory course in reading and interpreting educational research (3 credits); Language and Learning Core (12 credits); and an additional 15 credits.

PHASE II – ADVANCEMENT TO DEGREE CANDIDACY 30 CREDITS ◀

- Successful completion of remaining course requirements and preparation for comprehensive exams
- Successful completion of comprehensive examinations and advancement to the dissertation stage
- Successful completion of EDU-705, the Dissertation Seminar, the dissertation and defense of the dissertation

COURSES**INTRODUCTORY RESEARCH COURSE 3 CREDITS** ◀

This may be fulfilled by taking EDU-543 Reading, Analyzing and Interpreting Educational Research.

LANGUAGE AND LEARNING 12 CREDITS ◀

- EDU-647 Learning, Language and the Brain (3)
 EDU-676 Educational Applications of Multimedia (3)
 EDU-697 Language and Intercultural Communication for Changing Populations (3)
 EDU-698 Linguistic and Cultural Diversity (3)

PHILOSOPHICAL PERSPECTIVES 12 CREDITS ◀

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

SPECIAL INTEREST AREA 9 CREDITS ◀**CHANGING POPULATIONS 9 CREDITS** ◀

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

RESEARCH CORE 9 CREDITS ◀

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

SPECIAL INTEREST AREA

Together with their advisors, students select a cluster of three courses related to an area of special interest within the broad domain of instructional leadership and improving learning for changing student populations. The three areas offered are: TESOL, reading, and global perspectives and liberal arts. All three areas focus upon helping teachers to understand and enhance learning for the large number of linguistically and culturally diverse students currently in Maryland. The task for teachers is to create learning environments in which these new students will be successful. To accomplish this, educators need a world view, skills in language learning and in reading instruction. Each of these areas will provide relevant, research-based insights. Selected courses complement core courses by adding breadth to the student's understanding of the field, assisting students to prepare more intensively for aspects of the comprehensive examinations, enabling each student to explore a specific area which may become the focus of the student's doctoral research, extending each student's understanding by tapping resources beyond course offerings in professional education and supporting all students in attaining identified professional career goals. Courses are selected from those in program matrices projected by Graduate Studies for the time frame of the student's program. A total of 6 credits from prior study may be transferred into the area of special interest.

COMPREHENSIVE EXAMINATIONS

Prior to undertaking the dissertation, candidates must pass *oral and written comprehensive examinations* demonstrating knowledge both of the broad conceptual and procedural aspects of instruction for changing populations and in-depth knowledge in the area of specialization in which the candidate proposes to undertake the investigations that will result in the doctoral dissertation. Students must complete the comprehensive exam requirement within two years of completing course work.

The comprehensive exam experience 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 October and February. If a degree candidate fails any section of the examination, that student will have one opportunity to rewrite that failed section. The written examinations are read by the candidate's comprehensive committee, consisting of two faculty specialists. In the event of divided scoring, a third faculty expert 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.

The candidate may not sit for the oral examination until 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.

GRADING OF COMPREHENSIVE EXAMINATIONS

Grades assigned to comprehensive examinations are:

Pass with distinction (PH indicating honors)

Pass (P)

Fail (F)

Following oral and written examinations, the chair of the comprehensive committee submits an official ballot, graded and signed by each member, to the dean of education. Students are then officially notified of the results by the dean of education.

DISSERTATION

The dissertation is the culmination of the candidate's doctoral studies. In this extended work of original and independent research, the candidate addresses a problem or issue relevant to education, conducts research that is quantitative or qualitative (depending on the chosen subject), and develops a dissertation that adds to knowledge in the field. After identifying the research topic and receiving approval from the dean of education, the candidate works closely with a dissertation advisor to complete each stage of the dissertation process.

The following two courses are required:

EDU-705 Dissertation Seminar (3 credits)

EDU-801 Dissertation (6 credits)

To be eligible to register for the Dissertation Seminar, the candidate must have completed successfully all required courses in the program, have passed the written and oral comprehensive examinations, and be a student in good standing at the University.

Subsequent to completing EDU-801, students must register for EDU-800 for each academic semester when they require additional time to work on the dissertation. This registration provides the candidate access to University facilities (the Loyola/Notre Dame Library, computer laboratories, etc.) and the continued guidance of the dissertation adviser.

SUBMISSION OF THE DISSERTATION

The candidate submits the completed dissertation manuscript to the dissertation adviser and to the second readers no later than one month prior to the defense. Due dates for submission of the dissertations are:

January 1 (for May graduation);

July 1 (for December graduation)

After the adviser and readers review the manuscript, the candidate makes the required revisions. If the dissertation is then found to be satisfactory, the dissertation advisor schedules the dissertation defense. Manuscripts that do not follow the format expectations set forth by the Ph.D. Committee will not be accepted.

DISSERTATION DEFENSE

The candidate defends the dissertation before a committee formed by the dean of education in consultation with the advisor 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

October 1 for December graduation

These are firm deadlines.

Dissertations are graded as follows:

Pass with distinction

Pass

Provisional pass (*The dissertation advisor determines when the issues related to the provisions have been met.*)

COURSE DESCRIPTIONS

Refer to course descriptions, pages 106-122.



PROGRAM OF STUDY

The Certificate of Advanced Study in Education (CASE) in Instructional Leadership is a 30 credit program 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..... 30 CREDITS ◀

This program consists of six 600-level courses and four electives. Electives may be taken in a student's area of special interest.

600-LEVEL COURSES

Select from among the following:

- EDU-622 Education Policy Analysis (3)
- EDU-647 Learning and the Brain (3)
- EDU-660 Legal Issues II (3)
- EDU-672 Changing School Population In Historical Perspective (3)
- EDU-674 Global and International Perspectives In Education (3)
- EDU-675 Democracy and Education: Philosophical Perspectives (3)
- EDU-676 Educational Applications of Multimedia (3)
- EDU-697 Language and Intercultural Communication for Changing Populations (3)
- EDU-698 Linguistic and Cultural Diversity (3)

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.

See pages 106-122 for education course descriptions.



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 may include recent college graduates, career changers, retirees seeking a second career or persons already teaching who wish to become certified.

Through the Accelerated Certification for Teaching Program, eligibility for Maryland certification is possible in elementary education or in secondary education in one of the following: English, foreign language, mathematics, science, social studies and art. 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 program of study. Secondary education candidates may also earn dual certification in special education.

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

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

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

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

"The ACT program at the College of Notre Dame is an excellent vehicle that enabled me to successfully reach my destination of becoming an elementary school teacher. The advisers, professors, and students that I had the pleasure to interact with were among the most talented, enthusiastic, and wonderful educators that I have encountered. After completing the program, I found a job within a month, and as I began my first year as a fifth grade teacher, I felt fully equipped and inspired to make a difference in all of my students' lives."

Michelle Vornadore
Church Creek Elementary
Fifth Grade Teacher

PROGRAM OF STUDY

The ACT program offers professional education courses which provide the knowledge and skills essential to the beginning teacher and which are necessary for certification by the Maryland State Department of Education. A minimum of 21 credits is required for the secondary education track; 24 credits for the elementary education track; additional credits as prescribed for dual certification with early childhood or special education.

Each student will develop a plan of study with the ACT coordinator upon admission. In addition to the course work in education proper to the ACT program, this plan requires the fulfillment of any undergraduate

liberal arts content courses necessary for certification. These undergraduate liberal arts content courses may be taken concurrently with ACT courses at Notre Dame or at other colleges and universities. Frequent and consistent contact with the ACT advisor is expected of each student to assure steady progress in the program.

Upon entering the program and periodically thereafter, candidates attend a series of non-credit workshops orienting them to the teaching profession. Throughout the program of study, participants will prepare a professional portfolio documenting their competence according to departmental and state standards.

CURRICULUM

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

CORE COURSES

- EDU-519 Human Development and Learning (3)
- EDU-556 Technology for Instruction and Management (3)
- SPE-526 Special Education for the Classroom Teacher (3)

CURRICULUM AND METHODS COURSES

SECONDARY EDUCATION

Select one from:

- Special Methods of Teaching in Secondary School (3)
 - EDU-530 Art, N-12
 - EDU-531 English
 - EDU-532 Foreign Language
 - EDU-533 Mathematics
 - EDU-535 Music
 - EDU-537 Science
 - EDU-539 Social Studies

Required:

- EDU-544 Educational Assessment (3)
- EDU-580 Reading in the Content Areas Part I (3)
- EDU-551 Reading in the Content Areas Part II (3)

ELEMENTARY EDUCATION

- EDU-509 Processes and Acquisition of Reading (3)
 EDU-510 Elementary Reading Materials (3)
 EDU-511 Assessment of Reading (3)
 EDU-542 Instruction in Reading (3)
 EDU-592 Mathematics in the Elementary School (3)

EARLY CHILDHOOD EDUCATION (DUAL CERTIFICATION WITH ELEMENTARY EDUCATION)

- EDU-515 Curriculum and Methods for Early Childhood Education (3)

SPECIAL EDUCATION (DUAL CERTIFICATION WITH ELEMENTARY OR SECONDARY EDUCATION)

- SPE-544 Assessment of Special Needs Populations I (3)
 SPE-546 Methods of Teaching Students With Special Needs (3)
 SPE-570 Individualizing the Curriculum (Elementary) (3) **OR**
 SPE-571 Vocational Skills in Special Education Methods (3)
 SPE-576 Communication Skills for the School-Based Professional (3)

FIELD EXPERIENCE AND STUDENT TEACHING

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

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

SPECIAL ACT PROGRAM REQUIREMENTS

- An overall average of 3.0 or higher must be maintained.
- A "B" or higher in all methods courses, passing scores on Praxis I and on the Praxis II content test specified for the expected area of certification and approval of the School of Education are required for admission to student teaching, or, for teachers in service, for receiving the approved program stamp on the transcript signifying completion of the program.
- EDU-519 Human Development and Learning must be taken prior to or concurrent with the first curriculum and methods course.
- An Application for Student Teaching Placement must be filed early in the semester prior to the semester for internship. No other courses should be taken during the internship experience.
- All liberal arts and education courses prescribed in a student's program of study must be completed prior to the internship, or, for teachers in service, prior to receiving the approved program stamp on the transcript signifying completion of the program.
- Students must pass Praxis I to enter the ACT program and Praxis II prior to internship. These are national teacher examinations required by the Maryland State Board of Education for certification.

COURSE DESCRIPTIONS

See pages 106-122 for education course descriptions.

POST-BACCALAUREATE CERTIFICATE IN CURRICULUM AND INSTRUCTION

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

The program requires the completion of 15 graduate credits. Courses include student learning styles, school and family, program evaluation, global perspectives on education and current issues and problems in schools. Courses taken in the program

may be applied to the Master of Arts in Leadership in Teaching program.

All of the requirements for the certificate must be completed within four years from the date of admission. Most students, however, will need considerably less time to complete the program. Courses are scheduled on Saturdays and in late afternoon and evening in the fall and spring terms, and in intensive sessions during the summer. All 15 credits must be completed at Notre Dame.

Applicants must have a baccalaureate degree and at least one year of teaching.

CURRICULUM FOR POST BACCALAUREATE CERTIFICATE IN CURRICULUM AND INSTRUCTION 15 CREDITS ←

Select five courses from the following:

- EDU-544 Educational Assessment (3)
- EDU-550 Curriculum Design: Developing Thinking Skills (3)
- EDU-552 Global Perspectives in Teaching (3)
- EDU-556 Technology for Instruction and Management (3)
- EDU-563 Curriculum Development (3)
- EDU-564 Contemporary Education Issues (3)
- EDU-566 Comparative and Internal Education (3)
- EDU-567 Learning Theory and Practice (3)
- SPE-527 Teaching Special Needs Students in Inclusive Settings (3)

See pages 106-122 for education course descriptions.

EDUCATION COURSE DESCRIPTIONS

BIO-503 THE WETLANDS FOR EDUCATORS

Studies wetland functions, hydrology, vegetation, solids, habitat, classification and types found in Maryland along with current management issues. *3 credits.*

BIO-504 THE CHESAPEAKE BAY FOR EDUCATORS

Links personal responsibilities and actions to the history, culture, ecologic functioning, and economics of the nation's largest Bay. *3 credits.*

BIO-505 PLANT LIFE IN THE WETLANDS FOR EDUCATORS

Explores the vegetative world through the lenses of botany and horticulture including taxonomic classification, plant biology, and ID strategies. *3 credits.*

BIO-506 ANIMALS IN THE WETLANDS FOR EDUCATORS

Studies classifications, basic anatomy, and natural history including behavior patterns, ecological roles, and adaptations of major faunal groups found in Maryland. *3 credits.*

BIO-507 WATERSHED FIELD ECOLOGY FOR EDUCATORS

Follows the course of the Potomac. Hydrology, soils, biota, and physio-chemical relationships of the major geologic provinces are studied, compared and contrasted. *3 credits.*

EDGT-500 FOUNDATIONS OF GIFTED AND TALENTED EDUCATION

Provides an understanding of the historical foundations of gifted education in the United States and the key philosophies that shaped the various programs. Students will become familiar with the cognitive characteristics of gifted children. Students will examine important issues and trends in gifted education. Students will compare quantitative and qualitative assessments that locations within Maryland use to define and identify those with gifts and talents and the ways that culture impacts identification. *3 credits.*

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.*

EDGT-502 CURRICULUM FOR THE GIFTED AND TALENTED

Examines the ways in which curricula are planned and developed for gifted students. Attention is given to such issues as building a philosophical framework for curriculum, important design features for curriculum, scope and sequence, and unit development. *3 credits.*

EDGT-503 RESEARCH SEMINAR IN GIFTED AND TALENTED EDUCATION

Affords students the opportunity to apply previous course learning to in-depth study and discussion of those with gifts and talents. Students will read current literature on a variety of issues surrounding the identification and education of the gifted and discuss their findings. Students will identify one area of gifted and talented education, such as autistic gifted, learning disabled gifted, or musical and artistic prodigies, design and conduct an action research project and share their work in their schools. This course affords students the opportunity to gain greater knowledge about the Maryland State gifted education competencies. *3 credits.*

EDGT-504 PRACTICUM IN GIFTED AND TALENTED EDUCATION

Serves as the capstone course in the master's program. Students must draw on what they have learned in previous coursework as they work in area schools with gifted and talented individuals. Students will observe, assess, plan, and teach the gifted and talented, strengthening their skills. Students will assess their personal abilities and attitudes in order to work successfully with the learners. *3 credits.*

EDGT-505 STRATEGIES FOR THE EDUCATION OF GIFTED AND TALENTED STUDENTS

Addresses appropriate strategies for best implementing curriculum for the gifted and talented. Course participants consider critical thinking skills, research techniques, and problem solving skills. Additionally, the nature of creativity is examined as well as ways to foster creativity. Technology is stressed as an important tool for the gifted and talented. *3 credits.*

EDON-511 HARASSMENT, BULLYING & CYBER INTIMIDATION

Discusses definitions and the personal, social, and legal ramifications associated with sexual harassment, bullying, and cyber-intimidation. The course will address what we know about these troubling areas. We will then explore preventative strategies as well as how school staff can address these issues when they occur. A clear understanding of what constitutes harassment and the harmful effects of harassment on people and institutions is essential to providing a safe and inclusive school environment for all. *3 credits.*

EDON-523 TALENTED AND GIFTED

Provides information on the history of exceptional students in relation to education, current law, and accepted methods for referral, assessment, and identification. It covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The course gives the learner an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom and lists resources for teachers and parents who would like more information about the talented and gifted. *3 credits.*

EDON-525 TRAUMATIZED CHILD

Helps 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 well as the educator's role in the intervention and prevention of violence. *3 credits.*

EDU-508 ISSUES IN TESOL

Introduces students to the field of TESOL by providing an overview of instructional programs and approaches for teaching English as a second language to students from K-12 to postsecondary levels. Special emphasis is placed on the role of cultural differences on language development and academic achievement in United States classrooms. The course includes bilingualism, legal and political trends as they pertain to ESL students in various educational settings, and the impact of state and national initiatives, such as No Child Left Behind, on ESL students and TESOL. *3 credits.*

EDU-509 PROCESSES AND ACQUISITION OF READING

Sets forth an interdisciplinary view of the foundations of reading and writing and the development and acquisition of literacy. The class addresses theories in such fields as linguistics, cognitive psychology and child development as they are seen in language and literacy development of the emerging elementary reader/writer. The course examines the history of various instructional methodologies and the research documenting their effectiveness. The class reviews current approaches to all parts of the acquisition of literacy, such as direct instruction of phonics, whole language, language experience, literature-based curricula and the writing process. *3 credits.*

EDU-510 ELEMENTARY READING MATERIALS

Exposes teachers to a variety of quality texts and other media, fiction and non-fiction for use in the elementary classroom, across the curriculum. Criteria for selecting and evaluating materials and strategies for use in all areas of instruction, with attention to student and text diversity issues will be explored. *3 credits.*

EDU-511 ASSESSMENT OF READING

Provides students with a background in assessment and its relationship to instruction. Students will learn about the variety of assessments available to the classroom teacher in the areas of reading and writing. Students will learn how to administer, score and interpret the results of various assessments. Instructional decisions regarding the educational program of the child will also be examined. *3 credits.*

EDU-512 SCHOOL LIBRARY ADMINISTRATION

Presents the four roles of the school library media specialist as described in information power: instructional partner, teacher, information specialist and program administrator. The topics include organization, collection development, standards, leadership, curriculum, technology, program planning, facilities and management principles. *3 credits.*

EDU-513 SCIENCE AND SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

Emphasizes integration of content and process through demonstration, investigative and inquiry approaches. Addresses the three domains of knowledge, skills and attitudes. Attention is given to recent trends, national and state standards, and the use of indicators in planning instruction and assessing. Includes preparation of instructional units and microteaching experience. *3 credits.*

EDU-514 ORGANIZATION OF INFORMATION

Examines the organization of information resources in a school library media center. Topics include retrieval tools, encoding standards (MARC, SGML) classification theory and principles of organization of information. *3 credits.*

EDU-515 CURRICULUM AND METHODS IN EARLY CHILDHOOD EDUCATION

Surveys and critiques curriculum methods and materials for early childhood programs, preschool through primary grades. Instruction in assessment, planning and implementation of interdisciplinary activities to stimulate the cognitive, linguistic, social, and motor development. *3 credits.*

EDU-519 HUMAN DEVELOPMENT AND LEARNING

Explores selected aspects of human development related to learning and instruction. Major psychological concepts and learning theories will be examined and applied to the context of education. Emphasis will be placed on understanding cognitive and affective domains of development as well as behavior management, motivation, individual differences in learning and instructional practices. Includes reflection, classroom activities, educational philosophy and class-room instruction. *3 credits.*

EDU-520 CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS

Examines aims, organization and administration of American secondary schools. Principles of curriculum organization and design for middle and senior high schools. Curriculum development in school systems, in specific schools, and in academic disciplines. Multicultural and gender issues are considered. Class is interrelated with methods courses in study and application of principles of teaching-learning, uses of technology for instruction, analysis of teaching, assessment of classroom management. *3 credits.*

EDU-523 EDUCATION IN AMERICAN SOCIETY

Traces the development of education in the United States. Includes study of significant social, cultural, political, intellectual and legal influences on American schools; the work of major shapers of American institutions; and contemporary issues and attitudes toward the enterprise of public education. *3 credits.*

EDU-524 TOPICS IN EDUCATION

Examines selected issues in education. Topics change to reflect developments in the field. *3 credits.*

EDU-530 – 539 METHODS OF TEACHING IN SECONDARY SCHOOL

EDU-530 Art, N-12
EDU-531 English
EDU-532 Foreign Language
EDU-533 Mathematics
EDU-535 Music
EDU-537 Science
EDU-539 Social Studies

Examines objectives, nature and place of the academic disciplines in the secondary school. Readings include courses of study, current research in methodology and texts and material for teaching. Each course focuses on model and techniques for teaching each subject to diverse students at the secondary level. Includes long and short range planning, inclusion strategies interrelated with curriculum and resources in application of teaching, learning theory in such areas as direct instruction, cooperative learning, inquiry and discovery, motivation, questioning, discussion, classroom management and assessment of outcomes. Presentation and evaluation of demonstration lessons. Videotaping for analysis of teaching. *3 credits.*

EDU-540 CHILD AND ADOLESCENT PSYCHOLOGY

Analyzes the five areas of development: physical, linguistic, cognitive, psychological and moral, for children from infancy through adolescence, through readings, lectures, class activities, and student projects. Students will learn about the history of child development theory and research, including classic debates such as nature versus nurture, stage versus continuous development and the balanced view. Major theorists and current research also will be reviewed as students learn key issues and concepts in each of the five areas as well as their influence and dependence on each other. Students will connect theories of development to their own class projects. *3 credits.*

EDU-542 INSTRUCTION IN READING

Reviews current research findings related to integrated language arts instruction and their impact on classroom practices in schools. Numerous strategies and methods to develop and enhance the elementary student's reading, writing, listening and speaking skills are explored. A variety of management techniques will be discussed. *3 credits.*

EDU-543 READING, ANALYZING AND INTERPRETING EDUCATIONAL RESEARCH

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

EDU-544 EDUCATIONAL ASSESSMENT

Focuses on student assessment and the relationship of assessment practices to instructional decision-making. Students will consider, analyze and apply a variety of approaches for interpreting individual and group behavior based on relevant research and best practices. Traditional assessment techniques, using standardized and criterion instruments, will be explored, as well as direct performance and portfolio assessments. Both classroom and clinical practice assessment strategies will be explored. *3 credits.*

EDU-545 PRINCIPLES OF LINGUISTICS

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

EDU-546 METHODS AND MATERIALS FOR TESOL

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

EDU-547 ASSESSING SECOND LANGUAGE ACQUISITION

Introduces the student to various assessment techniques that are used in ESL teaching. Students examine various traditional testing techniques, along with more recently developed alternative methods for assessing second language learning, focusing on the four language skills, reading, writing, listening and speaking, as well as communicative competence in general. In addition, students critically evaluate ESL assessment methods used for placement purposes by various (local) public school systems. *3 credits.*

EDU-548 LANGUAGE LEARNING

Examines current theory in language acquisition from psycholinguistic and sociolinguistic perspectives. Although the basic principles of first language acquisition are analyzed to some extent, the main focus of the course is on theoretical principles as they relate to second language acquisition, including their application to second or foreign language teaching. Subtopics include sociocultural factors in language classrooms, individual language learning styles and strategies, and the impact of age and native language on (second/foreign) language learning. *3 credits.*

EDU-551 TEACHING READING AND WRITING IN THE CONTENT AREAS PART II

Provides an advanced study of how to teach reading and writing to all students using motivating and accessible texts. Participants analyze literacy (the reading and writing process) to understand how levels of literacy are not absolute. Literacy is relative and depends on the diverse culture, language, background experiences, and skills of the reader and the kind of text presented. Participants learn how to informally assess their students' levels of literacy and analyze texts for level of readability. Various reading and writing approaches and strategies in the content areas are modeled and demonstrated in class by the instructors and the participants. Participants learn how reading and writing are social acts of communication as they work together in this class discussing their own reading and writing. Participants compile a variety of texts (including materials for computer use) in the content areas in order to meet the needs of all of their students. *3 credits.*

EDU-552 GLOBAL PERSPECTIVES IN TEACHING

Encourages an open inquiry into the nature of global education as a means to prepare students for intelligent participation in the contemporary world. Classroom materials and techniques are used to explore global issues, such as hunger, poverty, the environmental crisis, international development and world peace. Integrates content with pedagogy. *3 credits.*

EDU-553 EDUCATION THAT IS MULTICULTURAL

Investigates the role of education in an increasingly pluralistic society and interdependent world. Students explore the nature of education which promotes recognition, understanding, and acceptance of individual uniqueness, interdependence, and cultural diversity within a pluralistic society. A variety of approaches to multicultural educational reform are addressed. Includes discussion of both theory and practice. *3 credits.*

EDU-556 TECHNOLOGY FOR INSTRUCTION AND MANAGEMENT

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

EDU-557 LEADERSHIP SEMINAR I

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

EDU-559 LEADERSHIP SEMINAR II

Considers the dynamics of innovation and change in organizations and institutions. Readings and discussions focus on the conceptualization, planning, and management of innovation and change. Seminar participants analyze the theoretical bases of various decision-making and problem-solving strategies and examine specific case studies relevant to change. Students are required to develop an analytical project in which they identify a particular problem and plan an effective strategy. **Prerequisite:** 21 completed credits, including successful completion of EDU-557. *3 credits.*

EDU-560 LEGAL ISSUES FOR TEACHERS AND ADMINISTRATORS

Surveys the fundamental legal principles and issues which affect public and private education. They will become acquainted with the American legal process and basic legal terminology. Using the case study approach to contemporary education law, students will become familiar with the diversity of legal issues that affect educators' professional lives. *3 credits.*

EDU-563 CURRICULUM DEVELOPMENT

Considers the forces driving quality curriculum development. This course examines how different groups, issues, ideologies and research have influenced what and how children have been taught historically. Attention will be focused on recent reform literature directed at schools and its likely impact on curriculum. Current political, economic, demographic and academic trends will be studied. The process for curriculum design

will be examined and applied as students develop a sample guide using the class as a workshop group. The course concludes with an analysis of future curriculum needs and the role of educators in bringing about needed changes. *3 credits.*

EDU-564 CONTEMPORARY EDUCATION ISSUES

Discusses current issues affecting schooling in the United States. Current national and state initiatives in education; the relationship between schools and the community; issues of public policy and the educational enterprise; social, political, economic, legal issues are included. Issues selected for discussion reflect contemporary concerns in education. *3 credits.*

EDU-566 COMPARATIVE AND INTERNATIONAL EDUCATION

Identifies and explores the multiple inter-related crises facing education around the world. Participants evaluate the future of education in both industrial and developing countries and examine such critical issues as the worldwide growth of learning needs, inequities both within and among countries, and world-wide needs for education reform. *3 credits.*

EDU-567 LEARNING THEORY AND PRACTICE

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

EDU-569 SUPERVISION: EMPOWERING TEACHERS

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

EDU-575 INFORMATION LITERACY RESOURCES

Surveys resources in all formats needed to develop a collection that supports the information literacy program at the school level. *3 credits.*

EDU-577 INTERNET IN TEACHING AND LEARNING

Explores the use of the Internet in the K-12 environment and how it impacts both student learning and teacher professional growth. The course will include an in-depth study of such topics as Web quests, research modules and tele-collaborative projects. Students will create Web pages and learn about listservs. The course will also explore how some educators are using emerging technologies such as blogs and wikis in the classroom. Integrating resources into the school's curriculum with an emphasis on investigating how this will change teaching will be a major focus. *3 credits.*

EDU-580 TEACHING READING AND WRITING IN THE CONTENT AREAS PART I

Presents the conceptual framework and methodology for teaching reading and writing at the secondary level. Emphasizes the holistic and developmental nature of reading/writing/learning processes. Explores literacy as a cultural, sociological phenomenon. Includes techniques for skill assessment and development in the oral and language areas of speaking and listening and in the written language areas of reading and writing. Emphasis is on language skill refinement across the curriculum as well as strategies for students with varying learning styles and needs. Explores the interactive nature of reading, the reading/writing connection and ways to integrate literature within the various disciplines across the curriculum. Discusses the teacher role in developing independent learning strategies and literacy for life. Includes preparation of lesson plans, activities and materials as well as strategies for organizing and managing literacy instruction in the content areas. *3 credits.*

EDU-582 EMERGING LITERACY AND THE YOUNG CHILD

Explores emergent literacy as a cultural, sociological phenomenon. This course includes techniques for skill development in the areas of word recognition, phonetic and structural analysis, vocabulary development and comprehension using an integrated language arts model. Emphasis is on reading across the curriculum for the young child as well as strategies for students with varying learning styles and needs. Participants explore the reading/writing connection as well as literature-based instruction and discuss materials as well as strategies for organizing and managing a classroom reading program for the young child. *3 credits.*

EDU-586 TECHNIQUES OF TEACHING READING AND WRITING TO STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Addresses the development of reading and writing from a cognitive perspective. Students will become familiar with the approaches, methods and techniques appropriate for the teaching of reading and writing to students with limited English language proficiencies. Special topics such as the integrated skills curriculum, language-specific rhetorical styles and free voluntary reading will also be discussed. Students will evaluate and design appropriate classroom materials. *3 credits.*

EDU-592 MATHEMATICS IN THE ELEMENTARY SCHOOL

Integrates mathematical concepts with the methods employed to teach mathematics in the elementary school. Emphasis is on National Council of Teachers of Mathematics (NCTM) standards and implementation of standards instruction. Focuses on a hands-on approach using manipulatives. Includes preparation of lesson plans and microteaching experiences. Weekly observation and field experience in area schools. *3 credits.*

EDU-595 TEACHING PRACTICUM

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

EDU-596 ENGLISH GRAMMAR FOR ESL TEACHERS

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

EDU-601/611 INTERNSHIP: STUDENT TEACHING ACCORDING TO PROGRAM

Provides an internship in the appropriate subject and grade level in public schools for a period of 20 weeks, variably arranged according to program (MAT-or ACT.) Gradual immersion into teaching. Builds upon and extends activities of the clinical field experiences in observing and analyzing student behaviors; learning about the school; establishing professional relationships with students, parents, staff; observing and analyzing teaching. Interns begin by planning and teaching specific skills (for example, the inquiry method) with one or more classes, analyze progress with the guidance of the supervising teacher, and gradually

assume responsibility for the entire teaching schedule. Interns are expected to demonstrate skill in: long range and daily planning, uses of technology, use of teaching strategies identified in the Maryland Instructional Frameworks (critical thinking, problem solving, inductive thinking, questioning, reading and writing for meaning, constructing meaning). Supervision by master teacher and college supervisor. Student teaching portfolio. Extra fee required. *6 credits*.

Prerequisite: Permission of department chair.

Note: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for *3 credits* each. Consult program advisor before registering.

EDU-601 INTERNSHIP: STUDENT TEACHING IN SECONDARY SCHOOL

EDU-602 INTERNSHIP: STUDENT TEACHING IN THE ELEMENTARY SCHOOL

EDU-603 INTERNSHIP: STUDENT TEACHING IN EARLY CHILDHOOD EDUCATION

EDU-605 INTERNSHIP: STUDENT TEACHING IN ART N-12

SPE-601 INTERNSHIP: STUDENT TEACHING IN SPECIAL EDUCATION

EDU-604 ANALYTIC, REFLECTIVE AND RESEARCH SEMINAR

Enables students to develop and apply skills, knowledge and abilities in the construction and implementation of action research plans for the improvement of classroom teaching and learning. A structured series of learning activities will be assigned to develop skills in research methodology and data analysis. Students will be provided experience in the analysis and interpretation of their endeavors and the opportunity to gauge the extent to which the application of learned skills facilitates educational problem solving. Instruction integrated with activities of the appropriate internship. Concurrent enrollment in the internship expected; exception by permission of MAT coordinator only. *3 credits*.

EDU-611 INTERNSHIP

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

with one or more classes, analyze progress with the guidance of the supervising teacher, and gradually assume responsibility for the entire teaching schedule. Interns are expected to demonstrate skill in: long range and daily planning, uses of technology, use of teaching strategies identified in the Maryland Instructional Frameworks (critical thinking, problem solving, inductive thinking, questioning, reading and writing for meaning, constructing meaning), and in instructing and assessing English language development for students of other languages with limited English proficiency. Supervision by master teacher and college supervisor. *6 credits*.

EDU-612 REMEDIAL READING INSTRUCTION FOR CLASSROOM AND CLINICAL SETTINGS

Researches, examines and implements a variety of remediation techniques in classroom and/or clinical settings. The course includes study of factors that influence reading success and that lead to an effective remediation program. Participants analyze individual student's strengths and needs in order to identify recommended remediation practices. *3 credits*.

EDU-615 EDUCATOR AS A CHANGE LEADER

Explores the dynamics of innovation and change in organization and institutions, the conceptualization, planning, and management of innovation and change, and various decision-making and problem-solving strategies. *3 credits*

EDU-618 RESOURCE ROLE OF THE READING SPECIALIST

Evaluates roles and responsibilities of the reading specialist as an instructional leader in schools and school systems. The course addresses such curricular and instructional issues as research-based teaching strategies, grouping practices, and formal and informal assessments. Participants review and analyze these issues for their usefulness and appropriateness for implementation in schools and school systems. Participants also explore the human dimensions of the reading specialist's responsibilities with regard to the ARD process and relationships with parents/guardians, community groups, administrators, teachers and specialists within instructional structures and with experts in the field whose work may contribute to enhancing student reading skills. The course prepares the reading specialist to be a colleague and consultant to classroom teachers as well as a resource person for disseminating state, local and professional initiatives related to reading instruction. The reading specialist is also prepared to be a participant in program and staff development, an effective communicator of

goals and programs for all constituencies, and an academic resource equipped to pioneer, foster, support, guide and assess the principles, methods and procedures that will improve reading instruction throughout a school and/or school system. *3 credits.*

EDU-622 EDUCATION AND POLICY ANALYSIS FOR CHANGING SCHOOLS

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

EDU-629 THE ROLES OF LITERACY COACHING

Assists reading specialist/literacy coach candidates in examining the roles and responsibilities of the reading coach as learner, researcher, peer model, and supervisor of school-based literacy instruction. Participants examine the relationship of the reading coach to the reading specialist and the faculty/staff members of the learning community. Special emphasis will be placed on working with the adult learner to support teachers in understanding, implementing and evaluating grade level and subject area instruction. Assignments will involve in-class and field experiences that provide practice with coaching techniques. All areas of study will be linked to the standards for the literacy coach set forth by the International Reading Association. *3 credits.*

EDU-631 URBAN EDUCATION

Advances the students' knowledge of the impact urban settings have had on education during the past 100 years. Emphasis will be placed on the influence of philosophical, sociological and cultural perspectives on schools as social and educational institutions. Students will be expected to define, analyze and explain the relationship between variances in learning styles and the social settings of learners. An understanding of the urban school throughout the past century will be developed and will enable students to determine how organizational practices and policies,

societal demographics, teacher preparation, and learner characteristics affect urban education and urban public K-12 schools. Salient issues are: the definition of urban education, school funding, norms and folkways of urban teachers and learners, professional development for teachers and school staff, the roles of stakeholders and educators as change agents. *3 credits.*

EDU-633 PHYSIOLOGICAL BASIS OF ATHLETICS

Acquaints graduate students with the physiological aspects of motor activity and the fundamentals necessary to the understanding and application of exercise physiology within the coaching arena. *3 credits.*

EDU-634 ADVANCED SPORT SCIENCE AND COACHING

Studies the place of coaching in sport in contemporary society. The course provides a foundation for those who coach at any level. The art and science of coaching as presented in this course include the development of an individual philosophy of coaching and the application of fundamental/effective coaching and managerial practices. Participants will review the national standards for athletic coaches and relate the standards to various topics within the course. *3 credits.*

EDU-635 SPORT AND FITNESS ANALYSIS

Focuses on general concepts that can be used by professionals who work with students in coaching, recreational or sports environments. Participants gain an understanding of the anatomy and mechanics of various structures of the body and then apply this knowledge to the analysis of a variety of coaching/recreational/sporting activities. *3 credits.*

EDU-636 PSYCHOSOCIAL ASPECTS OF SPORT

Examines and evaluates various psychological and sociological principles as they relate to effective coaching. Discussions focus on psychological and sociological variables that can enhance or interfere with performance of the athlete(s). Participants will have the opportunity to bridge the gap between theory and real sporting situations. *3 credits.*

EDU-637 MOTOR LEARNING

Investigates motor learning as an important component in human behavior as it relates to teaching, coaching, learning and performing motor skills. The course examines processes by which humans acquire and refine physical skills. Various theories addressing the learning and performance of motor skills are discussed. *3 credits.*

EDU-647 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 attention to language acquisition and manipulation. Students design, conduct and discuss research projects addressing aspects of brain functioning and the consequences for learning. *3 credits.*

EDU-660 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-672 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-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-675 DEMOCRACY AND EDUCATION: PHILOSOPHICAL PERSPECTIVES

Analyzes the major philosophical perspectives that have formed and continue to influence 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-676 EDUCATIONAL APPLICATIONS OF MULTIMEDIA

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

EDU-688 PRACTICUM: SCHOOL ADMINISTRATION AND SUPERVISION PART I

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

Prerequisite: 27 completed credits, including successful completion of EDU-543 and EDU-557 or permission from the dean. *3 credits.*

EDU-690 PRACTICUM IN SCHOOL ADMINISTRATION AND SUPERVISION PART II

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

Prerequisites: EDU-688 with a minimum grade of B.

EDU-691 PRACTICUM: APPLICATION OF REMEDIATION IN A CLINICAL SETTING

Structures the culminating experience for students preparing for Reading Specialist Certification. The course requires students to integrate theory, research and application in an in-school practicum setting under the direction of the local school-based reading specialist and the College supervisor. Each intern works directly with three to six identified students. During this experience, interns apply and reflect upon various literacy assessment techniques. Interns plan and implement research based, effective and meaningful remedial plans based on students' strengths and weaknesses. *3 credits.*

Prerequisites: Successful completion of EDU-511 and EDU-612 and permission.

EDU-697 LANGUAGE AND INTERCULTURAL COMMUNICATION FOR CHANGING POPULATIONS

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

EDU-698 LINGUISTIC AND CULTURAL DIVERSITY

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

EDU-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-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-801 DISSERTATION

Students are required to submit a dissertation that gives evidence of original, independent research and critical thinking on a topic in the field of instruction for changing populations. The dissertation demonstrates the candidate's proficiency in conducting original, in-depth research; subjecting this research to critical analyses; and presenting this research in a dissertation that makes a substantive contribution to the field. The dissertation is expected to be an intensive, deeply

researched, sharply focused, original study that will add to the knowledge in the field rather than to the solution of a problem for a specific, practical application. The dissertation defense is presented before a committee of a minimum of five, including faculty from the Education Department as well as from academic disciplines relevant to the candidate's topic. *6 credits.*

NOTE: Prior to undertaking the dissertation, candidates must pass oral and written comprehensive examinations demonstrating knowledge both of the broad conceptual and procedural aspects of instruction for changing populations and in-depth knowledge in the area of specialization in which the candidate proposes to undertake the investigations that will result in the doctoral dissertation.

LCL-544 HISTORY OF CLASSICAL SCHOLARSHIP

Introduces students to the contributions of leaders in the field of classical scholarship through an examination of their methods and interpretation in several areas of classical scholarship. Includes textual criticism, historiography, ancient art and archaeology, epigraphy, paleography, philosophy and mythology. Also considers current issues in classical scholarship. Students will complete several short projects involving a variety of scholarly topics and methods. *3 credits.*

LFN-501 TOPICS

Studies a central topic in linguistics, culture or literature that covers more than one language. Courses may be repeated for credit as topics change. *3 credits.*

LFN-502 INTRODUCTION TO METHODS OF TEACHING FOREIGN LANGUAGE

Focuses on the practical aspects of teaching foreign language methods. It concentrates on current textbooks for middle school and high school, as well as an emphasis on methods of increasing vocabulary, teaching grammar, and presenting language in a cultural context. The 5 Cs of the National Standards are explored in depth. *3 credits.*

LFN-503 ADVANCED METHODS OF TEACHING FOREIGN LANGUAGE

Help teachers and administrators understand the unique challenges of linguistic minority teachers in a K-12 setting. Focuses on 6-12 education, although application may be found to other levels as well. The course reviews relevant areas of linguistic and language acquisition theory, studies bilingualism and its implications for education, and shares strategies for working with faculties, colleagues, and students who do not have two or more languages

housed in their brains. Effective instructional approaches and techniques for students with limited foreign-language or target-language proficiency (including those in mainstream classrooms) will be analyzed. *3 credits.*

LFN-504 FRENCH AND SPANISH FILM

Studies the relationship of film to all other art forms. Using films in French and Spanish as archetypes of culture, the course investigates how film reflects major themes in society [religion, familial relationships, politics and war, love]. No previous knowledge of French or Spanish is required. *3 credits.*

LLT-525 MASTER LATIN TEACHER WORKSHOP

Focuses on the development and application of resources and methods for effective teaching of Latin, including the teaching of forms and syntax, translation skills, incorporating classical culture in the Latin class and the National Latin Exam. Students will examine teaching techniques and materials developed by experienced teachers and will complete a major project suitable for classroom use. *3 credits.*

LLT-561 ADVANCED LATIN PROSE COMPOSITION

Sharpens composition and translation skills through improved mastery of the structure and usage of Latin and facilitates classroom teaching of forms and syntax. Beginning with translation into Latin of short sentences, students will be led to translation of longer connected prose passages and examination of Latin translations of English classics such as Lincoln's Gettysburg Address and Kennedy's Inaugural Address. *3 credits.*

LSP-502 SPANISH FOR TEACHERS OF OTHER LANGUAGES

Surveys the components of oral language. The social, phonological, morphological, syntactic, semantic, and pragmatic aspects of Spanish as a language system are discussed. Students will be introduced to language variation, phonetic transcription, phonemes, morphemes, syntactic order, linguistic change, dialects of Spanish, and Spanish as a phenomenon in the United States. This course, designed specifically for teachers of other languages and taught entirely in Spanish, prepares students to take the Praxis exam for certification in Spanish. *3 credits.*

LSP-526 HISPANIC WOMEN WRITERS

Focuses on major female Spanish-language authors throughout history. Incorporates scholarship by and about women. Explores women writers from both Spain and Latin America and their place in the literary canon. Studies a variety of literary genres and styles. *3 credits.*

LSP-530 PERSPECTIVES ON SPANISH AS A WORLD LANGUAGE

Looks at Spanish as a world language that permits variation among its various dialects. Emphasizes linguistic and sociolinguistic phenomena throughout the history of Spanish that continue to be present. Students will gain an understanding of what underlies the difference among dialects of Spanish in today's world. *3 credits.*

LSP-532 CONTEMPORARY SPAIN: LITERATURE AND THE ARTS

Explores literature, art, film, music and sculpture as a means of gaining an understanding of Spain today. Journeys through the past to discern the various cultural, religious and academic movements that have helped shape today's Spain. *3 credits.*

LSP-559 CONTEMPORARY HISPANIC WORLD

Focuses on global issues and concerns from the perspectives of various Spanish-speaking populations in the world today. Through guided research and the use of authentic print and multimedia materials, students will explore notions of "Hispanic" culture and worldviews, as they analyze issues of global importance from multiple cultural perspectives. *3 credits.*

LSP-560 ADVANCED ORAL COMMUNICATION IN SPANISH (PRAXIS PREP)

Focuses on oral and written language production, including a study of phonetics as a means of understanding non-native utterances. Students can expect to increase their technical vocabulary in Spanish, to understand the system of Spanish as a whole and to review advanced grammatical forms. Prepares students to take the Praxis exam for certification in Spanish. *3 credits.*

MAT-501 NUMBER AND OPERATIONS FOR THE MIDDLE SCHOOL EDUCATOR

Integrates the study of the rational numbers with reflection on the teaching and learning of arithmetic concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content includes rational numbers and their fundamental algorithms, the place of the rational numbers

in the real number system, scientific notation as a means of expressing very large and very small numbers and number theory topics appropriate for the middle school. *3 credits.*

MAT-503 FUNDAMENTALS OF ALGEBRA FOR THE MIDDLE SCHOOL EDUCATOR

Integrates the study of algebra and its applications to the world around us with reflection on the teaching and learning of algebraic concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content focuses on basic algebraic concepts including signed numbers and their operations, problem solving, quantitative and qualitative graphs, proportional reasoning, linear functions, and functions defined by tables and graphs. Algebra is presented as the study of patterns, as a symbolic language, as a tool for problem solving, and as a way of modeling and understanding the physical world. Graphing calculators are used throughout the course. *3 credits.*

MAT-507 ALGEBRAIC FUNCTIONS FOR THE MIDDLE SCHOOL EDUCATOR

Integrates the study of algebraic functions and their applications to the world around us with reflection on the teaching and learning of algebraic concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content focuses on the function concept, function notation, function definition by equation, table and graph, rates of change, linear, quadratic and exponential functions and their applications. Graphing calculators are used throughout the course to explore functions and their properties numerically and graphically. *3 credits.*

Prerequisite: MAT-503 Fundamentals of Algebra for the Middle School Educator.

MAT-508 ALGEBRA: AN ADVANCED PERSPECTIVE FOR HIGH SCHOOL EDUCATORS

Examines core high school mathematics content and problems from a mathematically advanced standpoint: looking at alternate definitions, language, and approaches and exploring connections between topics usually studied separately. Topics selected from among real and complex numbers, functions, equations, integers and polynomials, modular arithmetic and number fields. Emphasis is placed on problem-solving both individually and collaboratively. *3 credits.*

Prerequisites: One year of calculus and at least one proof or algebraic structure course such as Linear Algebra, Abstract Algebra or Real Analysis.

MAT-521 GEOMETRY AND MEASUREMENT FOR THE MIDDLE SCHOOL EDUCATOR

Integrates the study of geometric shapes, spatial reasoning, and measurement with reflection on the van Hiele framework and the NCTM's Principles and Standards of School Mathematics. Mathematical content includes two- and three-dimensional shapes and their properties e.g. congruence, similarity and symmetry, spatial reasoning and transformations, the measurement process and techniques. Interactive software will be used in the exploration of these topics. *3 credits.*

MAT-522 GEOMETRY: AN ADVANCED PERSPECTIVE FOR HIGH SCHOOL EDUCATORS

Examines core high school mathematics content and problems from a mathematically advanced standpoint: looking at alternate definitions, language, and approaches, and exploring connections between topics usually studied separately. Topics selected from among congruence, distance and similarity, trigonometry, area and volume, axiomatics, and Euclidean geometry. Emphasis is placed on problem solving both individually and collaboratively. *3 credits.*

Prerequisites: One year of calculus and at least one proof or algebraic structure course such as Linear Algebra, Abstract Algebra, or Real Analysis.

MAT-531 DATA ANALYSIS AND STATISTICS FOR THE MIDDLE SCHOOL EDUCATOR

Integrates the study of data analysis and statistics with reflection on the teaching and learning of data analysis in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content includes experimental design and data collection, displaying data, exploring and interpreting data, measures of center and spread, ways to investigate the association between two variables and misuses of statistics. Graphing calculators and spreadsheet software are used throughout the course. *3 credits.*

MAT-532 DISCRETE MATHEMATICS AND PROBABILITY FOR THE MIDDLE SCHOOL EDUCATOR

Integrates the study of discrete mathematics (sets, logic, counting) and probability with reflection on the teaching and learning of these concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content includes sets and their operations, logical connectives and quantified statements, types of mathematical arguments and proofs, counting techniques, the probability of simple and compound events,

sample spaces, probability distributions, and the use of simulations to generate data for determining probabilities and to test conjectures. Graphing calculators are used throughout the course. *3 credits.*

MAT-541 NUMBER AND OPERATIONS FOR ELEMENTARY SCHOOL EDUCATORS

Integrates the study of the whole numbers and the integers with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Mathematical content includes place value, estimation, conceptual underpinnings of the conventional computational algorithms for whole numbers and extending these ideas to the integers. Early number concepts, how students develop number sense, how to judge when student-developed procedures are mathematically sound, common misconceptions and how to address these misconceptions are integral to this course. *3 credits.*

MAT-542 NUMBER AND RELATIONSHIPS FOR ELEMENTARY SCHOOL EDUCATORS

Continues Number and Operations for Elementary School Educators, extending the ideas developed for whole numbers and integers to the rational numbers (represented as fractions and decimals) and the behavior of units under the four basic operations. Mathematical content also includes ratio and proportion as well as basic concepts of number theory. The mathematical content is integrated with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Common misconceptions related to this material and how to address these misconceptions are integral to the course. *3 credits.*

MAT-543 GEOMETRY AND MEASUREMENT FOR ELEMENTARY SCHOOL EDUCATORS

Focuses on the development of visualization skills, familiarity with basic shapes, their properties, and the relationships between them (e.g., transformations, similarity and congruence), the communication of geometric ideas, the process of measurement, and working with length, area and volume. The mathematical content is integrated with the approach to the teaching and learning of these concepts found in the National Council of Teachers of Mathematics'

Principles and Standards of School Mathematics and the Maryland State Standards. Reflection on the van Heile model for the development of geometric understanding is integral to the course as is the consideration of relevant common misconceptions and how to address them. *3 credits.*

MAT-544 STATISTICS AND PROBABILITY FOR ELEMENTARY SCHOOL EDUCATORS

Integrates the study of probability and statistics with the approach to the teaching and learning of these concepts found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Mathematical content includes designing data investigations, describing data in graphical and numerical formats, drawing conclusions, theoretical and empirical probability for simple events and two or more independent events, randomness and the difference between predicting individual events and predicting patterns of events. How students learn these concepts, associated misconceptions and how to address them are also considered in the course. *3 credits.*

MAT-545 PATTERNS AND ALGEBRAIC THINKING FOR ELEMENTARY SCHOOL EDUCATORS

Includes the study of patterns, representing and justifying the resultant generalizations using algebraic notation and other representations, expressing functional relationships in symbolic and graphical format, proportional reasoning, solving linear equations and inequalities through the application of basic properties of the real numbers. The mathematical content is integrated with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Common misconceptions related to this material and how to address these misconceptions are integral to the course. *3 credits.*

MAT-546 ALGEBRA FOR ELEMENTARY SCHOOL EDUCATORS

Continues Patterns and Algebraic Thinking for Elementary School Educators, extending the ideas considered there to functions defined by tables and graphs and to functions defined in either closed or recursive forms. Mathematical content also includes quantitative and qualitative graphs, proportional reasoning, linear and quadratic functions, the field properties of the real numbers, rates of change, and applications of algebraic concepts in problem solving. The

mathematical content is integrated with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Common misconceptions related to this material and how to address these misconceptions are integral to the course. *3 credits.*

RST-550 SCRIPTURE AND INTERPRETATION

Introduces the history of biblical interpretation and gives special emphasis to the intersection of Roman Catholic interpretation and modern critical scholarship. This course deepens familiarity with different kinds of biblical texts and the various ways of bringing out the meaning of those texts. *3 credits.*

RST-551 CHRISTIAN THEOLOGY

Surveys basic theological topics such as faith and revelation, Jesus and salvation, the triune God, church and sacraments, and sin and grace, with an emphasis on theological method. It attends to various contextual influences upon contemporary Catholic systematic theology, including historical consciousness, global suffering, and cultural and religious pluralism. *3 credits.*

RST-552 AMERICAN CATHOLIC IDENTITY

Explores Catholic identity within the framework of Roman Catholicism in the United States. It examines the historical formation of Catholic self-understanding in the context of American culture, from colonial times to the present, and considers present challenges to Catholic identity, including religious pluralism in the United States. *3 credits.*

RST-553 SPIRITUALITY OF CHRISTIAN LIFE

Examines Christian life through study of the historical and theological developments of communal worship and the nature and practice of spirituality. Topics include prayer, sacraments, spiritual practice and faith-based outreach examined through the lens of Roman Catholic history and tradition. *3 credits.*

RST-554 JUSTICE AND PEACE EDUCATION

Explores contemporary social issues through the lens of Catholic social teaching. In addition to theological examination of issues related to justice and peace, the course will explore practical methods for introducing and deepening education for social justice in the classroom, the school, and the larger community. *3 credits.*

RST-555 CHRISTIAN ETHICS

Provides an introduction to contemporary theological ethics through an examination of basic approaches, including divine command ethics, natural law ethics, liberation ethics, and virtue ethics. It explores selected applied issues in sex and gender ethics, bioethics, economic ethics, and political ethics from both Roman Catholic and Protestant perspectives. *3 credits.*

SPE-511 DIAGNOSTIC AND PRESCRIPTIVE TEACHING OF READING AND WRITING

Provides students with a background in assessment and its relationship to instruction. Students will learn about the variety of assessments available to the classroom teacher in the areas of reading and writing. Students will learn how to administer, score and interpret the results of various assessments. Instructional decisions regarding the educational program of the child will also be examined. *3 credits.*

SPE-512 DIAGNOSTIC AND PRESCRIPTIVE TEACHING OF READING AND WRITING PART II

Advances students' experience with assessment and its relationship to instruction, particularly in the areas of reading and writing. Students will learn about a variety of informal assessments available to the classroom teacher in the areas of reading and writing and will learn how to administer, score and interpret the results of these assessments. Students will consider why it is important to know and apply brain research to the teaching of reading and writing. Reporting assessment results to parents and developing appropriate educational programs will also be examined. *3 credits.*

SPE-518 BEHAVIOR IS LANGUAGE

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

SPE-524 TOPICS IN SPECIAL EDUCATION

Considers selected issues in special education. Topics change reflecting developments in the field. *3 credits.*

SPE-526 SPECIAL EDUCATION FOR THE CLASSROOM TEACHER

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

SPE-527 INCLUSION: WORKING WITH SPECIAL NEEDS STUDENTS IN GENERAL EDUCATION CLASSROOMS

Surveys the history and legal foundations of current special education programs and practices. Geared to the experienced general education practitioner, the course explores a wide range of management and learning strategies to help meet the needs of exceptional and at-risk populations in the general education setting. Fulfills MSDE special education course requirement. *3 credits.*

SPE-530 ATTENTION DEFICIT DISORDER

Gives students a complete history of ADHD along with accepted and experimental treatment methods of treatment. The course reviews current treatments of the disorder and practical intervention strategies designed to increase on-task behavior while decreasing disruptive, inappropriate, and off-task behaviors in the classroom. *3 credits.*

SPE-533 UNDERSTANDING AGGRESSION

Includes topics on violence, aggression in the classroom, youth gangs, aggression in sports and on television, how drugs and alcohol play a role in aggression and violence, and "hot spots" that tend to breed aggression and violence. The course helps school personnel become more aware of the causes of aggression and ways to evaluate aggression and intervene before the aggression turns to violence in the schools. The course also speaks about aggression in our communities through driving, dating, sports, television, music and how these issues are dealt with in modern society. *3 credits.*

SPE-543 ASSESSMENT OF SPECIAL NEEDS POPULATIONS (SECONDARY)

Introduces the diagnostic processes used in special education for students from birth to adulthood. Includes informal and formal assessment methods as well as analysis, interpretation and presentation of test results. Course

content covers federally mandated assessment regulations. The course includes prescriptive techniques and instructional planning for special needs students at the secondary level. *3 credits.*

SPE-544 ASSESSMENT OF SPECIAL NEEDS POPULATIONS (ELEMENTARY)

Introduces the diagnostic processes used in special education. Includes student conducted informal and formal assessments as well as analysis, interpretation and presentation of test results. Covers prescriptive techniques and instructional planning. Note: Students with prior experience in special needs testing should enroll in SPE-545. *3 credits.*

SPE-545 ASSESSMENT OF SPECIAL NEEDS POPULATIONS II

Addresses current issues and trends in assessment, and explores formal, informal, and innovative means of assessing student needs and achievement. Issues related to testing exemptions and accommodations will also be addressed. Designed for students with experience in special education. *3 credits.*

Prerequisite: Prior experience in special needs testing.

SPE-546 METHODS OF TEACHING STUDENTS WITH SPECIAL NEEDS

Provides the student with methods to facilitate the teaching of students with significant learning and behavioral differences. The course content addresses cognitive processing, classroom management and behavioral support strategies. Models of instructional delivery, adaptation of instructional materials, strategy instruction and means of assessing students' progress are explored. Current trends, issues, and legislation updates are included as well. *3 credits.*

SPE-556 ASSISTIVE TECHNOLOGY: TECHNIQUES/STRATEGIES FOR ACCESSING CURRICULUM

Focuses on the role of assistive and instructional technology in accessing the general education curriculum for students with and without disabilities within the Universal Design for Learning framework. Participants will develop a basic understanding of the principles of universal design and how these principles can be applied to curriculum materials making them more accessible for all students. Familiarity with resources as well as the integration of strategies and tools enabling students to access curriculum will also be incorporated into the course. Online course. *3 credits.*

SPE-570 INDIVIDUALIZING THE CURRICULUM: STRATEGIES FOR HOLISTIC INTERVENTION

Explores a broad spectrum of classroom and behavior management strategies as well as generic and subject specific study, organizational and self-regulatory skills. Course will focus on research support as well as systematic, effective implementation. (Expansion of the strategies component of SPE-527 Teaching Special Needs Students in Inclusive Settings, a course offered in the Post-Baccalaureate Certificate Program). *3 credits.*

SPE-571 VOCATIONAL SKILLS IN SPECIAL EDUCATION METHODS

Develops the knowledge and skills to assist individuals with disabilities in transitioning from school to postsecondary life. Transition planning will be defined and related disability legislation explored. The family's role in transition will be discussed as well as empowering student self-determination and involvement. Person-centered practices to individualize the transition process will be explored. Community transition planning will be emphasized, including interagency agreement. Teaching for transition, finding vocational placements for students, pursuing postsecondary educational opportunities and independent living supports will be examined. Students will learn to design and implement individual transition plans for youth with mild to significant disabilities. *3 credits.*

SPE-576 COMMUNICATION SKILLS FOR THE SCHOOL-BASED PROFESSIONAL

Addresses issues related to effective, collaborative team coordination in various programs providing services to school age children. "Teaming" for academic and social/emotional concerns, effective preventive interventions, resolving conflict, utilization of school and community resources, and effective communication with parents or primary caretakers, and support or monitoring agencies will be included. *3 credits.*

SPE-578/579 TEACHING MATH TO STUDENTS WITH SPECIAL NEEDS ELEM/SECONDARY

Provides pre-service and inservice teachers with appropriate methods to facilitate the teaching of mathematics to students with special needs and to gifted students. The course content includes teaching for understanding, development of mathematical thinking, performance-based instruction, and curriculum thrusts defined by NCTM (National Council of Teachers of Mathematics) standards. Models of instructional delivery, adaptations of curriculum and materials, problem solving strategies, and assessment options are explored. Current issues and trends concerning quality mathematics programs are discussed. *3 credits.*

SPE-580 SEMINAR IN THE EDUCATION OF STUDENTS WITH LOW INCIDENCE DISABILITIES

Provides opportunities to learn from presentations by professionals who serve students with low incidence disabilities. Issues related to disabilities such as traumatic brain injury, sensory impairments, severe/profound mental retardation and medically fragile children will be addressed by professionals who work with these children on a daily basis in various school and community settings. *3 credits.*

SPE-601 INTERNSHIP: TEACHING IN SPECIAL EDUCATION

Prerequisite: Permission of the dean of education. *3 credits.*

SPE-631 AUTISM SPECTRUM DISORDER

Helps participants understand the symptoms of ASD (Autism Spectrum Disorder) in students, how it affects their ability to learn through assessment and observation methodologies and implementation strategies in the classroom to help students, educators, and parents cope with the disability. Participants will learn inclusive educational settings techniques and the importance of trans-disciplinary teaming for students with ASD. Finally, participants will review and consider variables in the environment impacting on behavior management no matter where the students fall on the spectrum. Online course. *3 credits.*

**OTHER POST-BACCALAUREATE
CERTIFICATE PROGRAMS**

POST-BACCALAUREATE CERTIFICATE IN LATIN

POST-BACCALAUREATE CERTIFICATE IN LEADERSHIP AND MANAGEMENT

POST-BACCALAUREATE CERTIFICATE IN NONPROFIT MANAGEMENT

POST-BACCALAUREATE CERTIFICATE IN LATIN

The Latin program offers students an opportunity to pursue their interest in the Latin language and Classical culture, history and literature.

The College also offers study tours to countries once controlled by Rome. 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.

Applicants must have adequate proficiency in Latin. Other admission requirements are explained on page 14.

All of the requirements for the certificate must be completed within four years from the date of admission. Courses are offered primarily in the summer, some on Saturdays. Fifteen of the 18 credits must be completed at Notre Dame; 3 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.

**CURRICULUM FOR POST BACCALAUREATE CERTIFICATE
IN LATIN 18 CREDITS ←**

Required courses:

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

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

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

COURSE DESCRIPTIONS

LCL-541 CLASSICAL MYTHOLOGY AND ITS INFLUENCE

Examines the major Greek and Roman myths and the impact they have had on the post-classical world. Each student will trace a particular myth or mythical theme through later literature, art or music and share the research in a formal paper and an oral presentation. Students will become acquainted with the ancient literary sources of the myths and a variety of modern interpretations. *3 credits.*

LCL-543 THE GOLDEN AGE OF GREECE

Presents the history, literature, art and architecture of Athens in the fifth century B.C.E. Students will read selections from Herodotus, Thucydides, Aeschylus, Sophocles, Euripides and Aristophanes and view several examples of Attic drama and examine current scholarship on these works. Through examination of these primary sources and related current scholarship, students will become familiar with the contribution of this period to the intellectual development of the western world. *3 credits.*

LCL-555 CINEMA AND THE CLASSICS

Discusses several of Hollywood's epic films in relation to the description of the same events and historical characters portrayed in ancient Roman literature and history. Films include *The Sign of the Cross*, *Quo Vadis*, *Spartacus*, *Ben Hur* and *The Fall of the Roman Empire*. Several episodes of the television series *I, Claudius* will also be examined and compared with the ancient sources. *3 credits.*

LLT-511 TOPICS IN LATIN LITERATURE

Provides an in-depth study of a significant author, literary period or genre in Roman literature. Students will read the texts in the original Latin and examine related literary criticism. Offers students the opportunity to acquire an extensive knowledge of ancient texts and their interpretations in later ages. This course may be taken more than once (on different subjects). *3 credits.*

LLT-525 MASTER LATIN TEACHER WORKSHOP

Focuses on the development and application of resources and methods for effective teaching of Latin, including the teaching of forms and syntax, translation skills, incorporating classical culture in the Latin class and the National Latin Exam. Students will examine teaching techniques and materials developed by experienced teachers and will complete a major project suitable for classroom use. *3 credits.*

LLT-574 THE EVOLUTION OF LATIN LITERATURE I

Provides an overview of Latin literature from its beginnings through the Republic, with readings from Roman authors in Latin and in English translation and readings in relevant literary criticism. Authors include Plautus, Terence, Cicero, Caesar, Lucretius and Catullus. *3 credits.*

LLT-575 THE EVOLUTION OF LATIN LITERATURE II

Provides an overview of Latin literature from the Age of Augustus through the Silver Age, with readings from Roman authors in Latin and in English translation and readings in relevant literary criticism. Authors include Horace, Vergil, Ovid, Livy, Tacitus, Suetonius and Pliny the Younger. *3 credits.*

LLT-580 ROMAN CULTURE

Examines various aspects of Roman culture, including history, private life, women in Roman society, archaeology and the influence of Greek myth. A number of guest speakers and museum tours will enhance the course. *3 credits.*

LLT-585 READINGS IN THE ROMAN HISTORIANS

Studies selected passages from the major historians in the original Latin, supplemented by additional readings in English. Leads to a clear understanding of the history of ancient Rome through the eyes of the Romans themselves, while at the same time strengthening reading and translation skills. Pre-requisite: advanced reading knowledge of Latin. *3 credits.*

LLT-587 FALL OF THE ROMAN REPUBLIC

Examines events in the late Roman Republic and contrasts this period with the stable reign of Trajan at the height of the Roman Empire. Eye-witness accounts by Cicero, Caesar, Pompey and their contemporaries and the correspondence between Trajan and Pliny will be read in Latin. Includes the historical and archaeological background necessary to the understanding of the late Roman Republic and the Age of Trajan. *3 credits.*

LLT-590 POETRY OF THE AUGUSTAN AGE

Provides an opportunity to read the major poets of Augustan Rome in the original Latin. Authors include Vergil, Ovid, Horace, Propertius and Tibullus. Studies the meters of lyric, epic and elegiac poetry and provides the background needed for an understanding of the poetry. Critical works by contemporary scholars will also deepen the understanding of the texts. *3 credits.*

POST-BACCALAUREATE CERTIFICATE IN LEADERSHIP AND MANAGEMENT

The fast paced, highly competitive world of work requires individuals who are not only good managers but also strong leaders at every level of an organization. The Post-Baccalaureate Certificate in Leadership and Management is designed for those who are interested in leadership as a core practice and are interested 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 are concerned with effectively accomplishing goals. Management is commonly seen as focused on ways to reduce chaos in organizations and make them run 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.

All five 3-credit courses required for the certificate may be applied to the Master of Arts in Leadership and Management. Courses are available online and face-to-face at the Higher Education and Conference Center at HEAT and the Charles Street main campus.

CURRICULUM..... 15 CREDITS ◀

- BUS-501 Managing in a Dynamic Environment (3)
- BUS-552 Leadership's Dark Side (3)
- BUS-562 Leading Organizational Change (3)
- BUS-640 Leading Projects in Contemporary Organizations (3) **OR**
- BUS-559 Non-Positional Leadership (3)
- PHL-521 Ethical Issues in Leadership (3)

COURSE DESCRIPTIONS

Refer to the Leadership and Management section, pages 53-61.

**POST-BACCALAUREATE
CERTIFICATE IN LEADERSHIP OF
NONPROFIT ORGANIZATIONS**

This program enables participants to develop the leadership skills necessary in today’s nonprofit sector. This certificate is designed for nonprofit professionals who seek further professional qualifications but are not prepared to commit to a full master’s program, or who already have a graduate degree. The certificate also is suitable for highly committed nonprofit board members who are seeking to enhance their under-

standing of the nonprofit sector.

Students take three required courses and three electives. Courses 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.

This 18-credit certificate requires students to take one required course and choose five courses from a list of eight course alternatives.

CURRICULUM..... 18 CREDITS ←

Required course:

NPM-531 Managing Financial Resources in Nonprofits (3)

The alternatives from which five courses must be selected include:

NPM-501 Strategic Planning in the Nonprofit Sector (3)

NPM-510 Management and Leadership in Nonprofits (3)

NPM-520 Human Resource Management (3)

NPM-545 Grant Writing (3)

NPM-551 Government – Nonprofit Relationships (3)

NPM -560 Ethical Issues in Nonprofit Management (3)

NPM-570 Nonprofit Marketing and Fundraising Strategies (3)

NPM-580 Program Evaluation Methods (3)

COURSE DESCRIPTIONS

Refer to the Nonprofit Management section, pages 69-73.

I. ACADEMIC STANDARDS

A. The Honor Code expects academic honesty. It assumes that all work submitted is one's own. Therefore, it is agreed that

1. Examinations and tests may be unproc-tored except those administered to first-year students prior to Honors Convocation.
2. A signed pledge on quizzes, tests and papers affirms the student's pledge of academic honesty. Faculty may request that students write: "I hereby affirm that I have neither given nor received unauthorized help on this exam, paper or assignment." (Signature)
3. All new students will sign the Honor Pledge in preparation for the Honors Convocation. This document will be kept on file in the office of the associate vice president for academic affairs.
4. To safeguard the student, all class materials will be left in designated areas, and whenever possible, ade-quate space will be left between stu-dents' seats.
5. Cellular telephones and personal data assistants (PDAs) are not allowed to be used in testing locations. Laptops may not be used except when permitted by the instructor as part of the teaching process.
6. When a student leaves an exam room while taking the exam, she/he is to indicate this and the length of the absence on the examination paper.
7. All exams are handed directly by the student to the faculty member in charge of administering the exam.
8. No conversation is permitted during the testing period.

B. Violations of the Academic Standards include

1. Cheating on tests, examinations or other class or laboratory work.
2. Plagiarism—unacknowledged appro-priation of another's work, thoughts or ideas, and the unacknowledged

incorporation of that work in one's own written work. This includes submitting work that was created, researched or produced by someone else.

3. 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.
4. Unauthorized Reuse of Work—turning in of substantially the same work to more than one class without consent of the instructors involved.
5. Misrepresentation in bibliography and footnotes.
6. Dishonest use of computer facilities—unauthorized use or unacknowledged use of a computer file, program, account or login name or password.

C. Students taking courses at other colleges are required to acquaint themselves with the academic regulations of that college. Students from cooperating colleges taking a course from Notre Dame must sign the Honor Pledge and abide by the policies set by the University.

D. Faculty members are expected to clarify the policy for dealing with Honor Code violations in their syllabi and to include in their syllabi the Honor Pledge.

II. PROCEDURES TO BE FOLLOWED FOR SUSPECTED ACADEMIC STANDARDS VIOLATIONS

A. A student who believes that an Honor Code violation has occurred should report the violation to the faculty member teaching the course. A student who reports a suspected violation shall not reveal the identity of the reported student to anyone else. A student who believes that an Honor Code violation has occurred should do at least one of the following:

1. Encourage the suspected student to report herself,

2. Tell the suspected student that she is going to report the suspected student to the faculty member, and/or
3. Report the alleged violation to the faculty member with or without notifying the alleged violator.

Alleged violations reported anonymously will not be followed up. The identity of the reporting student will not be revealed.

B. The faculty member, suspecting that a violation has occurred, should speak to the student about the situation and keep an original copy of the work, if available. If, in the opinion of the faculty member, an infraction has occurred, the instructor may impose an appropriate sanction up to and including an "F" in the course. A student who is accused of academic dishonesty in a course may not withdraw from that course while the matter is being investigated. If found guilty of the violation, the student will be held to the sanction imposed by the faculty member. The option of withdrawing from the course with a "W" grade is only open to a student who has been exonerated. The faculty member will report any incident of academic dishonesty to the chair of the department of the course in which the incident took place and to the dean of the corresponding school. The faculty member will file all supporting documentation in the office of the dean of students. This record will be purged from the student's confidential file five years after the disposition of the case.

C. For flagrant violations of the University's Academic Standards, the faculty member may also refer the matter directly to the Honor Board.

D. If the student wishes to appeal the finding of the faculty member, she will report the incident and provide accompanying documentation to the chair of the department; within seven calendar days of receipt of the documentation, the chairperson (or associate vice president for academic affairs if the chairperson is the faculty member reporting

the violation) will write to the student and uphold or modify the original decision and file the decision in the office of the dean of students.

E. The student may appeal the finding of the chairperson (but not the sanction) by contacting the associate vice president for academic affairs, who will convene a meeting with the faculty member, the chair of the department, and the accused student.

1. If resolved at this level, a letter outlining the result of the meeting will be sent to the student and to her advisor and filed in the student's confidential record in the office of the dean of students. This record will be purged from the file five years after the disposition of the case.
2. If not resolved at this level, or if the severity of the case warrants further sanctions, the accused student, the faculty member, or the associate vice president for academic affairs may request that the matter be brought before the Honor Board.

F. Students who commit second or subsequent violations of academic standards during their tenure at Notre Dame will be brought before the Honor Board.

III. BEHAVIORAL STANDARDS

The Honor Code is also concerned with social accountability and assumes that all students are responsible for themselves, other students and their guests on the Notre Dame campus. Students are expected to comply with

A. Existing University policies

1. Not cooperating or complying with directions of University authorities acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
2. Violations of published University policies, rules or regulations, including, but not limited to The Student

Handbook, The Student Organization Handbook, Residence Life Handbook, College Catalog, Graduate Catalog or the Student Association Constitution.

B. Local, state and federal law on University property or at University-sponsored or supervised activities.

1. Attempted or actual theft of, damage to, and/or trespassing on University property, property of a member of the University community or other personal or public property.
2. Theft or other abuse of computer time, computer equipment or facilities, including downloading of files.
3. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for those purposes of initiation, admission into affiliation with, or as a condition for continued membership in a group or organization.
4. Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous chemicals on University premises.
5. Unauthorized gambling, defined as playing games of chance for money.
6. Sexual assault, which includes all forms of sexual contact—rape, inappropriate touching, etc.—carried out against the will of, and/or without the consent of the victim(s). Also, assaults include both the actual use of force and/or the threat of force upon the victim. Rape is forced, manipulated or coerced sexual intercourse.

C. Disruption of the educational process:

1. Disruption or obstruction of teaching, research, administration, and other University activities.
2. Participation in campus demonstrations which disrupt the normal operations of the University and infringe on the rights of other members of the community.

D. Personal conduct:

1. Conduct which is indecent, or encourages others to be disorderly or indecent, or creates a disturbance.
2. Physical abuse, hate crimes, verbal abuse, sexual abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person, or is lacking respect for the worth or dignity of a person. (This includes racial, ethnic or sexual harassment or abuse.) For allegations involving sexual harassment, the procedures spelled out in the University's Sexual Harassment Policy will be followed.

E. Abuse of the University disciplinary system, including but not limited to

1. Failure to obey the notification of a disciplinary body or University official.
2. Falsification, distortion or misrepresentation of information.
3. Attempting to discourage participation in, or use of, the disciplinary system.
4. Attempting to influence the impartiality of a member of the disciplinary body.
5. Harassment and/or intimidation of a University disciplinary body member prior to, during and/or after the disciplinary proceeding.
6. Failure to comply with the sanction(s) imposed.

F. Violation of law and University standards

If a student is charged with an off-campus violation of federal, state, or local laws—or University Policy—disciplinary action may be taken and sanctions imposed for misconduct that demonstrates flagrant disregard for the University community.

IV. PROCEDURES TO BE FOLLOWED FOR SUSPECTED VIOLATIONS OF STANDARDS OF BEHAVIOR

A. Individuals are encouraged to discuss the offending behavior with the student involved and ask her/him to stop and/or report the violation to University officials who should report it to the dean of students. Anonymous tips/reports will not be followed up.

B. If there is sufficient information regarding the allegation, a letter is sent to the student informing her/him of the specific allegation. This letter provides the time, place and date of a meeting with the dean of students.

C. The initial meeting is used to

1. Review the situation, to determine whether the behavioral standard was violated, and to determine if the matter can be resolved administratively by mutual consent of the parties involved, or to:
2. Explain the disciplinary process, review options, and discuss possible sanctions and consequences.
3. If the allegation cannot be resolved, the student is notified in writing of the specific alleged violation, and the time, place and date of an Honor Board hearing. The time for the hearing shall be no fewer than five nor more than fifteen calendar days after the student has been notified. Maximum time limits for scheduling hearings may be extended by the residence hall director and/or dean of students.

V. UNIVERSITY DISCIPLINARY PROCEDURES FOR DUE PROCESS

The goal of the disciplinary process is to ensure full, fair and timely response at the lowest level possible.

A. The purpose of the Honor Board hearing is to use a peer review process to determine whether the student(s) are responsible for

violating behavioral or academic standards, and, if responsible, assess/recommend a sanction(s).

B. Both a student accused of violating the behavior or academic standards, or an individual reporting an alleged violation, may request that an Honor Board member not participate if either feels that the vote may be biased or prejudiced. Substantiation of the claim may be required and final decision rests with the dean of students and/or associate vice president for academic affairs.

C. The hearing will be conducted according to the following guidelines:

1. Hearing will be conducted in private.
2. Admission to the hearing by any other person shall be at the discretion of the dean of students and associate vice president for academic affairs.
3. If the alleged violation involves more than one student, the hearing of all students may be heard jointly. However, the dean of students and associate vice president for academic affairs may permit individual hearings.
4. The individual bringing the alleged violation or the student accused of violating the academic or behavioral standards may be assisted by an advisor, who may be another student, administrator, or faculty or staff member from Notre Dame of Maryland University. The advisor is not permitted to speak or to participate directly in the hearing. The student(s) should notify the dean of students at least 48 hours prior to the hearing if an advisor will be in attendance.
5. The individuals involved and the Honor Board shall have the privilege of presenting witnesses. The dean of students should be notified 48 hours prior to the hearing if witnesses are to be brought to the hearing.

6. Pertinent records, written statements and any other evidence may be accepted for consideration by the Honor Board.
 7. All procedural questions are subject to the final decision of the dean of students and the associate vice president for academic affairs
 8. After the hearing, the Honor Board shall determine, by a majority vote, whether the student has violated the behavioral or academic standards.
 9. The Honor Board's determination shall be made on the basis of whether it is more likely than not that the accused student violated the behavioral or academic standards.
 10. There will be a complete tape recording of the hearing, which is the property of the University. Deliberations will not be recorded.
 - II. Failure to appear for a hearing will result in the hearing proceeding in the student's(s') absence. A student(s) will not automatically be found to have violated the behavioral or academic standards because the student(s) did not attend the hearing.
- D. Sanctions
- I. The following sanctions may be imposed on a student found to have violated the behavioral standards:
 - a. **Disciplinary Warning**—A notice in writing to the student who violated University policies and/or rules, warning that future violations may result in more severe sanctions. This may include special conditions that are related to the particular violation.
 - b. **Disciplinary Probation**—This sanction places the student on probationary status for a specified period of time, during which further violations of the Honor Code may result in suspension or expulsion. There may be special conditions that are related to the violation.
 - c. **Loss of Privileges**—Denial of specified privileges for a designated period of time.
 - d. **Fines**—Established and published fines may be imposed.
 - e. **Restitution**—Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
 - f. **Discretionary Sanctions**—Work assignments, service to the University or other related assignments.
 - g. **Residence Hall Suspension**—Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
 - h. **Residence Hall Expulsion**—Permanent separation of the student from the residence halls.
 - i. **Disciplinary suspension from the University held in abeyance as per an established Behavioral Contract**—A Behavioral Contract indicates that the student has been suspended from the University; however, the suspension has been held in abeyance as long as the student abides by the specific details of his/her signed contract. The student is not in good standing with the University while on the contract. Suspension can be invoked immediately if further violations of the academic and behavioral standards occur.
 - j. **Disciplinary Suspension**—Separation of the student from the University for a definite period of time, after which the student is eligible to return.
 - k. **Disciplinary Expulsion**—Permanent separation of the student from the University.

1. Notice Against Trespass—Notice that a student will be arrested if found on specified University premises. The student is no longer in good standing with the University. Suspensions, dismissals and expulsions carry an automatic “Notice Against Trespass” on all University premises or as specified.
2. Students who are found to have violated academic standards will be held to the sanction imposed by the faculty member or chair of the department. Additionally, the Honor Board may impose discretionary sanctions—work assignments, service to the University or other related assignments such as taking a course on proper research methods at the Library.
3. More than one sanction may be imposed for a single violation.
4. Other than disciplinary suspension or expulsion, disciplinary or academic sanctions shall not be made part of the student’s permanent record, but shall become part of the student’s confidential record. Upon graduation, the student’s confidential record may be expunged of disciplinary action other than residence hall suspension, or expulsion, upon application to the vice president for student development.
5. The following sanctions may be imposed upon groups or organizations:
 - a. Those sanctions listed above in Section V, D–I, a through f.
 - b. Deactivation—Loss of all privileges
6. In each case where the Honor Board determines that the student has violated the behavioral or academic standards, the sanctions V, D–I, a through f, shall be determined by the Honor Board. The Honor Board may recommend to the vice president for student

development (for behavioral violations) or the vice president for academic affairs (for academic violations) residence hall or disciplinary suspension or expulsion. Before the final decision is made by the vice president for student development or the vice president for academic affairs, the student may appeal the Honor Board recommendation to the Committee on Student Development within the time frame specified in E.I, Appeals. If the student does not appeal, the decision will be made by the vice president for student development in consultation with the dean of students and the associate vice president for academic affairs. The decision is final.

E. Appeals

1. A decision reached by the Honor Board may be appealed by either party within five consecutive days of the decision. Appeals shall be in writing and should be given to the vice president for student development in the case of a behavioral standards violation or the vice president for academic affairs in the case of an academic standards violation.
2. An Appeals Board, comprised of two students from the Committee on Student Development, two faculty members, and the vice president for student development (behavioral standards violation) or the vice president for academic affairs (academic standards violation), will hear the appeal.
3. Except as required to explain the basis of new evidence, an appeal shall be limited to review of the tape recording of the initial hearing and supporting documents for one or more of the following purposes:
 - a. To determine whether the original hearing was conducted fairly and in conformity to the prescribed procedures.

- b. To determine whether the sanction(s) imposed were appropriate for the violation.
 - c. To consider new evidence, sufficient to alter the decision, or other relevant facts not brought out in the original hearing, because such evidence, and/or facts were not known by the person at the time of the original hearing.
4. The alleged student(s) may appeal a decision based on E-3, a through c. The individual bringing the charge may appeal a decision based on E-3, a, b, or c.
 5. In cases involving appeals by students accused of violating the behavioral standards, review of the sanction by the Committee on Student Development may not result in more severe sanction(s).

F. Any student not following through on a sanction in the time frame allotted will be referred to the dean of students for a behavioral standard violation or the vice president for academic affairs for an academic standard violation.

G. Interpretation and Revision

1. Any question of interpretation regarding the Honor Code and behavioral standards shall be referred to the vice president for student development; questions of interpretation regarding the Honor Code and academic standards shall be referred to the vice president for academic affairs.
2. Ongoing review of the Honor Code shall be made by the vice president for student development and the Committee on Student Development.

VI. EMERGENCY SUSPENSION

- a. In certain circumstances, the associate dean of students in consultation with the vice president for student development may impose residence hall suspension or disciplinary suspension prior to a hearing before the Honor Board.
- b. Emergency suspension may be imposed only
 1. To ensure the safety and well-being of members of the University community or preservation of University property;
 2. To ensure the student's own physical or emotional safety and well-being; or
 3. If the student poses a definite threat of disruption of, or interference with, the normal operation of the University.
- c. During the emergency suspension, the student may be denied access to the residence halls and/or campus (including classes) and/or University activities or privileges as determined by the dean of students or associate vice president for academic affairs.

DISCRIMINATION AND SEXUAL HARASSMENT POLICY

Notre Dame of Maryland University is committed to providing a work and academic environment that is free of unlawful discrimination and harassment of any type. In keeping with this commitment, the University maintains a strict policy prohibiting all forms of unlawful discrimination (and discouraging conduct that, while not unlawful, could reasonably be considered discrimination as defined below). Unlawful discrimination and harassment of any kind is not appropriate at Notre Dame, whether it addresses harassment or discrimination on the basis of race, religion, ethnic or national origin, gender, age, disability, veteran's status, or any factor that is a prohibited consideration under applicable law. At the same time, Notre Dame recognizes the centrality of academic freedom and the University is determined to protect the full and frank discussion of ideas and the use of instructional materials for scholarly purposes regarding race, color, religion, ethnic or national origin, gender, age, disability and other protected classes for scholarly purposes appropriate in the academic context, such as class discussions, reading assignments, academic conferences, or meetings.

This policy applies to all students, faculty, and staff members of Notre Dame of Maryland University and to third parties. Furthermore, it also prohibits unlawful discrimination and harassment in any form, including verbal, physical, and visual harassment. It also prohibits retaliation of any kind against individuals who file valid complaints or who assist in a University investigation. The deadlines set forth in this policy may be extended in extraordinary circumstances only with the express written consent of the President of the University.

DEFINITIONS

Unlawful discrimination and harassment of a Non-Sexual Nature

The regulations defining sexual harassment state that the same principles apply to harassment on the basis of any characteristic that is protected by law. Thus, it is the University's policy to prohibit unlawful discrimination and harassment of a non-sexual nature, which includes verbal, physical, or graphic conduct that denigrates or shows hostility or aversion toward an individual or group on the basis of race, color, religion, ethnic or national origin, gender, age, disability, veteran's status, or other status protected by applicable law and that:

- Has the purpose or effect of creating an intimidating, hostile, or offensive employment, educational, or living environment; or
- Has the purpose or effect of unreasonably interfering with an individual's work performance or a student's academic performance.

Prohibited behavior may, for example, include conduct or material (physical, oral, written, or graphic, including e-mail messages posted or circulated in the community) involving epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts, that serves no scholarly purpose appropriate to the academic context and gratuitously denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, ethnic or national origin, gender, age, disability, veteran's status, or any factor protected by applicable law.

Sexual Harassment

Sexual Harassment is defined as unwelcome sexual contact of any nature, communication (either verbal or pictorial) of a sexual or gender-based nature, or solicitation of sexual contact of any nature, when any of the above contacts or

communications is not mutually agreeable to both parties and any of the following conditions apply:

1. The submission to such contact, communication, or solicitation is made explicitly or implicitly a term or condition of an individual's employment or academic process;
2. Submission to or rejection of such contact, communication, or solicitation by an individual is used or threatened as a basis for employment or academic decisions affecting the individual;
3. Such contact, communication, or solicitation has the purpose or effect of being sufficiently severe, pervasive/persistent and objectively offensive that it could alter the conditions of education or employment, by interfering with an individual's work, academic performance, living conditions, or status.

Sexual harassment does not refer to occasional compliments or conduct of a socially acceptable nature. Nor does it refer to the use of materials or discussion related to sex and/or gender for scholarly purposes appropriate to the academic context. It does refer to any non-academic remarks or actions of a sexual nature that are not welcome and are likely to be viewed as personally offensive. This can include but is not limited to any of the following activities that are unwelcome by the recipient: physical or verbal advances; sexual flirtations; propositions; verbal abuse of a sexual nature; vulgar talk or jokes; degrading graphic materials or verbal comments of a sexual nature about an individual or the individual's appearance; the display of sexually suggestive objects outside a scholarly context and purpose; and physical contact of a sexual or particularly personal nature. Cartoons, pictures, or other graphic materials that create a hostile or offensive working, academic, or residential

environment may also be considered harassment. In addition, it is never acceptable for anyone to imply or threaten that an employee's, applicant's, or student's acquiescence with unwelcome sexual advances or requests for sexual favors (or refusal thereof) will have any effect, positive or negative, on the individual's employment, assignment, compensation, advancement, career development, grades, or any other condition of employment or status as a student or other member of the campus community.

Reporting and Redress of Complaints

All faculty, staff, and students associated with Notre Dame and third parties are subject to and responsible for complying with this policy. Any member of the University community who believes to have been subjected to unlawful discrimination and harassment in violation of this policy or suspects the occurrence of forbidden harassment shall report the matter at once so that the University may promptly address the situation. Notre Dame provides a variety of avenues by which an individual who believes to have been harassed may proceed, so that each person may choose an avenue appropriate to the particular situation. These are the Informal and Formal Resolution processes described below. Sanctions and other disciplinary measures will follow the procedures set forth in the respective manuals published for students, faculty and staff.

Informal Resolution

Informal procedures are designed to work out a mutually agreeable solution to a problem. At the option of the complainant only, it may be possible to resolve a harassment or discrimination complaint through a voluntary conversation between the complainant and the alleged harasser or discriminator, which conversation is facilitated by a University designee appointed

by the: (i) vice president for student development in the case of students; (ii) director of human resources in the case of non-faculty employees; or (iii) applicable dean, department chair or the vice president for academic affairs in the case of faculty members. If the complainant, the accused, and the University designee feel that a resolution has been achieved through this informal procedure, then the conversation may remain confidential and no further action need be taken. Written results of any informal resolution prepared by the designee shall be signed by the complainant and the accused, and will be kept in a file in the Office of Human Resources.

If the complainant, the accused, or the University designee, chooses not to participate in the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, the complainant may utilize the formal procedure. No informal resolution will have precedential value with regard to future cases.

Formal Resolution

Complaints that may be addressed under this policy include complaints based on the conduct of Notre Dame students, faculty, administrative and staff members, other persons acting in official University capacities, and third parties. Individuals who believe that they have been harassed or discriminated against shall address their concerns to the appropriate administrative official at Notre Dame as set forth below:

Complainant Appropriate Administrator

Faculty Member	Department Chair, Dean or VPAA as appropriate
Staff Member (including Administrative Staff)	Supervisor or Director of Human Resources
Students	Vice President for Student Development

The University will also initiate a thorough investigation and take corrective or disciplinary action as appropriate against incidents of harassment that come to the University's attention, regardless of whether a formal complaint is made by an alleged victim.

If the administrator listed above is the subject of the harassment allegations, or the complainant is otherwise uncomfortable approaching a designated administrator, the complainant should direct the complaint to one of the other appropriate administrators.

In order to maintain a level of consistency in all investigations and dispositions at the University, the appropriate administrator, once contacted, will frequently consult with the other individuals identified above.

Official allegations of harassment are to be made to the appropriate administrator in writing as soon as possible, but in all cases within 30 calendar days of when the complainant knows of or should have known of the allegedly harassing or discriminatory event. The complaint must include the following information: name, address, and telephone number of the complainant; the nature of the complaint; date(s) and location(s) of the alleged occurrences(s); evidence on which the complaint is based; and the redress sought by the complainant.

The appropriate administrator shall have 15 calendar days in which to appoint an ad hoc review committee of three individuals to conduct an investigation of the complaint. The appropriate administrator or a designee shall be the ex officio chair of this committee, without vote. The members of the ad hoc committee shall be familiar with the appropriate sanctions that might be imposed against the individual against whom the complaint is made in the event that harassment or discrimination is found to have occurred. The ad hoc committee's report will be provided to a Notre Dame officer or supervisor with the requisite authority to impose such sanctions.

The purpose of the investigation is to establish: (1) whether there is a reasonable basis for believing that the alleged violation of the policy has occurred; (2) the factual circumstances surrounding the claim; and (3) the appropriate sanction to be imposed on an individual found to have engaged in prohibited conduct. The ad hoc committee shall promptly provide the person against whom the complaint is made with a copy of the formal complaint and shall notify the appropriate University officer or supervisor of the nature of the complaint and of the identity of the parties.

In conducting the investigation, the ad hoc committee may interview the complainant, the person against whom the complaint is made, and any other persons believed to have relevant factual knowledge. Both the complainant and the person against whom the complaint is made may bring witnesses and submit relevant evidence to be considered by the committee. At all times, the ad hoc committee shall make a demonstrated and documented effort to maintain confidentiality. The parties and any notified University officer or supervisor shall maintain strict confidentiality as well.

The investigation shall afford the person against whom the complaint is made an opportunity to respond to the allegations of the complaint. The ad hoc committee shall be in communication with the complainant until the complaint is resolved. The complainant shall be informed of general actions taken, but shall not be informed of specific conversations held with the person against whom the complaint is made.

Upon the expiration of the 15 calendar day period the ad hoc committee shall have an additional 30 calendar days to produce a written report summarizing the findings of fact and providing recommendations as to the appropriate administrative action to be taken. This report will be provided to the parties, to the appropriate University officer or supervisor and to the President

of the University. If sanctions are imposed, this report will become a part of the personnel file of the individual against whom the complaint was made.

Recommended sanctions may include, but are not limited to, written reprimand of the person against whom the complaint is made, suspension or dismissal of the person against whom the complaint is made, a change of course section, a change of reporting line for an employee, or any other appropriate sanction(s) under the circumstances. Sanctions will be imposed in accordance with the provisions set forth in handbooks published for faculty, staff and students.

As part of the University's attempt to remedy a complaining party's concerns, the complaining party may be informed of the remedial measures undertaken and disciplinary actions imposed against the violator. No formal resolution will have precedential value with regard to future cases.

Confidentiality

Investigations under this policy shall be conducted in a manner that will protect, to the extent possible, the confidentiality of all parties. Notre Dame, however, cannot guarantee complete confidentiality where it would conflict with the University's obligation to investigate meaningfully and, where warranted, to take corrective action.

Appeals

If, after completing the formal procedure set forth above, either party disputes the findings or is dissatisfied with the procedures or recommendations of the report of the ad hoc committee, the party may appeal such findings by filing a written appeal with the president within 15 calendar days of receipt of the written report. The president will review the record of the matter and will issue a final determination as to any action to be taken within 10 calendar days of receipt of the appeal.

The determination of the president is final and is not precedential.

Anti-Retaliation Statement

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

False accusations of harassment or discrimination can seriously injure innocent people. It is a violation of this policy, therefore, for anyone knowingly to make false

accusations of harassment. A determination that a complaint is not meritorious, however, is not necessarily equivalent to a false allegation. A finding for the accused does not constitute a finding the complaint was in bad faith.

Hostile Environment in Absence of Complaint

If the University has credible notice – either direct or indirect – of possible discrimination, harassment, or sexual harassment of a member of its community or notice of a sexually hostile, harassing or discriminatory environment as defined in paragraph 2.I.I.I, then it will take immediate and appropriate steps to investigate or otherwise determine what occurred and take steps reasonably calculated to end any harassment and/or discrimination, eliminate a hostile environment if one has been created, and prevent harassment and/or discrimination from occurring again.

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Associate Vice President for Academic Affairs	Anne Henderson
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Dean of School of Education	Sharon Slear, SSND
Dean of School of Nursing School	Katharine Cook
Dean of School of Pharmacy.....	Anne Y. F. Lin
Associate Dean of International Programs	TBA
Director of English Language Institute	Theresa Cannone
Director of Loyola/Notre Dame Library	John McGinty
Assistant Director	Jack Ray
Director of Renaissance Institute	Rebecca Straub
Academic Advising Counselor.....	Candace Sumner

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Dean of Students	Pauline Williamson
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Assistant Director of Athletics	TBA
Director of Campus Ministry	Melissa Lees
Director of Academic and Career Enrichment Center	Diane McCann
Director of Counseling Center and Disability Support Services	Amy Provan
Director of A Child’s Place	Mary Ellen Ashton

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Associate Vice President for Enrollment Management/Registrar	Sharon Bogdan
Assistant Registrar for Technology/Communication	Susanna Price
Assistant Registrar	Jill Eigenbrode
Graduate Admissions Coordinator	Jennifer Pohler
Graduate Admissions Counselor	Jaclyn DiMaggio
MSN Admissions Counselor	Melissa King
Education Admissions Manager	Chris Rhodovi
Director of Financial Aid	Zhanna Goltser
Assistant Director of Financial Aid.....	Catherine Valentine

FACULTY AND ADMINISTRATION

OFFICE OF FINANCE AND ADMINISTRATION

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Executive Director of Operations	James Mitchell
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Accounting Manager	Linda Cain
Student Accounts Manager	Charmaine Hood
Director of Facility Management (Interim)	Mario Candiello
Director of Human Resources	Geri Larsen
Director of Information Systems and Technology	Warren Szelistowski
Director of Auxiliary Services	Kara Yendell
Bookstore Manager	Amanda Casale

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Annual Giving Manager	Kimberly Smith
Director of Campaign and Development Operations	TBA
Director of Public Relations	Nancy Carr

FACULTY AND ADMINISTRATION

Mary Pat Seurkamp, *President*

B.A. Webster University, M.A. Washington University, Ph.D. State University of New York at Buffalo. Appointed 1997.

Karen Abate, *Assistant Professor of Nursing*

B.S.N. Drexel University, M.S.N. Monmouth University, Ph.D. Simmons College. Appointed 2010.

Constance Adams, *Assistant Professor of Nursing*

B.S.N., M.S. University of Maryland School of Nursing. Appointed 1994.

Payal Agarwal, *Assistant Professor of Pharmacy*

B.S., M.S. Dr. H.S. Gour University, Ph.D. St. John's University. Appointed 2009.

Kwadwo Amankwa, *Assistant Professor of Pharmacy*

B.S., Pharm.D. Albany College of Pharmacy. Appointed 2009.

Jennifer M. Ashlock, *Assistant Professor of Sociology*

B.A., M.A., Ph.D. Candidate University of North Carolina at Chapel Hill. Appointed 2007.

Jane A. Johnston Balkam, *Assistant Professor of Nursing*

B.S. Georgetown University School of Nursing, M.S. University of Rochester School of Nursing, Ph.D. The Union Institute and University. Appointed 2008.

E. Susan Barber, *Associate Professor of History*

B.A. College of Notre Dame of Maryland, M.A., Ph.D. University of Maryland. Appointed 1997.

Ademar Bechtold, *Associate Professor of Economics*

B.S. Universidade Do Valledo Itajai (Brazil), M.A., Ph.D. State University of New York at Buffalo. Appointed 1993.

Brian D. Berry, *Professor of Religious Studies*

B.A. University of Toronto, M.A., Ph.L. Gonzaga University, M.Div., Th.M., S.T.L. Regis College, University of Toronto, Ph.D. Boston College. Appointed 1996.

Lawrence J. Beyer, *Assistant Professor of Professional Practice in Finance*

B.A. Western Maryland College, M.B.A. University of Rochester. Appointed 2009.

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M.M. Peabody Institute of The Johns Hopkins University.

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B.A. Wellesley College, M.S.J. Columbia University, M.A. The Johns Hopkins University. Appointed 1984.

Mary Trinitas Bochini, SSND, *Professor of Psychology*

B.A. College of Notre Dame of Maryland, M.S., M.A., Ph.D. Catholic University of America. Appointed 1962.

Janice M. Bonner, *Professor of Biological Sciences*

B.A. College of Notre Dame of Maryland, M.A. Ball State University, Ph.D. University of Maryland. Appointed 1989.

Cynthia Bowen, *Assistant Professor of Education*

B.S. Towson State University, M.S. The Johns Hopkins University, Ed.D. University of Maryland. Appointed 2000.

Patricia B. Brelsford, *Associate Professor of Business*

B.A. Eastern Kentucky University, M.S. Jacksonville State University, Ed.D. Vanderbilt University. Appointed 1987.

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B.S. Towson University, M.A. Ed. University of Alabama at Birmingham, Ph.D. University of Virginia. Appointed 2008.

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B.A. Michigan State University, M.B.A. Loyola College. Appointed 1990.

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B.A. Loyola College, M.A. College of Notre Dame of Maryland.

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Pharm.D., M.S., Ph.D. Universidade de Sao Paulo. Appointed 2009.

Alexandra Chaillou, *Associate Professor of Mathematics*

B.S. Towson University, M.S., Ph.D. University of Maryland. Appointed 2003.

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B.A., M.A. California State University, Sacramento, Ph.D. The Pennsylvania State University. Appointed 1982.

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B.S.N. Stevenson University, M.S.N. College of Notre Dame of Maryland. Appointed 2010.

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B.A. Washington and Jefferson College, Ph.D. West Virginia University. Appointed 2008.

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B.S. Rutgers University, Pharm.D. Medical University of South Carolina. Appointed 2008.

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Pharm.D., Wingate University. Appointed 2010.

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Pharm.D. Wingate University. Appointed 2010.

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B.S. Fordham University, M.S. Rutgers University, Ph.D. Utah State University. Appointed 1994.

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B.S. Towson State University, M.A., Ph.D. University of Delaware. Appointed 1989.

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TEFL, M.A. University of Groningen, Netherlands, M.A., M.Phil., Ph.D. City University of New York. Appointed 1998.

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B.F.A. Savannah College of Art and Design, M.F.A. Maryland Institute, College of Art. Appointed 2001.

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B.A. Binghamton University State University of New York, M.A., Ph.D. University of Maryland. Appointed 2001.

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B.S., M.S. Brooklyn Polytechnic Institute, Ph.D. Polytechnic Institute of New York. Appointed 1976.

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B.S. Jadavpur University Calcutta, Ph.D. University of Mississippi. Appointed 2009.

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Pharm.D. Howard University School of Pharmacy. Appointed 2008.

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Ann M. Hughes, *Associate Professor of Modern Foreign Languages*
B.A. College of Notre Dame of Maryland, M.A. Purdue University, M.A. University of Delaware, Ph.D. Candidate University of Delaware. Appointed 1986.

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B.A. College of Notre Dame of Maryland, M.M. University of Michigan, D.M.A. Catholic University of America. Appointed 1973.

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Bachelor of General Studies University of Kentucky, M.S., Ph.D. Capella University. Appointed 2011.

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B.A. College of Notre Dame of Maryland, M.A. Fordham University, Ph.D. The Union Institute. Appointed 1989.

Betty H. Kansler, *Instructor of Education*

B.A. Wilson College, M.Ed. Goucher College. Appointed 2002.

M. Kristine Kirk, *Associate Professor of Chemistry*

B.A. College of Notre Dame of Maryland, M.S. Catholic University of America, Ph.D. University of Maryland. Appointed 1979.

Theresa Lamy, SSND, *Associate Professor of Modern Foreign Languages, Director of Study Abroad*

B.A., M.A. Catholic University of America, Ph.D. New York University. Appointed 1981.

Vladimir Lande, *Associate in Applied Music*

M.M. St. Petersburg Conservatory.

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B.S. State University of New York, Ph.D. University of Pennsylvania. Appointed 2008.

Anne Y. F. Lin, *Dean and Professor, School of Pharmacy*

B.S., PharmD. St. John's University. Appointed 2007.

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B.A., M.B.A. Hofstra University. Appointed 2010.

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B.S. Duke University, Ph.D. North Carolina State University. Appointed 2004.

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B.A. Mount Mary College, M.A. University of Notre Dame, Ph.D. University of Delaware. Appointed 1987.

Desiree Melton, *Associate Professor of Philosophy*

B.A. College of Notre Dame of Maryland, M.A., Ph.D., Binghamton University. Appointed 2006.

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B.S. Lamar University, M.E.S. Loyola College. Appointed 2000.

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B.S.N., M.S.N., Ph.D. University of Maryland. Appointed 2009.

Maria Mouratidis, *Associate Professor of Psychology*

B.A., M.A. Loyola College, Psy.D. Argosy University. Appointed 2009.

Melissa M. Murphy, *Assistant Professor of Education*

B.A. The Johns Hopkins University. M.S., Ph.D. University of Wisconsin.
Appointed 2007.

Katherine Corley Murray, *Instructor in Education*

B.A. St. Joseph College, M.A. University of Maryland Baltimore County.
Appointed 2007.

Mary O'Connor, *Associate Professor of Nursing*

B.S.N. The University of the State of New York, Regents College, M.S. Northeastern
University, Ph.D. George Mason University. Appointed 2006.

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B.A. College of Notre Dame of Maryland, M.A. St. John's University. Appointed 1985.

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B.A. University of Notre Dame, M.A., Ph.D. Boston College. Appointed 1999.

Mary T. Packard, *Associate Professor of Nursing*

B.S.N. Georgetown University, M.S.N. The Catholic University of America, Ph.D.
University of Maryland. Appointed 2008.

Lisa H. Pallett, *Instructor of Education*

B.S. Towson University, M.S. Western Maryland College. Appointed 2009.

Sharon Park, *Assistant Professor of Pharmacy*

Pharm.D. University of Maryland Baltimore. Appointed 2010.

Stacey Peterson, *Associate Professor of Communication Arts*

B.S. Syracuse University, M.A., Ph.D. Rutgers, The State University of New Jersey,
New Brunswick. Appointed 2004.

Carol Rabin, *Instructor in Education*

B.A., M.Ed. University of Maine. Appointed 2006.

Ann Rader, *Visiting Assistant Professor*

B.A. Western Maryland College, MED Johns Hopkins University. Appointed 2009.

Ernest Ragogini, *Professor of Music*

B.Mus. Syracuse University,

M.Mus., D.M.A. Peabody Institute of The Johns Hopkins University. Appointed 1968.

Kevin B. Raines, *Professor of Art*

B.F.A. Kutztown State College, M.F.A. Concordia University. Appointed 1982.

Charles F. Ritter, *Professor of History*

B.A. Ashland College, M.A., Ph.D. The Catholic University of America. Appointed 1967.

Brian Roland, *Assistant Professor of Pharmacy*

Pharm. D. Wilkes University. Appointed 2011.

Heidi Roller, *Vice President for Enrollment Management*

B.A. The University of Cincinnati, M.A. State University of New York at Buffalo. Appointed 2008.

Joan Sattler, *Associate Professor of Education*

B.M.Ed. Alverno College, M.Ed. Cardinal Stritch College, Ed.D. Temple University. Appointed 1996.

Stephanie L. Savick, *Assistant Professor of Education*

B.A., M.A., Ph.D. College of Notre Dame of Maryland. Appointed 2011.

Ryan Schaaf, *Assistant Professor of Technology Education*

B.S. Towson University, M.S. Johns Hopkins University. Appointed 2010.

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B.A. University of Baltimore, M.L.A. Johns Hopkins University, Ph.D. University of Maryland. Appointed 2001.

Angela R. Sherman, *Associate Professor of Chemistry*

B.A. The Johns Hopkins University, Ph.D. Purdue University. Appointed 1996.

Sharon Slear, SSND, *Dean, School of Education; Professor of Education*

B.A. College of Notre Dame of Maryland, M.A. Villanova University, Ph.D. Boston College. Appointed 1988.

Angela Snyder, *Assistant Professor of Education*

B.S. Virginia Polytechnic Institute and State University, M.S. Southern Illinois University, Ph.D. Virginia Commonwealth University. Appointed 2009.

Kenneth G. Sossa, *Assistant Professor*

B.S. Hampton University, M.S., Ph.D. Albert Einstein College of Medicine. Appointed 2008.

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B.A. Dickinson College, M.A. University of California at Irvine, Ph.D. The Catholic University of America. Appointed 2005.

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B.A. Wofford College, M.S., Ph.D. Memphis State University. Appointed 1991.

Linda Stilling, SSND, *Instructor of Pastoral Spanish*

B.A. College of Notre Dame of Maryland, M.A. Middlebury College. Appointed 2005.

Michael Storey, *Sister Maura Eichner Professor of English*

B.S.S. John Carroll University, M.A. Niagara University, M.L.A. The Johns Hopkins University, Ph.D. Catholic University of America. Appointed 1967.

Margaret Sullivan, *Associate Professor of Mathematics*

B.A. Notre Dame College, M.A. Emporia State University, Ph.D. University of Maryland. Appointed 1986.

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B.A. Frostburg State College, M.Ed. Loyola College, Ed.D. University of Maryland. Appointed 2008.

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B.A. University of Maryland Baltimore County, M.A. Yale University, Ph.D. University of St. Andrews, Scotland. Appointed 1981.

Sally N. Wall, *Professor of Psychology*

B.A. Goucher College, M.S., Ph.D. The Johns Hopkins University. Appointed 1983.

Marie Michelle Walsh, SSND, *Professor of English*

B.A. College of Notre Dame of Maryland, M.A., Ph.D. The Catholic University of America. Appointed 1965.

Cynthia McDaniel Wang, *Professor of Biological Sciences*

B.A. College of Notre Dame of Maryland, Ph.D. University of Maryland School of Medicine. Appointed 1975.

Lyle Weiss, *Assistant Professor of Religious Studies*

B.S. Towson University, M.A., S.T.L., S.T.D. St. Mary's Seminary and University. Appointed 2010.

Paul Weldon, *Professor of Biological Sciences*

B.S. Western Connecticut State University, M.S. Bucknell University,

Ph.D. University of Tennessee. Appointed 1994.

Rosemary White, *Associate in Applied Music*

B.Mus., M.Mus. University of Houston.

Joseph A. Wieczorek, *Associate in Modern Foreign Languages*

B.A. American International College, M.A. (French) Middlebury College,

M.A. (Spanish) University of Massachusetts, Ph.D. Georgetown University.

Henrietta L. Wiley, *Associate Professor of Religious Studies*

B.A. University of North Carolina at Chapel Hill, M.A., Ph.D. Harvard University.

Appointed 2007.

Stacey Williams, *Assistant Professor of Pharmacy*

B.A., Ph.D. University of Maryland. Appointed 2010.

Paul Wu, *Associate in Applied Music*

B.M. and M.M. Peabody Institute of The Johns Hopkins University.

RaeAnn Wuestman, *Professor of Education*

B.S., M.S. Brooklyn College, Ph.D. University of Maryland, College Park.

Appointed 1998.

Charles E. Yoe, *Professor of Business and Economics*

B.S. University of Maryland, M.S. Colorado State University,

Ph.D. University of Maryland. Appointed 1988.

Kyongil Yoon, *Assistant Professor of Computer Studies*

B.S., M.S. Seoul National University, Ph.D. University of Maryland. Appointed 2006.

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Mildred Otenasek, *Professor of Economics and Political Science*

Jean Rosenber, *Professor of Philosophy*

Kara Ryan, SSND, *Professor of Mathematics*

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Anne Arundel Community College is located at 101 College Parkway in Arnold, Maryland. From Washington or Annapolis, take Route 50 East to Route 2 (Governor Ritchie Highway) North, stay on Route 2 for approximately three miles, then turn right onto College Parkway. The next right turn is the entrance to the campus. From Baltimore take Route 97 south to Route 50. Take Route 50 toward the Bay Bridge to Exit 27, Route 2, North toward Baltimore. Stay on Route 2, for approximately three miles. Turn right onto College Parkway. First right turn is campus entrance. Alternate route from Baltimore: From I-695, take exit 2, Route 10 toward Severna Park. Stay on Route 10 until it ends at Route 2 (Governor Ritchie Highway). Follow Route 2 south approximately five miles. Turn left onto College Parkway. First right turn is the campus entrance.

Anne Arundel Community College (AACC) at Arundel Mills, 7009 Arundel Mills Circle, Hanover, Maryland 21076, 410/777-2010.

From Baltimore:

Take either Interstate 95 South or Route 295 South
Interstate 95 South to Exit 43A (Route 100 East) to Exit 10A (Arundel Mills Boulevard)
the mall is on the right side Route 295 South to Arundel Mills Boulevard

From Annapolis:

Interstate 97 North to Route 100 West to Exit 10 (Arundel Mills Boulevard). Left at the light, mall is on the right side.

From Washington, DC:

Interstate 95 North to Exit 43A (Route 100 East) to Exit 10A (Arundel Mills Boulevard)
the mall is on the right side. Route 295 North to Arundel Mills Boulevard.

Once you arrive at the mall location proceed as follows:

Take first entrance into the mall. Bear to your right and proceed toward Muvico.

The AACC @ Arundel Mills building will be on your right.

From Route 295 follow to the light. At the light (Jared's Jewelers will be in front of you)
make a left. Go through light and follow around the mall to the left toward Muvico. The
AACC @ Arundel Mills building will be on your left.

The Higher Education & Conference Center at HEAT is located in Aberdeen, Maryland in Harford County, on Maryland Route 22, Churchville Road, approximately 1/4 mile west of exit 85 off I-95. 410-638-2500

SMHEC (Southern Maryland Higher Education Center) is located on Airport Road in California, Maryland (St. Mary's County), about six miles north of the Patuxent Naval Air Station.

From Charles County, go south on Maryland Route 5 to Route 235. Continue on Route 235 to the Wildwood Shopping Center, and turn right from Route 235.

From Calvert County, go south on Route 4 to Solomons, Maryland. Continue on Route 4 across the Thomas Johnson Bridge; at the first light after the bridge, turn right (north) onto Route 235. Continue on Route 235 about one mile, and turn left at the second light onto Airport Road. The Center is on the left, about one-half mile from Route 235. 301-737-2500.