



NOTRE DAME
OF MARYLAND
UNIVERSITY

1895

GRADUATE **COURSE CATALOG**

2025-2026

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General Information

University Mission

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

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

Notre Dame challenges women and men to:

- strive for intellectual and professional excellence,
- build inclusive communities,
- engage in service to others, and
- promote social responsibility.

amendment 04/01/2026

University Learning Outcomes

Upon graduation, students will be able to:

1. demonstrate intellectual and professional excellence through leadership behaviors, engagement in scholarly inquiry, and identification of strategies for continued, lifelong, learning.
2. participate in and reflect on service activities that address community-identified needs, within the University and with external communities.
3. apply critical thinking to analyze complex problems, evaluate evidence, and propose solutions to address real-world challenges.
4. collaborate effectively, ethically, and collegially to achieve shared goals.
5. communicate ideas effectively and clearly through written and oral expression.
6. apply principles of diversity, equity, and inclusion of all people in professional and interpersonal contexts.

amendment 04/27/2026

Academic Calendar

Fall 2025
Holidays University Closed

Holidays	Dates
Labor Day (No Classes, IPPEs or APPEs)	09/01/25
Thanksgiving Holiday (No Classes, IPPEs or APPEs)	11/26/25 through 11/28/25

Undergraduate/Graduate/Professional (excluding ABSN/MSN and Pharmacy see below)

Description	Full Term	Term A	Term B	Term C
Term Start	08/25/25	08/25/25	10/20/25	09/08/25
Term End	12/13/25	10/18/25	12/13/25	12/13/25
First Day to Register	03/25/25	03/25/25	03/25/25	03/25/25
Last Day to Register	09/02/25	08/28/25	10/23/25	09/15/25
Drop without Penalty	09/02/25	08/28/25	10/23/25	09/15/25
Last Day to Withdraw with 'W'	10/30/25	09/26/25	11/21/25	11/04/25
Last Day of Class (traditional Undergrad)	12/25/25			
Grades Due	12/16/25	10/21/25	12/16/25	12/16/25
100% Tuition Refund Ends	09/02/25	08/28/25	10/23/25	09/15/25
75% Tuition Refund Ends	09/08/25	09/04/25	10/30/25	09/22/25
0% Refund Period Begins	09/09/25	09/05/25	10/31/25	09/23/25

**Traditional Undergraduate Mid Term Break 10/10/25 **

**Traditional Undergraduate Final Exam Week 12/8/25 - 12/12/25 **

ABSN/MSN

Description	Term 1	Term 2	Term 3
Term Start	09/08/25	09/08/25	10/27/25
Term End	12/12/25	10/24/25	12/12/25
First Day to Register	03/25/25	03/25/25	03/25/25
Last Day to Register	09/15/25	09/11/25	10/30/25
Drop without Penalty	09/15/25	09/11/25	10/30/25
Last Day to Withdraw with 'W'	11/04/25	10/06/25	11/24/25
Grades Due	12/16/25	10/28/25	12/16/25
100% Tuition Refund Ends	09/15/25	09/11/25	10/30/25
75% Tuition Refund Ends	09/22/25	09/18/25	11/06/25
0% Refund Period Begins	09/23/25	09/19/25	11/07/25

Pharmacy

Description	Start Date	End Date
Advanced Practice Experiences (P4)	7/28/25	12/12/25

General Information

Description	Start Date	End Date
SOP New Student Orientation	08/05/25	08/06/25
First day of didactic classes (P1)	08/11/25	
First day of didactic classes (P2, P3)	8/18/25	
SOP Drop/Add Period (P1)	8/18/2025	08/29/25
Drop/Add Period (P2, P3, P4)	08/18/25	08/29/25
Last day to withdraw from classes	10/10/25	
Registration for Spring 2025	10/27/2025	10/31/25
Thanksgiving Break (P1, P2, P3)	11/26/25	11/28/25
Thanksgiving Break (P4)	11/27/25	11/28/25
Last day of semester classes (P1, P2, P3, P4)	12/05/25	
Reading Period (P1, P2, P3)	12/08/25	
Final Exams (P1, P2, P3)	12/9/2025	12/12/25
Remediation Week (P1, P2, P3)	12/15/2025	12/19/2025
Grades Due	12/19/2025	

Winterim 2026
Holidays University Closed

Holidays	Dates
New Year's Holiday	01/01/26
Martin Luther King Holiday	01/19/26

Undergraduate/Graduate/Professional (excluding ABSN/MSN and Pharmacy see below)

Description	Full Term
Term Start	01/02/26
Term End	01/17/26
First Day to Register	10/28/25
Last Day to Register	01/05/26
Drop without Penalty	01/05/26
Last Day to Withdraw with 'W'	01/12/26
Grades Due	01/20/26
100% Tuition Refund Ends	01/05/26
75% Tuition Refund Ends	01/08/26
0% Refund Period Begins	01/09/26

Spring 2026
Holidays University Closed

Holidays	Dates
Martin Luther King Holiday	01/19/26
Easter Holiday (No Classes, IPPEs or APPEs)	04/03/26 through 04/06/26

Undergraduate/Graduate/Professional (excluding ABSN/MSN and Pharmacy see below)

Description	Full Term	Term A	Term B
Term Start	01/20/26	01/20/26	03/16/26
Term End	05/12/26	03/14/26	05/12/26
First Day to Register	10/28/25	10/28/25	10/28/25
Last Day to Register	01/26/26	01/23/26	03/19/26
Drop without Penalty	01/26/26	01/23/26	03/19/26
Last Day to Withdraw with 'W'	03/30/26	02/23/26	04/17/26
Last Day of Class (traditional Undergrad)	05/04/26		
Grades Due	05/15/26	03/17/26	05/15/26
100% Tuition Refund Ends	01/26/26	01/23/26	03/19/26
75% Tuition Refund Ends	02/02/26	01/29/26	03/26/26
0% Refund Period Begins	02/03/26	01/30/26	03/27/26

** Spring Break 03/09/26 - 03/13/26 Traditional Undergraduate & Pharmacy ONLY**

** Traditional Undergraduate Reading Day 05/05/2026

**Traditional Undergraduate Final Exam Week 05/06/26 - 05/12/26 **

ABSN/MSN

Description	Term 1	Term 2	Term 3
Term Start	01/26/26	01/26/26	03/16/26
Term End	05/01/26	03/13/26	05/01/26
First Day to Register	10/28/25	10/28/25	10/28/25
Last Day to Register	02/02/26	01/29/26	03/19/26
Drop without Penalty	02/02/26	01/29/26	03/19/26
Last Day to Withdraw with 'W'	03/24/26	02/23/26	04/10/26
Grades Due	05/04/26	03/17/26	05/04/26
100% Tuition Refund Ends	02/02/26	01/29/26	03/19/26
75% Tuition Refund Ends	02/09/26	02/05/26	03/26/26
0% Refund Period Begins	02/10/26	02/06/26	03/27/26

Pharmacy

Description	Start Date	End Date
First day of didactic classes (P1, P2, P3)	01/09/26	
SOP Drop/Add Period	01/09/26	01/22/26
Advanced Pharmacy Practice Experiences (P4)	01/12/26	03/20/26
Last Day to Withdraw from Classes	03/05/26	
Spring Break for didactic classes (P1, P2, P3)	03/09/26	03/13/26
School of Pharmacy Registration for Summer/Fall 2025	03/24/26	03/27/26
Spring 2025 School of Pharmacy Last Day of didactic classes	05/05/26	
Reading Period	05/06/26	
Final Exams	05/07/26	05/13/26

General Information

Description	Start Date	End Date
P4 Assessments	05/04/26	05/14/26
Remediation Week	05/13/26	05/19/26
Intro Practice Experiences (P2 Only)	05/18/26	06/12/26
Final Grades Due	05/17/26	

Summer 2026
Holidays University Closed

Holidays	Dates
Memorial Day	05/25/26
Junteenth	06/19/26
Independence Day	07/03/26 through 07/04/2026

Undergraduate/Graduate/Professional (excluding ABSN/MSN and Pharmacy see below)

Description	Full Term	Term A	Term B	Term C	Term D
Term Start	06/01/26	06/01/26	07/06/26	06/15/26	07/13/26
Term End	08/08/26	07/02/26	08/08/26	06/27/26	07/25/26
First Day to Register	03/24/26	03/24/26	03/24/26	03/24/26	03/24/26
Last Day to Register	06/08/26	06/04/26	07/09/26	06/16/26	07/14/26
Drop without Penalty	06/08/26	06/04/26	07/09/26	06/16/26	07/14/26
Last Day to Withdraw with 'W'	07/13/26	06/22/26	07/27/26	06/22/26	07/20/26
Grades Due	08/11/26	07/07/26	08/11/26	06/30/26	07/28/26
100% Tuition Refund Ends	06/08/26	06/04/26	07/09/26	06/16/26	07/14/26
75% Tuition Refund Ends	06/15/26	06/11/26	07/16/26	06/17/26	07/15/26
0% Refund Period Begins	06/16/26	06/12/26	07/17/26	06/18/26	07/16/26

ABSN/MSN

Description	Term 1	Term 2	Term 3
Term Start	05/18/26	05/18/26	07/06/26
Term End	08/21/26	07/03/26	08/21/26
First Day to Register	03/24/26	03/24/26	03/24/26
Last Day to Register	05/26/26	05/21/26	07/09/26
Drop without Penalty	05/26/26	05/21/26	07/09/26
Last Day to Withdraw with 'W'	07/14/26	06/11/26	08/03/26
Grades Due	08/24/26	07/07/26	08/24/26
100% Tuition Refund Ends	05/26/26	05/21/26	07/09/26
75% Tuition Refund Ends	06/01/26	05/28/26	07/16/26
0% Refund Period Begins	06/02/26	05/29/26	07/17/26

Academic and Behavioral Standards and Policies

Academic Integrity/ Misconduct Policy

In order to participate as a student at Notre Dame of Maryland University, a student is required to, and agrees to, maintain academic integrity. The University's Honor Code requires academic honesty, and it is expected that all work submitted by a student is the student's own. Violations of Academic Integrity/Misconduct Policy can lead to severe penalties, up to expulsion from the University. Violations of Academic Integrity/Misconduct Policy include cheating, plagiarism, fabrication, falsification, or other actions that violate commonly accepted intellectual and ethical standards within academic communities. Academic Integrity/Misconduct Policy applies to work in progress as well as completed work.

- **Cheating** is taking credit for work which has been completed by another person, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to, the following:
 - giving or using prohibited written and/or oral information during tests, quizzes, or examinations;
 - stealing, buying, selling, or in any way distributing an examination;
 - coping ideas or facts from another's paper during an examination or quiz;
 - submitting the same paper in two or more classes, even if the paper is the student's original work;
 - obtaining or providing previously undisclosed test questions or information pertinent to an exam that has not yet been administered;
 - substituting for another person during an examination or allowing such substitution for oneself;
- **Plagiarism** is defined as the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, artwork, or computer program which is not acknowledged is understood to be the original work of the author, unless such material is considered general knowledge. Students who are unsure whether they have used and documented source material correctly should consult with their instructor before submitting the assignment.
- **Fabrication and falsification** include the following:
 - Fabrication and/or falsifying laboratory and clinical experiences, internship records, attendance records, research data, survey results, research methods, research results, research conclusions, or any other information and/or process used in the collection and presentation of academic, scientific, or professional materials.

- Misrepresenting, falsifying, or withholding information concerning admission requirements, university enrollment or status, financial aid application, health records, or other materials required by the University.

Procedures for Handling Suspected Violations of Academic Integrity/Misconduct Policy

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

- Consulting with the individual(s) thought to be involved and encouraging them to report it themselves and/or;
- Reporting it to the instructor involved, and/or
- Reporting it to a representative of the Office of Community Standards

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

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

- If a faculty member has reasonable proof of a violation, the faculty member shall meet with the student and learn the facts. In consultation with the Department Chair, the faculty member will judge the offense and impose the appropriate sanction(s) from any of the following:
 - an oral reprimand
 - a written reprimand
 - an assignment to repeat the work, to be graded on its merits, for full or partial credit
 - a lower grade or 0 grade on the test, project, or assignment
 - a lower grade in the course
 - a failing grade in the course
 - the successful completion of the academic integrity course/workshop
- The faculty member shall then complete and submit an Academic Integrity Incident Report of the violation to the Office of Community Standards, including the name of the student, the date of the violation, the course, a detailed summary of the violation, the resolution, including any imposed sanctions, and any supporting documentation. The Office of Community Standards will send the report to the student, department chair, and area dean.
- The student will be held to the sanction imposed by the faculty member unless the student files a timely appeal as described below under Academic Standards Appeal.
- For instances of repeated academic integrity violations or an egregious academic integrity violation, the student may be

considered for additional sanction beyond those imposed by the faculty member. In such instances, the Office of Community Standards may refer the case to the Honor Board to consider additional sanctions, such as 1) placement on disciplinary probation, 2) suspension from the University, or 3) expulsion from the University. A student dismissed for this reason will not be eligible for readmission to the University. In such an instance, the Responding Party has the right to appeal under Section 7 of this Handbook (rather than Section 1.2) with the Provost or designee serving in place of the AVPSL.

- Except with the approval of the Dean in extenuating circumstances, a student accused of academic dishonesty in a course may not withdraw from that course before a final resolution has been reached regarding an allegation. The option of withdrawing from the course with a “W” grade is open only to the student who has been found not in violation.
- The Office of Community Standards will maintain records of Academic Integrity Incident Reports and the outcomes.

Academic Standards Appeals

If the student wishes to appeal the finding of the faculty member, the student may file a written appeal with accompanying documentation to the Office of Community Standards no more than five (5) business days after receiving notice of the finding and sanction imposed. To receive consideration, a student’s appeal must be full and complete upon its submission, including the basis for appeal and any supporting documentation. Within five (5) business days of a timely receipt of the documentation, the area Dean, in consultation with the Office of Community Standards, will determine if the request meets the standards for an appeal. The original decision will only be reviewed to determine if any of the following conditions were present:

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

The original decision will stand if none of the above conditions are met. If one or more of the above conditions are met, the area Dean shall refer the case to the Honor Board.

Academic Standards Appeals are a review of the written record. Parties are not entitled to a hearing or a meeting with the Honor Board. The Honor Board may take one of the following actions on appeal:

- Dismiss the appeal for failure to meet a deadline or articulate a valid ground of appeal;
- Deny the appeal and uphold the initial finding/sanction;

- Send the case back to the original or an alternate investigator with specific instructions on the remanded issue(s);
- Modify the finding(s) and/or sanction(s);

Within ten (10) business days, the Honor Board will issue a written decision, including a summary of their rationale. The decision of the Honor Board shall be final. The final determination will be communicated to the student, faculty member, and area dean by the Office of Community Standards.

If the student is found responsible, the Office of Community Standards will impose the final corrective measures, conditions or sanctions.

Concurrent Violation of Behavioral Standards

If, in the course of a faculty member’s investigation of a suspected violation of the University’s Academic Standards, the faculty member learns of potential violations of the University’s Behavioral Standards, the faculty member may include such alleged Behavioral Standard violation(s) and relevant evidence in their Academic Integrity Incident Report, the Office of Community Standards will investigate and, if appropriate, adjudication.

Accessibility Support Services

Here at Notre Dame of Maryland University we are committed to providing equal access to programs and services for people with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The Office of Accessibility delivers services designed to provide access for students to have the opportunity to successfully participate in college life, while promoting their well-being--academically, socially, emotionally, spiritually, and physically.

Procedures to Register for Disability Support Services 1. Student Intake Form

Complete the Student Intake Form to provide our office with more information regarding your history with managing your condition in the academic and residential environment. Here is the link to access this form: https://cm.maxient.com/reportingform.php?NotreDameMaryland&layout_id=12

Call directly at 410-532-5114

2. Documentation

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

Services can be accessed when a student provides the Director of Accessibility & Student Inclusion with documentation from a certified professional (e.g. director of special education, audiologist, psychologist, licensed counselor, physician) that describes the specific disability. The student will be asked to provide the most current documentation of the student’s disability. Students requesting accommodations must have a

disability as defined by Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA). If the student does not have sufficient documentation, the student may be requested to seek further evaluation/documentation from a certified professional. This information must be sent or provided directly to the Director of Accessibility and Health Promotion. All shared information is confidential.

Documentation is used to support and assist our office in gaining a greater understanding of:

- The student's disability
- The impact of symptoms on their academic performance
- Identification of academic barriers
- The development of their accommodation plan

For All Disabilities: A typed /written and signed letter from an appropriate professional is needed. The letter should include:

- History of the disability
- Description of the current impact and functional limitations as it relates to meeting the various demands of higher education (academically, socially, emotionally, physically, etc.)
- Expected progression or stability
- Recommendations for accommodations or services
- Implications of existing co-morbid conditions
- Additional observations and/or recommendations

Additional Details on Documentation Guidelines

3. Meet

Meet to discuss accommodations; after the submission of [paperwork](#), the student will be contacted by the Director of Accessibility & Student Inclusion to schedule a meeting to discuss accommodations through an interactive process. An appropriate accommodation plan will be developed to share with professors.

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

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

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

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

- Advocacy
- Counseling
- Meal plan accommodations

4. Receipt of Accommodation Letters

The student obtains a draft accommodation letter to review. If accepted, the student submits the [Accommodation Notification Request Form](#).

The Office of Accessibility & Student Inclusion emails the letters to listed professors. It is the student's responsibility to meet with their instructors to implement the accommodations. The Director of Accessibility & Student Inclusion will consult with instructors on an as-needed basis to provide clarity regarding auxiliary supports/services and accommodations. The discussion of student auxiliary supports/services and accommodations with faculty focuses on the appropriate implementation of said accommodations in the classroom; the nature of a student's disability is not disclosed and remains confidential.

5. Responsibilities

It is the student's responsibility to submit the [Accommodation Notification Request Form](#) each semester to inform the office of what courses they are taking and the names of the instructors to receive the accommodations. Reasonable accommodations will not be provided without an updated letter each semester, and accommodations are not retroactive.

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

- For alternative test-taking procedures, it is the student's responsibility to email the Accessibility Testing Center (atc@ndm.edu) at least 72 hours prior to an exam so that arrangements can be made in a timely fashion. Additionally, the student should notify the instructor immediately if there is a scheduling conflict so that the student and the professor can coordinate a mutually agreeable time to schedule the exam. Arrive on time for your exam; otherwise, if you are tardy, your accommodations for extended time can't be guaranteed or implemented appropriately.
- In order to receive alternative textbooks in a timely manner, it will be necessary to let OASI know several weeks in advance so that the publisher can be notified.
- If a student is having challenges with accommodations and would like steps to take for resolving issues, contact the [Director of Accessibility and Student Inclusion](#) and [read about steps for grievances](#).

Accreditation

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

The School of Education is accredited at the initial licensure and advanced levels for various Bachelor’s, Post-Baccalaureate, Master’s, and Post-Master’s programs by the [Council for the Accreditation of Educator Preparation \(CAEP\)](#) through December 2028 (7-year cycle).

The [Commission on Collegiate Nursing Education](#) granted accreditation to the baccalaureate and master’s degree programs in nursing at Notre Dame of Maryland University for 10 years, extending to December 31, 2032.

The School of Pharmacy is accredited for the Pharm.D. program through the [Accreditation Council for Pharmacy Education](#) for a term through June 30, 2027 (8-year cycle).

NDMU’s Business programs are accredited by the [Accreditation Council for Business Schools and Programs](#) at the Bachelor’s and Master’s level for a term through 2027 (10-year cycle).

NDMU’s Master of Arts in Art Therapy program is accredited by the [Commission on Accreditation of Allied Health Education Programs](#) upon the recommendation of The Accreditation Council for Art Therapy Education for a term through 2030 (up to 10-year cycle).

NDMU’s Doctorate in Occupational Therapy program is in candidacy status with the [Accreditation Council for Occupational Therapy](#).

NDMU’s Master of Science in Physician Assistant Studies is pursuing provisional accreditation status with the [Accreditation Review Commission on Education for the Physician Assistant](#).

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

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

Alumnae and Alumni Community and Council

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

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

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

Leadership

President: Nichole' C. Gatewood '01

Representatives

Irnande Altema '07

Christina "Chrissy" Bolmarcich '97

Annie Caporellie '12

Denise Dunn '04

Victoria Meadows '15

Amy Rosenkrans '93, Ph.D '16

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

Jessica Sexton '08

Joe Weatherstein '08

Board of Trustees

Cathryn Curia, '69, *Chair*

Thandee Maung '04, *Vice Chair*

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Kathleen Beres '70
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Jane Schlegel
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Vernon Wright
Grace Zaczek '70

James W. Constable, Esq., *Counsel, Ex-officio*
Marylou Yam, *President, Ex-officio*
Charles Buehrle, *Faculty Representative*
Grace Ekalle, *Student Representative*

Campus Buildings and Facilities

Fourier Hall

Originally home to Notre Dame's Library, Fourier Hall is the center of the University's programs for adult learners, as well as home to the Art Department, Art Therapy and Business Department. The main lobby hosts the University's Welcome Center. The lower level is home to University Admissions for undergraduate studies and Financial Aid. The Gormely Gallery can be found on the second floor.

Meletia Hall

Lower level: The Feeley International Center is home to Modern and Foreign Languages and houses a state-of-the-art language lab. The Renaissance Institute, an active group of men and women who are over the age of 50 and interested in pursuing lifelong learning and intellectual growth.

First, second, and third floors: Residential housing for female students, with shared balcony and common areas for studying and socializing.

Caroline Hall

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

First floor: Public Safety Control Center, Office of the President, VP and AVP of Enrollment Management, AVP for Academic Affairs and Provost, Title III Office, Dean of Arts, Science and Business, and the Women's Leadership Institute of Baltimore, and the Register's office.

Second floor: Murphy Gathering Space, donated through the generosity of Mr. and Mrs. Daniel Murphy. Mr. Murphy was the son of one of Notre Dame's first six graduates from the class of 1899. The beautiful space provides a special place to hold wedding receptions and take photographs and, The Bryan Board Room. Social Sciences and Education Department share the classrooms on this floor which were recently updated to include new technology.

Third floor: The School of Education is housed on this floor. The Dean of the School of Education as well as administrative staff. Third floor classroom are shared between Social Sciences and Education classes.

Fourth floor: The offices of the History, Religious Studies, Digital Media Arts and Communication Art Departments. All classroom have been recently updated and house state of the art technology, including a radio station, television station, and other high-tech rooms with the capability to both stream and record room activity.

Fifth floor: Offices of the English Department who assists in running the student run Writing Center and Damozel and the Philosophy Department.

Theresa Hall

Lower level: Houses the University Testing Center, Counseling Services, Student Success Center, Academic Support Enrichment programs, Faculty Resource Center, and the Office of Accessibility and Health Promotion.

First floor: The Office of Campus Ministry and Mission, Admission Offices, Career Center, and Career Suit Lending Closet, Sr. Sharon Slear Center for Service, Social Justice & Community Engagement.

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

Third floor: Business Offices.

Marion Burk Knott Sports and Activities Complex

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

Lower level: Gym and Dance Studio.

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

LeClerc Hall

LeClerc Hall is home to LeClerc Auditorium.

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

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

Second floor: Copeland Studio Theatre in the Sr. Theresine Room; Instrumental classes as well as small Drama productions are held here. The Offices of Auxiliary and Conference Services as well as Communications and Marketing.

Doyle Hall

Lower level: The newly renovated Gator Alley serves as a lounge, game room, and study area for students. The lounge is a popular gathering space housing flat-screen televisions, entertainment media, pool table, foosball table, and other games.

First floor: Doyle Formal Lounge and Doyle Dining Hall.

Second, third and fourth floors: Residence hall.

Knott Science and Innovation Center

The Universities center for S.T.E.M learning and technology. Knott houses the Departments of Chemistry, Physics, Psychology, Criminology, Biology and the Physicians Assistance program. The Bryan Planetarium is located on the lower level.

G. Avery Bunting Hall

The building is home to the School of Pharmacy, the only such school affiliated with a private university in the state.

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

University Academic Building

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

Lower level: The Department of Occupational Therapy.

Loyola/Notre Dame Library

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

Otenasek House of the Morrissy Honors Program

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

Noyes Alumnae House

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

Copyright Policy

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

[Loyola-Notre Dame Library Copyright Policy](#)

Family Educational Rights and Privacy Act (FERPA) Policy

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

These include:

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

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

Nondiscrimination and Sexual Misconduct Policy and Procedures

Nondiscrimination Policy

Notre Dame of Maryland University (“University” or “NDMU”) values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement. Consistent with these principles, the University does not discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of age, ancestry, color, creed, disability, gender, gender identity, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or protected veteran’s status in accordance with applicable federal, state, and local laws and regulations including but not limited to Title IX of the Education Amendments of 1972 as amended (Title IX), Title VI of the Civil Rights Act of 1964 as amended (Title VI), Title VII of the Civil Rights Act of 1964 as amended (Title VII), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act of 1990 as amended (ADA), and Age Discrimination in Employment Act of 1967 as amended.

The University’s associated compliance responsibilities and the administration of the University’s Non-discrimination and Sexual Misconduct Policies are managed through the Title IX Coordinator. Inquiries or concerns may be referred to Greg FitzGerald, Title IX Coordinator, Gibbons Hall, Room 106, 4701 N. Charles Street, Baltimore, MD 21210, 410-532-5109, gfitzgerald@ndm.edu. Inquiries or concerns regarding compliance with Section 504, ADA, and/or other civil rights laws regarding disabilities may be referred to the Amy Morales, Director of Accessibility & Health Promotion, Theresa Hall, Room 009, 4701 N. Charles Street Baltimore, MD 21210, [410-532-5401](tel:410-532-5401), amorales@ndm.edu.

Additional information is available through:

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

Sexual Misconduct Policy and Procedures

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

NDMU is committed to maintaining a campus environment that is free from discrimination based on sex, and maintains that commitment by

responding promptly and effectively when it learns of any form of possible discrimination based on sex. The University responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the misconduct, prevent its recurrence, and remedy its effects. In compliance with Title IX, the University has Sexual Misconduct and Sexual Harassment policies.

Policies and Procedures

Information regarding the University’s Sexual Misconduct Policy and Procedures and other related information is available on the [University’s Title IX page](#).

Inquiries

Direct inquiries concerning the application of Title IX, including complaints or concerns to:

Title IX Coordinator
Gregory Fitzgerald
Chief of Staff
Gibbons Hall #106A
(410) 532-5109
gfitzgerald@ndm.edu

Student Records

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

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

Privacy Rights of Students

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

These include:

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

Students and others who want specific information regarding their rights of access to official academic educational records maintained in their names should contact the [Registrar’s Office](#).

One exception that permits disclosure without consent is for school/university officials with legitimate educational interests. See the Consent Not Required section for more information.

Students have the ability to provide an approval for others (parents, spouses, etc) to have access to educational and financial records by completing an [Authorization to Release Student Information Form](#).

File Confidentiality and Availability

The official academic records of all students, past and present, are housed in the Registrar's Office. The official transcript contains identifying information, a complete record of all coursework, transfer credits, academic status and any degree(s) or certificate(s) granted. The transcript is kept as a permanent record of the University.

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

These files, including the permanent record, are available for student review upon request. Members of the faculty or administration also have access to these records if they have a legitimate interest in the material and demonstrate a need to know as approved by the University Registrar.

Additional Academic Files

Academic advisors have access to the academic records of their advisees. They also maintain academic progress reports of their students. These files are retained for the advisor's use only and are not official records or documents.

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

Other Records

The Director of Financial Aid maintains records on students applying for and receiving financial aid. Financial records of students who receive aid are maintained for a period of four years after graduation or withdrawal.

Health records of Women's College students are maintained for the use of health service personnel only. The student may request a professional of her choice (medical doctor, psychiatrist) examine their health records. Such a request will be honored by the University Health Service.

Release of Records Grade Reports

Semester grade reports are available through the student's personal WebAdvisor account at the end of each semester. The grade report is also available to the student's academic advisor. Grade reports cannot be released until all financial obligations have been met.

Transcripts

No transcript will be issued without written authorization from the student. No telephone, email, or third-person requests will be honored. Transcript requests should be made at least one week in advance of expected delivery. Transcripts will not be released until all financial obligations to the University are met.

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

The University will honor court subpoenas for information from official files if the court has jurisdiction over the University. An attempt will be made to notify the student, at the last known address, of the court's and the University's actions. If the student so requests, copies of the subpoenaed information will be provided.

Placement Records

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

Records of Deceased Students

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

Personally Identifiable Information (PII)

is defined in the FERPA regulations as:

1. The student's name;
2. The name of the student's parent or other family members;
3. The address of the student or student's family;
4. A personal identifier, such as the student's social security number, student number, or biometric record;
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name;

- 6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
- 7. Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates. (Authority: 20 U.S.C. 1232g)

Directory Information

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

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

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

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

Consent Not Required

FERPA permits the disclosure of personally identifiable information, without student consent, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations to the following parties:

- School officials with legitimate educational interests;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the University;
- Accrediting agencies/organizations;
- Parent of a dependent student as defined for IRS tax purposes;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- Information the University has designated as “directory information”;
- Alleged victim of a crime;
- Parent of a student under 21 regarding the violation of a law regarding alcohol or drug abuse

Concerns or Complaints

Any member of the campus community who has reason to believe that NDMU is not complying with the requirements of FERPA should inform the NDMU Registrar in writing.

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Sources:

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

Photo Release

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

Tuition and Fees for 2025-2026

As the costs of a quality private education continue to escalate, Notre Dame takes pride in maintaining a moderate level of student tuition and fees. The University has been able to hold increased expenses to modest amounts.

Undergraduate Studies

Traditional	Cost
Full-time Tuition (24-36 credits)	\$43,700
Full-time Consolidated Fees	\$1,575
Housing & Food (average double)	\$14,700
Housing (avg Meletia double)	\$8,200
Food	\$6,500
Part-time tuition (1-11 credit per term)	\$1,050
Tuition & Fee (FT)	\$45,275
Direct Costs (FT tuition, fee, room and board)	\$59,975

College of Adult Undergraduate Studies (CAUS)	Cost
Tuition - Arts, Sciences and Business	\$495

College of Adult Undergraduate Studies (CAUS)	Cost
Tuition - Education	\$495
Tuition - Nursing RN-BSN	\$475
Tuition - Nursing 15M Accelerated	\$56,000
Tuition - Nursing 15M Accelerated	\$1,009
Registration/Technology Fee (non-refundable)	\$199

Graduate Studies (per credit hour unless otherwise indicated)

School	Cost
School of Arts, Sciences and Business Master's Programs	\$615
School of Arts, Sciences and Business Art Therapy Program	\$690
School of Education Accelerated Certificate in Teaching Program	\$595
School of Education Master's Programs	\$600
School of Education Master's in Teaching/Graduate Education Internship Program (program total)	\$27,000
School of Education CASE Program	\$735
School of Education Ph.D. Program	\$735
School of Integrative Health - Master's and Certificate Programs <i>Additional fees for School of Integrative Health specific programs may vary semester by semester</i>	\$ 960 - \$980
School of Integrative Health - Doctoral Programs <i>Additional fees for School of Integrative Health specific programs may vary semester by semester</i>	\$1,060
School of Integrative Health - University Fee (per term)Programs <i>Fee is applicable to all active students regardless of whether they register for a given semester</i>	\$275
School of Nursing Master's Program - Leadership in Administration & Leadership in Nursing Education	\$690
School of Nursing Master's Program - Family Nurse Prac & Adult-Gerontology Primary Care Nurse Prac	\$920
School of Pharmacy and Health Professions - Occupational Therapy (per year)	\$30,000
School of Pharmacy and Health Professions - Occupational Therapy Student Fee	\$1,000
School of Pharmacy and Health Professions - Pharmaceutical Sciences MS	\$825
School of Pharmacy and Health Professions - Pharmacy Doctorate(per year)	\$41,000
School of Pharmacy and Health Professions - Pharmacy Doctorate Student Fee	\$2,000
School of Pharmacy and Health Professions - Physician Assistant (per year)	\$34,755
School of Pharmacy and Health Professions - Physician Assistant Student Fee (1 two yr only)	\$1,500
Registration/Technology Fee <i>Non-Refundable</i> (per semester)	\$199

NDMU Online Programs (Legacy)

The rates below are applicable for program entrants prior to Fall 2025 under the legacy “NDMU Online” programs (see list below). All entrants (face to face or online modality) from Fall 2025 and onward are charged the applicable Adult Undergraduate or Graduate tuition and fees as outlined above.

Item	Cost
Online Certificate	\$520
Online Master's Degree	\$595
Online Ph.D.	\$735
Registration/Technology Fee	\$199

Financial aid

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

Tuition adjustment policy

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

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

The University reserves the right to drop from classes any student who has not satisfied all financial obligations by the time classes begin. Nonpayment of tuition without proper notification to the registrar's office of withdrawal from classes does not obligate the University to refund tuition payments or to credit a student’s account for the tuition for that semester. If the University exercises its right to drop students for nonpayment, students must re-register for the courses. Payment of the outstanding tuition does not constitute re-registration and does not ensure the student a seat in any class.

Requests for a tuition refund must be made in writing to the business office or indicated on the withdrawal form available in the registrar’s

office. Registration, admission application fee and late fees are non-refundable. A student who is receiving financial aid will be subject to the refund policy established by federal guidelines.

Employer tuition remission payment plans

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

Miscellaneous Fees

Fee	Cost
Lab Fee (per class)	\$45
Applied Music Fee (per credit)	\$400
Graduation Fee	\$395
Certificate Completion Fee	\$95
Transcript Fee (per transcript)	\$10
Prior Learning Assessment Credit Recording Fee (per credit)	\$25
Prior Learning Assessment Challenge Exam Fee (per course)	\$250
Prior Learning Assessment Portfolio Evaluation Fee (1st course)	\$250
Prior Learning Assessment Portfolio Evaluation Fee (each additional)	\$125

Veterans Affairs

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

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

Enroll with VA Education Benefits

1. [Apply to the University](#).
2. Once admitted, obtain an [Application for Program of Education Form \(VA form 22-1990\)](#) from the Department of Veterans Affairs and submit the NDMU Intent to Register Form to Registrar’s Office.
3. Submit a copy of the completed application to the Registrar’s Office.
4. You must be registered for classes before enrollment certification can be sent to the Buffalo Regional Processing Center.
5. Additional payment and/or fees for the balance after VA education benefit disbursement are the student’s responsibility.

1. While waiting for VA education benefit disbursement students will not:
 1. Be assessed late fees
 2. Be prevented from enrolling
 3. Be required to secure alternative or additional funding
 4. Be denied access to any school resources

Financial Aid for Veterans and Dependents

Students, Veterans, and Dependents are eligible for various grants, scholarships and tuition assistance. Refer to the [Updated GI Bill®](#).

“GI Bill®” is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](#).

Additional Programs
Maryland Army National Guard Tuition Waiver Program

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

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

How to Apply

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

Some program limitations and exclusions may apply, including [NDMU Online](#), Hybrid Accelerated Bachelor of Science in Nursing, Doctorate in Pharmacy (Pharm.D.), Doctorate in Occupational Therapy (OTD), and Ph.D. in Instructional Leader in Changing Populations. Please contact the University’s [Business Office](#) to determine if a program is eligible.

Yellow Ribbon Program

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

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

Troops to Teachers

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

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

- Counseling
- Financial Assistance
- Placement Assistance

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

Admission to Graduate and Professional Programs

Graduate Admissions

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

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

Submission of Application Materials

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

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

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

Conditional Admission

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

Students who have their final coursework in progress to complete a required degree for admission may also apply to be conditionally admitted. These students would need to submit unofficial or official transcripts showing final coursework in progress at the time of application. Prior to the end of their first term they would have to show final official transcripts with a degree conferral date.

All conditionally admitted students will also be required to maintain satisfactory academic progress requirements during their first term, and submit any outstanding official documents prior to the end of their first term. Until all required official documents have been received, an administrative hold will be placed on the students account. This hold will block future registration beyond their first term.

Registration for Non-Matriculants

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

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

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

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

Visiting Students

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

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

Policies Related to Admission
Transfer Credit Policy

At the time of admission, students must initiate requests for transfer credit for courses already completed. Graduate courses taken at other colleges and universities after admission to Notre Dame require advance approval from the appropriate dean. In certain programs, it may not be possible to take core courses elsewhere given their unique design. Except as noted elsewhere in this catalog, a maximum of **six (6) graduate credits** may be transferred into any of the Master's degree programs at Notre Dame. Courses transferred into the graduate program must carry a grade of "B" or better, be directly related to the student's program, and not have been applied toward another degree (Transfer credits must have been completed in the past seven years).

Re-admission Policy

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

School of Arts, Sciences, and Business
Graduate Admissions
Program-Specific Admission Requirements

in addition to general requirements

Master of Arts in Art Therapy

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

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

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

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

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

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

Master of Arts in English Literature

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

Master of Science in Analytics

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

Post-Baccalaureate Certificates in Business

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

School of Education Graduate Admissions
Program-Specific Admission Requirements

in addition to general requirements

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

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

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

Students are admitted to the MAT program on a full-time basis to complete the program within ten (10) months or on a part-time basis with completion generally expected within two years. Although part-time work may begin any semester, students admitted to full-time study must begin their work in the summer term in order to complete their studies within ten (10) months. Students applying to the 10-month MAT program are not eligible for waivers of any admissions requirements and must complete all items.

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

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

Master of Arts in TESOL

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

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

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

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

Accelerated Certification for Teaching

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

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

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

Certificate of Advanced Study in Education (CASE)

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

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

Post-Baccalaureate Certificate in Curriculum and Instruction

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

Ph.D. in Instructional Leadership for Changing Populations

Admission Requirements (School of Education)

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

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

Ph.D. in Higher Education Leadership for Changing Populations

Admission Requirements (School of Education)

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

1. Successful completion of a Master's degree from an accredited institution with a Grade Point Average of at least 3.5 on a 4-point scale.

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

School of Nursing Graduate Admissions

Program-Specific Admission Requirements

in addition to general requirements

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

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

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

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

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

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

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

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

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

School of Pharmacy and Health Professions Admissions

Program-Specific Admission Requirements

in addition to general requirements

Occupational Therapy Doctorate

Admission Requirements

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

1. Successful completion of a Bachelor's degree from an accredited institution with a GPA of 3.0 on a 4.0-point scale
2. Completion of prerequisite courses
3. Three letters of recommendation
4. Human service observation hours
5. Personal statement
6. Resume
7. Interview

Pharmacy Doctorate

For information on admissions to the School of Pharmacy, please visit the [School of Pharmacy section of the catalog](#).

International Student Graduate Admissions

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

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

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

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

an undergraduate degree in English *or* b) a student's undergraduate language of instruction was in English either in the U.S. or abroad.

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

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

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

Academic Policies/ Regulations

Academic Standing

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

Advising

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

Attendance

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

Students are expected to be:

- present for all class meetings (onsite or online), to be punctual, and to remain for the duration of the class;
- familiar with and to adhere to the written attendance policies pertaining to their specific School or program of study; and
- aware that the effect of absences is heightened in courses that are compressed in length (for Winterim or shortened part of term courses, no absences are allowed).

Absence, frequent lateness, or early departures may result in a reduction in the course grade. Excessive absences throughout the duration of the course may result in failure. Students are responsible for communicating

with the instructor about an absence to discuss implications/consequences. Students should consult the course syllabus for attendance expectations.

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

Auditing a Course

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

Children in the Classroom Setting

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

Communication and Email

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

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

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

Distance/Online Learning

Distance Learning is a formal educational process in which the majority of instruction (interaction between instructors and students) occurs when students and instructors are not in the same physical location. Distance Learning courses may employ the internet, broadcast, audio, video, or recordings. Instruction may be asynchronous or synchronous.

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

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

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

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

Degree Type	Less than ½-Time (credits)	½-Time (credits)	¾-Time (credits)	Full-Time (credits)
School of Arts, Sciences and Business (MA, MS, PBC, PMC)	0.5 - 4.25	4.5-6.5	6.75 - 8.75	9+
School of Education (MA, MS, PBC, PMC)	0.5 - 4.25	4.5-6.5	6.75 - 8.75	9+
School of Education (Ed.D., Ph.D.)	0.5 - 2.75	3 - 4.25	4.5 - 5.75	6+
School of Integrative Health (all program)	0.5 - 2.75	3 - 4.25	4.5 - 5.75	6+
School of Pharmacy and Health Professions (MS, OTD)	0.5 - 4.25	4.5-6.5	6.75 - 8.75	9+
School of Pharmacy and Health Professions (Pharm.D)	0.5-4.75	5 - 7.25	7.5 - 9.75	10+

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

Grades

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

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

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

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

Grade Appeals

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

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

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

1. When a student wishes to appeal a final grade, the student must write to the faculty member setting forth the basis for the appeal, evidence relevant to the case, and the remedy sought. This appeal must be made within two weeks of the official end of the semester.
2. The faculty member will respond in writing to the student's appeal within two weeks of receiving the written appeal.
3. If not satisfied with the faculty member's response, the student may, within two weeks of the response, appeal to the Dean in the School of Education, Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business, and Associate Dean in the School of Nursing.
4. The student makes the appeal in writing, again setting forth the appeal, the evidence, and the remedy sought in Step One. The Dean in the School of Education; Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business; or Associate Dean in the School of Nursing informs the faculty member of the student's appeal and obtains a copy of the faculty member's written response to the student. The Dean in the School of Education; Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business; or Associate Dean in the School of Nursing then reviews the written record and may select an alternate mediator agreeable to both parties.
5. The Dean in the School of Education; Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business; or Associate Dean in the School of Nursing then writes a response including a report on the steps taken in the mediation process. The written response will be sent to the student, the faculty member, and the School's dean (Arts, Sciences and Business and Nursing) within two weeks of the conclusion of the mediation process.
Note: The decision by the School of Education Dean is a final decision; the appeal process ends with this step.
6. If the Appeal originated in the School of Arts, Science, and Business or School of Nursing, there is an additional step in the appeal process.
7. If students are not satisfied with the outcome of the mediation process, the student may appeal in writing within two weeks to the School's Dean. The Dean will then ask for a written statement and a copy of relevant materials from the faculty member. The Dean may seek further information as needed. The Dean forwards a decision in writing to the student and Associate Dean or Chair within six weeks of having received the appeal. The decision of the Dean is final.
8. Situations regarding academic dishonesty are reviewed consistent with the Honor Code procedures and are not handled as regular grade appeals.

Graduation

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

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

The deadlines for submitting this Application are as follows:

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

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

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

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

Honor Code

By enrolling at Notre Dame of Maryland University, every student accepts and is bound by the [Honor Code](#). The [Honor Code](#) is based on respect for the individual, personal responsibility, and honesty. It requires students, faculty, staff and administrators to uphold [Honor Code](#) procedure including the reporting of violations. Under the [Honor Code](#), examinations have been unproctored since 1936. The [Honor Code](#) expects academic honesty.

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

The [Honor Code](#) assumes that all work submitted is one's own, and, therefore it is agreed that:

- examinations and tests are generally unproctored;
- a signed pledge on the admission application, on all tests, and all term papers confirms the student's intention of academic honesty. Students write: *"I hereby affirm that I have neither given nor received help on this exam, paper, or assignment."* (Signature);
- class materials are not permitted in the testing area;
- cell phones may not be used in testing locations; and
- the student hands all exams to the faculty member in charge of administering the exam.

Violations of the [Honor Code](#) include, but are not limited to:

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

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

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

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

Honor Societies

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

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

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

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

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

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

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

Incomplete Grade

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

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

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

signature, which will be subsequently submitted to the Registrar Office. The School Dean, at the request of course faculty, can grant an extension.

Matriculant Status and Leave of Absence

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

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

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

Repeating a Course

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

Roster/Enrollment Verification

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

Roster/Enrollment Verification (REV) is a process for checking student enrollment in courses at the start of the semester and verifying their attendance. In general, all students need to attend and participate in their courses within 72 hours of the course start date, or contact their professor to make attendance arrangements.

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

Term Resignation

Term Resignation is reserved for students who, due to extenuating circumstances, need to withdraw from a semester after the end of the withdraw period and before the last day of the semester.

To determine eligibility for medical resignation please contact the Office of Accessibility and Health Promotions. Non-medical resignations may be presented to the School Dean.

Failure to attend classes does not constitute a resignation or withdraw. Resignation eliminates a student's enrolled hours, but not the student's financial obligations.

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

Withdrawing from Courses

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

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

Withdrawing from a Program

A matriculant who wishes to withdraw from a program before completing the degree should submit a written statement of withdrawal to the applicable program advisor and the Registrar's Office. Matriculant

students who have outstanding financial aid obligations or who have received financial aid in the past should consult with the Director of Financial Aid before withdrawing.

Withdrawal from the University

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

Financial Aid

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

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

The [Office of Financial Aid website](#) provides detailed and up to date information on the types of aid available, how to apply, eligibility requirements, policies and procedures, external scholarships for students, deadlines, a checklist, contact information and more.

Application Process

Obtain a FSA ID

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

Complete the FAFSA

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

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

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

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

FAFSA Follow Up

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

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

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

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

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

Award Notification

After the student's financial aid file is complete, they will receive an award notice if they meet [eligibility requirements](#). Award notices will be emailed to new students and posted on Self-Service for returning students.

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

After receiving their financial aid notification, students must read and follow the instructions in the [How it Works](#) section of the NDMU website.

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

Cost of Attendance

Cost of Attendance (or financial aid budget) is a combination of direct expenses (such as tuition and fees) and indirect expenses (such as books and personal expenses) a student will incur to attend NDMU. Each

student's actual expenses may vary, but Cost of Attendance provides an estimate of the cost of attending Notre Dame of Maryland University for an academic year.

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

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

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

Graduate Level State Scholarships

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

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

Graduate Nursing Faculty Scholarship

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

Graduate and Professional Scholarship

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

Edward T. Conroy Memorial Scholarship Program

Applicants must meet one of the following requirements to eligible:

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

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

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

How to Apply: Applications are sent from the Office of Financial Aid via NDMU email and are available [online](#).

NOTE: Award is not based on financial need

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

Rights and Responsibilities

Student Rights

Students have the right to:

1. Know what financial aid programs are available at Notre Dame of Maryland University;
2. Know how individual financial need was determined, how the student's budget was created, and what resources were considered in the calculation of the student's need;

3. Know the deadlines for submitting applications for each financial aid program available;
4. Know what portion of the financial aid was received that must be repaid - if the aid is a loan, students have the right to know the interest rate, the total amount that must be repaid, the payback procedures, the length of time to repay the loan and when the repayment is to begin;
5. Know how the school determines whether a student is making satisfactory progress, and what happens if they are not; and
6. Request an explanation of the various programs in their aid package.

Student Responsibilities

Students Must:

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

TEACH Grant Program

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000* per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families in a high need subject area.

In exchange for receiving a TEACH Grant, students/graduates must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students (see below for more information on high-need fields and schools serving low-income students). As a recipient of a TEACH Grant, students/graduates must teach for at least four academic years within eight calendar years of completing the Program of Study for which they received a TEACH Grant.

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

Eligibility Requirements:

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

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

Additional Information

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

[Other Identified Teacher Shortage Areas \(Doc\)](#)

High-need fields include:

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

See [additional information](#) or email the Office of Financial Aid.

TEACH Grant Agreement to Serve

If a student is eligible to receive the TEACH Grant, they must sign a TEACH Grant Agreement to Serve that is available electronically on the Department of Education Website. The TEACH Grant Agreement to Serve specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by the student they understand that if they do not meet the teaching service requirements, they must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed.

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

Policies

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

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

Communication and Confidentiality

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

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

Students must use Self-Service to monitor the amounts and status of their financial aid awards.

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

Confidentiality Policy

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

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

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

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

Contractual and Consortium Agreements Financial Aid Policy

Consortium Agreements

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

Contractual Agreements

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

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

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

Courses - Dropping

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

- the aid a student has been awarded;

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

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

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

Courses - Withdrawal

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

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

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

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

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

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

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

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

Confirmation of future enrollment within the same semester will prevent the recalculation process from being initiated. If a student decides that dropping a single course during the semester is necessary,

but expects to complete the subsequent module courses during the same semester, he or she will be given the option to confirm that intention by responding to email notice from the Office of Financial Aid. Without documented confirmation by the student, the Office of Financial Aid will assume the student ceased attendance and will begin the Return of Title IV funds process.

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

Cumulative Total Loan Limits

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

Aggregate Loan Limits

Student Level	Loan Limit
Graduate/Professional Students	\$138,500
Certain Health Professional Students- Pharmacy	\$224,000

Disbursement of Funds

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

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

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

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

Leave of Absence and Return of Title IV Funds

Leave of absence

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

Return of federal student aid

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

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

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

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

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

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

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Graduate PLUS Loan

- Federal PLUS Loan
- Federal Pell Grant
- Federal SEOG Grant

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

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

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

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

How to Handle a Grant Overpayment

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

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

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

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

U.S. Department of Education
Student Financial Assistance Programs

P.O. Box 4222
Iowa City, IA 52245
Phone: 1-800-621-3115
E-Mail: DCS_HELP@ed.gov

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

Students considering Withdrawal should contact the Office of Financial Aid.

Loan Limits Each Year

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

For Returning Students:

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

New Students/First Time Borrowers at NDMU:

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

- **Step 1:** Choose the option **Complete Entrance Counseling**.
- **Step 2:** Choose the option **Complete Master Promissory Note (MPN)**.

Graduate and Pharmacy Students

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

Graduate Plus Loan

To receive a Direct Grad PLUS Loan, students must:

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

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

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

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

Satisfactory Academic Progress

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

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

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

For more detail, the Financial Aid Satisfactory Academic Progress Policy is available on the Office of Financial Aid [website](#).

Satisfactory Academic Progress Requirements Graduate Students

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

Satisfactory Academic Progress Requirements Pharmacy Students

- maintain the required Cumulative Grade Point Average (GPA) of 2.0;
- maintain a successful Cumulative Course Completion Rate (pace) of at least 75%;

- complete the academic Program of Study within the maximum timeframe (MTF); and
- meet all School of Pharmacy academic requirements.

School of Integrative Health

SOIH Overview

Mission

Notre Dame of Maryland University's School of Integrative Health (NDMU SOIH) promotes whole-person and community health and wellness through relationship-centered integrative health education, care, and leadership.

Principles

The School of Integrative Health operates under a set of five foundational principles that align with its mission and lay the foundation for a climate that fosters respect and encourages community. These principles are universal truths that anchor the School, inform our decisions, and shape our preferred future..

Interconnection

Everyone and everything in the universe is intrinsically connected. Modern science and ancient healing traditions both reflect our interdependence with the environment. Health care research shows that individual well-being is directly connected to the health of both the social community and ecological environment. Ancient healing traditions assert that individually and collectively people shape the world in which they live through their words, actions and thoughts.

Holism

A person, organization, or system is more than the sum of its parts and can ultimately only be understood and explained as a whole. This holistic perspective significantly impacts healthcare, research, and community life. Working from this orientation, practitioners take into consideration the entirety of a person (body-mind-spirit); researchers apply systems approaches rather than reductionist models to the study of therapeutic disciplines; and educators, policy makers, and community members make decisions and take action within the context of the whole..

Transformation

People, communities, and organizations have the potential for profound and ongoing change. Transformation is catalyzed by the environment and receptivity to change. The availability of resources and a sense of empowerment are central to positive transformations. Time-honored traditions assert that living in harmony with nature, cultivating mindfulness, and serving others are paths to individual and community transformation..

Diversity

Diversity underlies the health of any system. In the natural world, biological diversity generates and reflects a sustainable ecology. Diversity of people within an organization or community contributes to creativity, adaptability, and the checking of group bias. Recognition of diverse explanatory models of health and disease, the value of different healing modalities, and the uniqueness of each person provides the foundation for an inclusive and robust model of healthcare.

Resilience

Resilience is the process of navigating change and effectively recovering from challenges. It is a type of adaptation that involves maintaining core integrity while adjusting to meet the demands of shifting circumstances. At its best, resilience involves not only meeting a challenge but also evolving and thriving as a result of the process. Physiological resilience reflects the capacity to maintain and adjust biological states, as needed. From a whole person perspective, resilience emerges from a multitude of factors, including accepting circumstances that cannot be changed; taking decisive actions when required; cultivating a healthy, positive perspective; developing a sense of purpose in life; and establishing strong social support..

Values

The School of Integrative Health is guided by five core values that influence how its members embody the foundational principles through their behaviors and interactions. These values are reflected in individual actions, supported by policies and procedures.

Community

We operate from an acknowledgment and declaration of interconnection. Our strength and success derives from each of us individually and collectively taking responsibility for the whole.

Mindfulness

We are intentional and thoughtful in our interactions and in our choices. We listen deeply to one another, choose our words with care, and take actions that serve each other and the common good.

Integrity

We ground our actions and words in honesty, compassion and dignity. We aspire to excellence and accountability in all we do.

Inquisitiveness

We are committed to lifelong learning. We examine our positions and assumptions to discover new perspectives and ways of being. We strive to be open, to receive coaching, and to respond effectively to feedback.

Discernment

We make decisions with reference to our past, present, and future. We honor and learn from the elders, align with our principles and values, and consider the impact of our choices on future generations.

History

The school’s lineage includes a fifty-year history as one of the leading academic organizations for integrative health in the nation. Founded in 1974, the Centre for Traditional Acupuncture was as a small acupuncture clinic and school, and one of the first acupuncture clinics in Maryland. The school changed its name in 1978 to the Traditional Acupuncture Institute (TAI) as a reflection of its growing multi-faceted approaches. In 1986, the Maryland Higher Education Commission approved TAI to award its first graduate degree. In recognition of its expanding mission and scope, the institution took on a new name in 2000, Tai Sophia Institute. The name linked the Chinese word Tai, meaning “great,” and the Greek word for wisdom, Sophia. The new name continued to honor the Eastern healing traditions on which the institution had been founded, while the inclusion of Sophia signaled the philosophy that underpinned every program offered. In 2006, the Middle States Commission on Higher Education granted initial accreditation to Tai Sophia Institute. In 2013, university status was officially achieved with the Maryland Higher Education Commission, and the name of the institution was changed to Maryland University of Integrative Health (MUIH). With this landmark achievement, MUIH became one of a small number of regionally accredited universities in the country exclusively committed to integrative health. MUIH was acquired by Notre Dame of Maryland University (NDMU) in 2024. In 2025, the School of Integrative Health was formed upon the merger of MUIH into NDMU, making it the first and only school dedicated to integrative health within a comprehensive university in the U.S.

Approach to Integrative Health

Integrative health is commonly defined as the coordinated use of multiple health approaches in health care, and it also describes a holistic perspective of what it is to be healthy. Notre Dame of Maryland University’s School of Integrative Health (NDMU SOIH) promotes a holistic approach to health and well-being. We consider the physical, emotional, social, and spiritual domains of health and wellness. We also consider a range of contributing factors including the environment, personal behaviors, and genetics. Our educational and clinical practices are grounded in a whole-person and relationship-centered perspective that supports collaboration between the patient and the healthcare team. We aim to empower individuals to become informed, take personal responsibility, tap into their inner resilience, and choose the best options for themselves. We use approaches that are evidence-informed and tailored to each individual. Our model emphasizes a preventative rather than disease-based model of healthcare and recognizes the unique value of complementary health approaches and conventional medical systems and their collaborative power.

SOIH Specialized Program Accreditation and Approvals

Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM)

The following programs offered by Notre Dame of Maryland University are accredited by the [Accreditation Commission for Acupuncture and Herbal Medicine \(ACAHM\)](#):

- 1. Master of Acupuncture
- 2. Master of Acupuncture with a Chinese herbal medicine specialization
- 3. Doctor of Acupuncture
 - including a Doctor of Acupuncture degree completion track

The programs listed above may offer courses via distance education.

ACAHM does not accredit any programs at the undergraduate/bachelor level.

Notre Dame University of Maryland is executing a voluntary teach-out of all ACAHM-accredited programs formerly offered by Maryland University of Integrative Health. No new students are being enrolled into these programs. The programs retain accredited status until conclusion of the teach-out.

Accreditation status and notes may be viewed on the [ACAHM Directory](#).

ACAHM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, MN 55331; phone 952/212-2434; <https://acahm.org>.

Public Disclosure Statement Effective as of 11 September 2025.

Accreditation Council for Nutrition Professional Education (ACNPE)

NDMU’s M.S. Nutrition and Integrative Health program is accredited by the [Accreditation Council on Nutrition Professional Education \(ACNPE\)](#), a programmatic accrediting agency for master’s degree programs in clinical nutrition. For more information, contact ACNPE, 9 East 8th Street, #145, New York, NY 10003.

International Association of Yoga Therapists (IAYT)

NDMU’s M.S. Yoga Therapy program is accredited by the [International Association of Yoga Therapists](#), which supports research and education in yoga and serves as a worldwide professional organization for yoga teachers and yoga therapists. For more information, contact IAYT, PO Box 251563, Little Rock, AR 72225; phone 928-541-0004.

International Coaching Federation (ICF)

The Post-Baccalaureate Certificate in Health and Wellness Coaching and Master of Arts in Health and Wellness Coaching are accredited by the [International Coaching Federation \(ICF\)](https://coachingfederation.org). ICF sets standards for coaching education and serves as a worldwide credentialing organization for coaching professionals. Additional details are provided in the descriptions of the Post-Baccalaureate Certificate in Health and Wellness Coaching and M.A. Health and Wellness Coaching programs. For more information, contact ICF, 2365 Harrodsburg Rd, Suite A325, Lexington, KY 40504; <https://coachingfederation.org>.

National Board for Health & Wellness Coaching (NBHWC)

NDMU's Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program with the [National Board for Health & Wellness Coaching \(NBHWC\)](https://nbhwc.org) and is embedded in the Master of Arts in Health and Wellness Coaching program. Additional details are provided in the descriptions of the Post-Baccalaureate Certificate in Health and Wellness Coaching and M.A. in Health and Wellness Coaching programs. For more information, contact NBHWC, PO Box 16307, San Diego, CA 92176; <https://nbhwc.org>.

SOIH Policies and Procedures

Notre Dame of Maryland University publishes an *Academic Catalog* annually, which provides a summary of University policies, procedures, programs, and services as well as course descriptions for the academic year. While every effort has been made to ensure the accuracy of the information contained, the University reserves the right to make changes without prior notice. The most up-to-date version of the School of Integrative Health's academic policies in this section of the *Academic Catalog* can be found at:

- <https://www.ndm.edu/academics/integrative-health/soih-policies-forms>.

SOIH Articulations and Advanced Standing

Notre Dame of Maryland University's School of Integrative Health (NDMU SOIH) allows advanced standing, transfer credit, and course exemptions for students in the following programs.

Advanced standing, transfer credit, and course exemptions reduce students' credits, cost, and time to program completion.

American College of Healthcare Sciences

[American College of Healthcare Sciences](#) (ACHS) students who have successfully completed the B.S. in Integrative Health Sciences and B.S. in Nutrition degrees at ACHS have been identified to meet the prerequisite requirements of [some NDMU programs](#). In addition, a selected [set of ACHS courses](#) have been identified as equivalent to courses at NDMU SOIH and eligible for transfer credit and/or course exemption.

Foundation for Advanced Education in the Sciences

Individuals who have completed a particular set of courses at the [Foundation for Advanced Education in the Sciences \(FAES\)](#) at the National Institutes of Health (NIH) may transfer this coursework or be exempt from coursework upon enrolling in a program at NDMU SOIH.

George Washington University

Graduates of the George Washington University (GW) School of Medicine and Health Sciences (SMHS) B.S. in Health Sciences Clinical Research Administration, Clinical Management and Leadership, and Clinical Health Sciences programs with a cumulative GPA of 3.0 are guaranteed admission and may seek advanced standing consideration up to 6 credits in NDMU SOIH's [M.S. Nutrition and Integrative Health](#) and [Doctor of Clinical Nutrition](#) programs. Graduates and current students in good academic standing in the GW M.S. Health Sciences in Integrative Medicine program who seek Certified Nutrition Specialist (CNS) credentials may take up to 9 credits from NDMU SOIH.

Georgetown University Medical Center

Students in the Georgetown University Medical Center Master of Science in Physiology – Complementary and Alternative Medicine (CAM-MS) program have the opportunity to apply for preferred admission and advanced standing in an NDMU SOIH degree program to further their education in the field of integrative health. Candidates for preferred admission or advanced standing should indicate their status with Georgetown University Medical Center at the time of application for admission to NDMU SOIH and must provide documentation, such as transcripts and course descriptions, prior to approval. Similarly, students enrolled in one of NDMU SOIH's degree programs have the opportunity to apply for preferred admission and advanced standing in the CAM-MS program. Qualified students must meet or exceed the admissions criteria (including pre-requisites) for the program to which they are applying and must request advanced standing at the time of application.

Institute for Functional Medicine

Institute for Functional Medicine (IFM) Certified Practitioners are eligible for 3 credits of advanced standing and course exemption for NUTR801 (3 credits) in NDMU's [Doctor of Clinical Nutrition](#) (DCN) program. To receive advanced standing, students must indicate IFM certification at the time of their application for admission and must submit official documentation of IFM certification before starting their first class at NDMU SOIH.

Institute for Integrative Nutrition

Graduates of the Institute for Integrative Nutrition who hold a bachelor's degree are eligible for advanced standing in NDMU SOIH's [M.S. Nutrition and Integrative Health](#). To be eligible for advanced standing in the M.S. Nutrition and Integrative Health candidates must: 1) indicate graduation from the IIN Health Coach

Training Program on their application for admission to NDMU SOIH, and 2) have completed IIN's Health Coach Training Program and have this certificate conferred by IIN prior to starting their first course in the M.S. Nutrition and Integrative Health program at NDMU SOIH. IIN Health Coach Training Program graduates will receive 1.5 credits of advanced standing in NDMU SOIH's M.S. Nutrition and Integrative Health program and will be exempt from taking the NDMU SOIH course IHED637 Principles and Practices of Health Behavior and Self-Care.

Integrative Nurse Coach Academy (ICNA)

Graduates of the Integrative Nurse Coach Academy (ICNA) Program are eligible for three (3) graduate elective credits of advanced standing in NDMU's [M.A. Integrative Health Studies](#) program and [M.S. Health Promotion](#) program. To receive advanced standing, students must indicate ICNA Program completion at the time of their application for admission and must submit official documentation of ICNA Program completion before starting their first class at NDMU SOIH.

International Association of Yoga Therapists Certification (C-IAYT)

Individuals who hold the C-IAYT certification from the International Association of Yoga Therapists (IAYT) are eligible for up to 6 credits of advanced standing in NDMU SOIH's [M.S. Yoga Therapy program](#). Advanced standing reduces credits, costs, and time to program completion. To receive advanced standing, students must complete three steps prior to the start of the student's first course in the program. Step 1: Students must indicate C-IAYT certification at the time of their application for admission. Step 2: Students must submit official documentation of C-IAYT certification. Step 3: Upon approval by the yoga therapy department chair, students can then complete an equivalency exam administered by NDMU SOIH. Student's success on the equivalency exam has the potential to exempt them from any or all of the following courses: YOGA611 Theoretical Foundations for Yoga Therapy (2 cr), YOGA615 Breath and Health (1 cr), and ISCI613 Mental Health and Mind Body Science (3 cr). The exam is administered in August of each year and is only permissible in the summer immediately before students' enrollment in the M.S. Yoga Therapy program.

International Coaching Federation (ICF) Certified Coaches

Individuals who are an ICF Associate (ACC), Professional (PCC), or Master (MCC) Certified Coach are eligible for 6 credits of advanced standing in NDMU SOIH's [M.A. Health and Wellness Coaching](#) program. Such students are exempt from taking the following courses at NDMU SOIH: COA610 (3 cr), COA620 (3 cr), and COAPSA (0 cr). This program can be completed in as little as one year for individuals with such advanced standing. To receive advanced standing, students must indicate ICF certification at the time of their application for admission and must submit official documentation of ICF certification before starting their first class at NDMU SOIH.

International Health Coach University

Graduates of the International Health Coach University's (IHCU) M.S. Health Coaching degree are eligible for advanced standing in NDMU SOIH Integrative Health Studies programs. Candidates for these advanced standings must indicate graduation from IHCU on their application for admission to NDMU SOIH and must submit their official IHCU transcript before starting their first class at NDMU SOIH. Graduates of IHCU's MS Health Coaching program are eligible for 3 credits of advanced standing in the [Post-Baccalaureate Certificate Integrative Health Studies](#) program for the following course at the SOIH: ISCI603a Survey of Complementary Health Approaches (3 credits). Graduates of IHCU's MS Health Coaching program are eligible for 15 credits of advanced standing for the following courses in the [M.A. Integrative Health Studies](#) program electives category: ISCI 603a Survey of Complementary Health Approaches (3 credits), Nutrition and Herbal Medicine Elective Category (3 credits), Health Promotion, Education, and Research Category (9 credits), ISCI 603a Survey of Complementary Health Approaches (3 credits).

National Board for Health and Wellness Coaching (NBHWC) Certified Coaches

Individuals who are an NBHWC National Board-Certified Health and Wellness Coach are eligible for 10.5 credits of advanced standing in SOIH's [M.A. Health and Wellness Coaching](#) program. Such students are exempt from taking the following courses at NDMU SOIH: COA605 (1.5 cr), COA610 (3 cr), COA616 (3 cr), COA620 (3 cr), and COAPSA (0 cr). This program can be completed in as little as one year for individuals with such advanced standing. To receive advanced standing, students must indicate NBHWC certification at the time of their application for admission and must submit official documentation of NBHWC certification before starting their first class at NDMU SOIH.

StraighterLine Courses

StraighterLine provides low-cost credit-bearing courses that are eligible for transfer to colleges and universities. The American Council on Education's Credit Recommendation Service has evaluated and recommended StraighterLine courses for credit. NDMU SOIH [has entered into an articulation agreement with StraighterLine for these circumstances:](#)

Doctor of Clinical Nutrition Admission Requirements: Applicants for NDMU SOIH's [Doctor of Clinical Nutrition](#) program can fulfill the necessary admission requirements by completing the following StraighterLine courses. The physiology or anatomy and physiology admission requirement can be fulfilled by completing StraighterLine's BIOL201 Anatomy & Physiology I AND BIOL202 Anatomy & Physiology II courses. 3 credits of the biochemistry admission requirement can be fulfilled by completing StraighterLine's CHEM450 Biochemistry course. The clinical or life sciences admission requirement can be fulfilled by completing StraighterLine's BIOL101 Introduction to Biology, BIOL250 Microbiology, and/or CHEM101 General Chemistry I courses. The

behavioral science admission requirement can be fulfilled by completing StraighterLine’s PSY101 Introduction to Psychology course. (These courses may only be used to fulfill admission requirements and credit for these courses may not be transferred to NDMU’s doctoral programs.)

Post-Master’s Certificate Nutrition and Integrative Health Admission Requirements: Applicants for NDMU SOIH’s Post-Master’s Certificate Nutrition and Integrative Health program can fulfill the necessary organic/biological chemistry admission requirements by completing StraighterLine’s CHEM250 Organic Chemistry I AND CHEM251 Organic Chemistry II courses. The physiology and/or pathophysiology admission requirement can be fulfilled by completing StraighterLine’s BIOL201 Anatomy & Physiology I AND BIOL202 Anatomy & Physiology II courses. (These courses may only be used to fulfill admission requirements and credit for these courses may not be transferred to NDMU’s doctoral programs.)

SOIH Attendance and Participation Standard

Although NDMU is not required to take attendance by state, federal, or regional accrediting agencies, attendance is documented in the first week of certain courses to authenticate initial participation in academically-related activity. Additional course attendance requirements are designated by faculty members and vary depending on course content, learning outcomes, and assignments. Students should consult the “Course Policies” section of the syllabus for details.

Online Courses

Students are expected to have active, consistent, and timely engagement in online courses and to participate in the course’s academically-related activities.

Academically-related activities in an online course include, but are not limited to:

- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that is assigned by the University;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

As a general rule, students should expect to spend a total of 45 hours of time per credit over the course of the trimester. As a general rule, students should expect to spend a total of 45 hours of time per credit over the course of the trimester. See Section 2.2.3 below for additional information and examples.

On-Campus Courses

While attendance requirements may vary, all students must participate in required learning activities and assessments. As with online courses, students are expected to have active, consistent, and timely engagement in on-campus courses and to participate in the course’s academically related activities.

Academically-related activities in an on-campus course include, but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the
- instructor and students;
- submitting an academic assignment;
- taking an exam, an interactive tutorial, or computer-assisted instruction;
- attending a study group that is assigned by the University;
- participating in an online discussion about academic matters; and
- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

The in-classroom and out-of-classroom hours vary for on-campus courses depending on the type of course (e.g., didactic vs. lab) and whether the course is in an intensive or trimester-long format. As with online courses, students should expect to spend a total of 45 hours of time per credit over the course of the trimester. This includes hours inside the classroom and hours working outside the classroom (reading, reviewing notes, completing assignments, etc.). See Section 2.2.3 below for additional information and examples.

For Both Online and On Campus Courses

As a general rule, students should expect to spend a total of 45 hours of time per credit over the course of the trimester, in accordance with Policy 6065: Assignment of Credit Hours.

For example, in both a 3-credit course offered over 14 weeks and a 1.5 credit course offered over 7 weeks, students should expect to spend a minimum of nine hours per week engaging in the modules and work that accompanies the course.

Example 1: A 3-Credit Course Offered Over 14 Weeks
A 3-credit course = (3 credits) x (45 hours/credit) = 135 hours

Students should expect to spend 135 hours divided by 14 weeks in the course = 9.6 hours per week

Example 2: A 1.5-Credit Course Offered Over 7 Weeks

A 1.5-credit course = (1.5 credits) x (45 hours/credit) = 67.5 hours

SOIH Program Completion and Program Extension

Students must complete all coursework within seven years of matriculation. This standard applies to doctoral programs, master's degree programs, and graduate certificates. Students who do not complete their program within seven years may request a one year extension by submitting a Request for Extension Form. The Department Chair will determine whether the extension is granted based on current progress and the plan for program completion. Students who are granted an extension must remain actively enrolled until graduation requirements are completed.

A student who does not apply for an extension, is denied an extension, or fails to complete their program at the conclusion of an extension is considered to have exceeded the program length. At that time, the student must reapply, and is subject to the admission and program requirements in effect at the time of their new application. Acceptance is not guaranteed even for students previously admitted, and courses taken prior to the interruption of studies may not count toward degree requirements. If admitted, students will be held to the standards of the current curriculum for their program.

Note: Due to accreditation standards, time to program completion in Acupuncture and herbal medicine (AHM) cannot exceed 200% of the published program length. Published program length at the semester of entry will be used for this calculation. In situations where this leads to a maximum time frame that is less than the general University policy, the shorter time frame will be implemented. No program extensions can be granted that exceed the 200% standard. Procedures to request a program exception:

1. Student: Submit a Request for Extension Form to the Academic Advisor who will then forward the form to the Department Chair. The form must be approved by the Department Chair, before the student can register for courses in the trimester beyond the 7-year time frame for program completion. The Request for Extension must include: a) Reason for request of one-year extension, b) Anticipated timeline for completion of remaining requirements, and c) Supporting documentation for any extenuating circumstances that prevented timely completion of courses.
2. Department Chair: Provide the form to the student, Registrar, Academic Advisor, and Financial Aid within two weeks of submission of the request.
3. Dean of Academic Affairs/Provost: Program extensions beyond the initial one-year extension must be approved by the Dean of Academic Affairs or Provost. If a second extension is requested, the student should complete the same steps noted above. If the Department Chair endorses the additional extension, they must obtain the approval of the Dean or Provost before submitting the form to the student, Registrar, Academic Advisor, and Financial Aid.

SOIH Change of Program

Students may change from one academic program or curriculum to another, or add an academic program, without reapplying through the Admissions Office, if all the following criteria are met. If any of these criteria are not met, the student must apply through the Admissions Office for the new program. They will also need to withdraw from their current program if they are making a program change as opposed to program addition.

Program/Curriculum Criteria:

- A. The new program is within the same discipline (e.g., coaching, acupuncture and herbal medicine) as the current program;
- B. The new program or curriculum does not have admissions requirements that exceed those of the student's current program; and
- C. The new program is not a doctoral program.

When a student changes from one program or curriculum to another, the student's degree requirements are those that are in effect at the time the student initiates the change. The degree requirements will be those within the academic catalog of the current academic year; however, students who submit a Change or Addition of Program or Curriculum form after the first day of registration for the fall trimester will be placed into the degree requirements for the upcoming academic year. Students may not be placed into degree or curriculum requirements from an older catalog year. Students may not be placed into a new curriculum or degree for which they have already completed all the requirements. In addition, students may not add or change programs or curriculum if it leads to a violation of Policy 6075 Earning Multiple Degrees or Certificates.

The student must meet with the Academic Advisor for the new program to discuss the requirements for the program.

1. In the case of a program or curriculum change, the Academic Advisor will use the Change or Addition of Program or Curriculum Form to document courses that the student has completed in the old program or curriculum that meet requirements within the new program or curriculum.
2. The student must meet with the Financial Aid Office to clarify the impact of the program or curriculum addition or change on the availability of funds.
3. The student, Academic Advisor, and Financial Aid Officer will sign the Change or Addition of Program or Curriculum Form and the Academic Advisor will submit the form to the Department Chair.
4. The Department Chair will review the student's current academic progress and academic standing to decide on the program change or addition request. Once a decision is made, the Department Chair must sign the Change or Addition of Program or Curriculum Form and submit it to the Registrar's Office for final processing.

5. The Registrar's Office will contact the student, Financial Aid Office, and Academic Advisor to inform them of the final decision and, if appropriate, confirm the change or addition of program or curriculum.

SOIH Transfer Credit Policy

Transfer credits may be considered when a student has:

- i. Completed a graduate-level course that meets the same learning outcomes as an NDMU SOIH course
- ii. Completed a combination of graduate academic courses that together meet learning outcomes for a single NDMU SOIH course
- iii. Completed one or more graduate academic courses, combined with life or professional experience, that together meet learning outcomes for a single NDMU SOIH course.

Only graduate-level coursework from a degree-granting college or university accredited by an accrediting body recognized by the U.S. Department of Education is eligible for transfer credit consideration, and an earned grade of 80 percent or equivalent is required for courses to be considered for transfer credit.

Supplemental experience must be supported by documented evidence of professional trainings, certifications, licenses, etc. Life or professional experience without supporting graduate-level coursework cannot be considered for course transfer.

The Department Chair or subject matter expert will determine course equivalency using a rubric approved by the University Curriculum Committee (Transfer Credit Review Worksheet). If the review of the student's material does not yield a clear decision, an exam or other form of assessment (e.g., research paper, skill demonstration) will be required to qualify for transfer. If an exam is required, arrangements for taking the exam must be made through the Registrar's Office, which will schedule the exam with the Department Chair. The Registrar's Office will notify the student of the outcome of the exam.*

In the case of certain 500-level NDMU SOIH courses, undergraduate coursework may be considered for course transfer. In the case of NDMU SOIH 600-level or above courses, only graduate coursework and syllabi will be considered as evidence for transfer.

Transfers will only be accepted for courses prior to enrollment in the NDMU SOIH program with the exception of 500-level courses. Transfer of 500-level courses can be completed while enrolled in the NDMU SOIH degree.

**Within the Acupuncture area of study, accreditation standards require that courses taken more than five (5) years prior to enrollment are only eligible for transfer credit after validating and documenting the retention of the content knowledge and competencies of the respective course(s) via an exam or other assessment. Other departments may, at their discretion,*

also require assessments when retention of knowledge and competencies is in doubt (e.g., when courses were taken more than five years prior to enrollment).

Applicants who have earned degrees outside of the United States and are required to supply course-by-course degree evaluations as part of their application for admission, and who wish to apply for transfer credit, must also secure and provide official translations of course syllabi and other supplemental material for their transfer credit applications.

Students may apply for transfer credits if they are enrolling in a doctoral degree, master's degree, post-baccalaureate certificate, or post-master's certificate. An application for transfer credit may be submitted by an applicant with an active application to a degree or certificate program in an upcoming term, an applicant who has been accepted to a degree or certificate program in an upcoming term, or a current student of NDMU SOIH who is active and in good academic standing.

The maximum number of credits for which course transfers may be granted is 35 percent of the total credits for Acupuncture programs, including no more than 25% of the credits for the program's clinical training requirements. Current accreditation does not allow for any transfer credits for Yoga Therapy programs. For all other programs, 25 percent of the total credits of master's programs and bachelor's-to-doctoral degree programs, and up to three (3) credits in post-baccalaureate and post-master's certificates, are allowed. In addition, the limit for transferring 500-level courses is six (6) credits. Up to six (6) credits may be applied to a post-master's doctoral program at NDMU SOIH (e.g., post-master's DCN program) from another post-master's doctoral program in which the student has been previously matriculated.

See [Appendix 1 of this policy](#) for details of the maximum allowable number of transfer credits by program. Beyond the maximum transfer allowances listed in Appendix 1, all credits applied towards completion of a degree must be earned at NDMU SOIH. In some cases, these credits may have been completed at NDMU SOIH as part of a different degree or certificate. For example, if two different NDMU SOIH degrees require the same course, the relevant credits completed as part of the first degree may be applied towards the second degree. In such cases, the credits would not be considered transfer credits but would be considered credits earned at NDMU SOIH as part of the degree completion requirements.

Under no circumstances can credits earned at NDMU SOIH, or at another degree-granting college or university, be applied to meet multiple requirements within an NDMU SOIH program. For example, a 3-credit course completed at an external university could not be used as transfer credits for two different 3-credit NDMU SOIH courses within a program.

Note: NDMU SOIH occasionally develops articulation agreements with other organizations that provide for specific transfer credit and/or course exemptions. These arrangements are the result of a systematic review and comparison of the external organization's curriculum and learning

outcomes with NDMU SOIH's programs by the individual department and approved by the Dean and the Provost. The review is documented using the Articulation Agreement Curriculum Analysis Form. These arrangements apply to all course completions and program graduates specified in the articulation agreement.

Students interested in transfer credit must complete and submit the Transfer Credit Form along with official documentation. Official documentation for transfer credit must include official transcript(s) and a syllabus for each course under review from the previous school(s). Documentation may also include supplemental materials such as copies of professional trainings, certificates, and/or licenses if applicable.

Consideration for transfer credit will not be processed by the Graduate Admissions Office or the Registrar's Office without submission of an application with supporting documentation.

New Student Submissions

The Graduate Admissions Office will process all transfer credit applications, including notice of award, until the end of the Schedule Adjustment Period for the student's first term. After the end of the Schedule Adjustment Period, the Registrar's Office will process all transfer credit applications, including notice of award. Upon approval, course credits without the grades will be transferred to the NDMU transcript.

Application and documentation for transfer credit should be submitted as soon as possible. Transfer credit applications submitted less than three weeks prior to the start of the student's first term may not be completed before the end of course registration. In those cases, students should consult with their Academic Advisor to ensure they register for the correct number of credits to maintain Satisfactory Academic Progress.

Current Student Submissions

All transfer credit applications should be submitted at the time of application to the program. On the rare occasion that a continuing student identifies an additional course for which they believe they are eligible for transfer, the student should submit the application and documentation as soon as possible.

The Registrar's Office will process all transfer credit applications, including notice of award, for current students.

Upon approval, course credits without the grades will be transferred to the NDMU transcript.

Note: A student cannot apply for transfer credit for an NDMU SOIH course for which the student has previously received a grade of F or W. The only exception is transfers for 500-level courses that are completed subsequent to receiving the W or F grade.

SOIH Academic Standing

Academic standing serves as an overall summary of academic performance at NDMU SOIH. This policy defines the various levels of academic standing and describes how academic standing may affect the student's continued enrollment within their program.

NDMU SOIH calculates academic standing by program. Students enrolled in multiple academic programs may therefore have more than one academic standing at a time. However, if a student is enrolled in two-vertically-stacked programs (e.g., a PBC embedded in a master's degree), academic standing will only be calculated for the larger of the two programs.

For the purpose of this policy, failed grades are defined as grades of F or U. F or U grades that have been remediated (I.e., the course retaken and passed) do not count towards the failed credit totals that trigger probation or suspension. Remediation of failed grades therefore allows students to retake failed courses as soon as possible.

Good Academic Standing

A student is considered to be in good academic standing if they have:

- Less than 3 credits of failed grades in a certificate program (excluding PBC in Chinese Herbal Medicine).
- Less than 6 credits of failed grades in a master's degree, bachelor's-to-doctorate degree (e.g., Doctor of Acupuncture), or the PBC in Chinese Herbal Medicine.
- Less than 3 credits of failed grades in a postmaster's doctoral program (e.g., Doctor of Clinical Nutrition).

Note: If a student receives a failed grade on the repeated attempt of a previously failed course, the grade from both the first attempt and the second attempt will count towards the total credits of failed grades. Example: Failing ISCI-631 (1.5 credit course) in two successive trimesters is calculated as 3 credits of failed grades.

Academic Probation

A student may be placed on academic probation for any of the following reasons:

- a. They accumulate:
 - At least 3 credits of failed grades in a certificate program (excluding PBC in Chinese Herbal Medicine).
 - At least 6 credits of failed grades in a master's degree, bachelor's-to-doctorate degree (e.g., Doctor of Acupuncture), or the PBC in Chinese Herbal Medicine.
 - At least 3 credits of failed grades in a postmaster's doctoral program (e.g., Doctor of Clinical Nutrition).

- b. They are a student who has been reinstated following suspension or dismissal (see descriptions below), and has not yet remediated all failed grades earned prior to suspension or dismissal.

Students on Academic Probation must return to Good Academic Standing within one academic year (3 trimesters). For example, if a student is placed on Academic Probation at the end of the fall trimester, they have until the end of the next fall trimesters to return to good academic standing. Failure to do so results in Academic Suspension.

Note: Trimesters in which students are on a formal “Voluntary Break in Enrollment” do not count towards the 3-trimester limit.

Academic Suspension

A student is placed on Academic Suspension when:

- a. They accumulate:
 - More than 6 credits of failed grades in a certificate program (excluding PBC in Chinese Herbal Medicine).
 - More than 12 credits of failed grades in a master’s degree, bachelor’s-to-doctorate degree (e.g., Doctor of Acupuncture), or the PBC in Chinese Herbal Medicine.
 - More than 6 credits of failed grades in a post-master’s doctoral program (e.g., Doctor of Clinical Nutrition).
- b. They fail to return to Good Academic Standing from Academic Probation within the timeframe allowed.

Students on Academic Suspension are only eligible to continue in the program if they are approved for reinstatement by the Academic Standing Review Committee as described below.

Academic Dismissal

A student is Academically Dismissed if they meet any of the following criteria:

- a. Reinstatement is denied following review by the Academic Standing Review Committee
- b. Failure to move from Academic Probation to Good Academic Standing within the required timeframe following reinstatement from Academic Suspension
- c. Meet the criteria for Academic Suspension for a second time within a program

Students who are academically dismissed from a program and wish to reapply to the same program or a new program, should consult the Academic Reinstatement Policy.

Enrollment in Additional Programs

Students cannot register for any new programs unless they are in Good Academic Standing in current programs. Consult Policy 6075: Earning Multiple Degrees or Certificates for more details.

Procedures

Academic standing is calculated for students by program at the end of each trimester. Students are contacted by their academic advisor if the student’s academic standing has changed from the previous trimester.

Reinstatement Following Review of Suspension

- a. Students on Academic Suspension are not eligible to register for NDMU SOIH courses unless they are approved for reinstatement following review by the Academic Standing Review Committee.
- b. Students on Academic Suspension may submit a one-time appeal for reinstatement by completing an Academic Appeals Petition Form and submitting it to reinstatement@muih.edu.
- c. The Academic Appeals Petition Form requires students to explain changes they have made in their academic preparation and strategies that will improve their potential for successfully completing their program.
- d. Appeals must be submitted within the first 45 days of a trimester in order for the student to be considered for reinstatement in the subsequent trimester.
- e. If a student does not appeal within two trimesters of suspension, the student will need to reapply to the program if they wish to continue their studies later. The student’s suspension will be reviewed as part of the admissions evaluation.
- f. The Academic Standing Review Committee reviews requests for reinstatement. The committee convenes once/trimester, is chaired by the Dean of Academic Affairs, and includes representatives from Academic and Student Affairs. The committee communicates its decisions to the Registrar’s Office and the relevant department chair(s). The department chair communicates the final decision to the student. The decision of the Committee is final and cannot be appealed.
 - 1. Students who are approved for reinstatement will be placed on Academic Probation status and must return to Good Academic Standing within the 3-trimester timeframe described in the “Academic Probation” section of this policy.
 - 2. Students who request and are approved for reinstatement must meet any additional conditions set by the Academic Standing Review Committee including enrollment in the appropriate course(s), regular meetings with advisors, or tutoring.
- g. Reinstated students who fail to return to Good Academic Standing within the allowed timeframe, or who fail to meet any additional conditions set by the Academic Standing Review Committee, will be Academically Dismissed without possibility of reinstatement.
- h. All other conditions for program completion will apply to reinstated students, including completion time limits.

SOIH Academic Reinstatement

Academically Suspended Students

A student who is placed on academic suspension has two trimesters from the date of their academic suspension to submit the Academic Appeals Petition form to reinstatement@muih.edu. The student's appeal will be reviewed by an Academic Standing Review Committee. A student approved for reinstatement from suspension will be placed on academic probation and must follow the probationary guidelines. See Policy 6080, Academic Standing for further details.

Suspended students who miss the deadline to appeal and seek reinstatement from suspension must re-apply for admission. In addition to the admissions application, the student must submit an Academic Appeals Petition form to reinstatement@muih.edu.

Academically Dismissed Students

A student, who has been academically dismissed from one program and is attempting to be reinstated in the same program or a new program, must wait at least two full trimesters before reapplying for admission. For example, a student dismissed during or at the end of the fall trimester, could not reapply to start any program commencing in either the spring or summer trimesters of the following year. In addition to the application for admission, the student must submit an Academic Appeals Petition form to reinstatement@muih.edu.

Withdrawn Students

Withdrawn students who left the University while on academic probation will be reinstated under the same probationary status if re-enrolling in the same program. A student who withdrew from the University or was administratively withdrawn by the University should re-apply for admission by filling out the admissions application or e-mailing soih-admissions@ndm.edu for instructions.

Financial Holds

Any student applying for reinstatement who has a financial hold will need to either pay their outstanding balance to have the hold released or have a plan approved by the Finance Office for paying the outstanding balance and any new costs. The Finance Office will inform the Admissions Office once the student's financial hold has been cleared or a plan has been approved.

Academic Standing Review Committee

Current and former students who were academically suspended or dismissed will have their reinstatement materials reviewed by the Academic Standing Review committee. The committee is chaired by the Dean of Academic Affairs and includes representatives from Academic and Student Affairs. Representatives from finance, financial aid, and admissions may also be included.

The committee will discuss the factors influencing reinstatement and formulate a decision. This decision is final for suspended students who submit their academic appeal within the two-trimester timeframe

described above. For students who have to reapply to the program, the committee makes a recommendation as part of the re-admission process. The relevant department chair makes the final admission decision.

SOIH Satisfactory Academic Progress

NDMU SOIH, in accordance with Federal Title IV Student Financial Aid regulations, has established guidelines for all students regarding Satisfactory Academic Progress (SAP). Student progress will be monitored from the first trimester of their enrollment in each program, to ensure that minimum SAP requirements are met in order to maintain financial aid eligibility. Students who do not meet SAP requirements may lose their eligibility to receive financial aid. The Federal Financial Aid requirements on SAP have two components: (1) a qualitative measure, and (2) a quantitative measure.

It is important to note that separate from the policy outlined herein for financial aid purposes, the University has an academic standing policy which reviews student performance. Refer to the Academic Standing Policy above for details about academic performance standards and related sanctions.

Since NDMU SOIH does not use a traditional GPA model, the University will measure the percentage of successfully completed courses to the total number of courses attempted by the student to comply with the qualitative measure.

All communications from the University regarding SAP will be made to the student's NDMU e-mail.

Satisfactory Academic Progress (SAP) Requirements

The following requirements are necessary in order to maintain SAP:

- Maintain a successful course completion rate of at least 50 percent (calculation based upon credit count);
- Maintain the necessary pace for completion within the Maximum Time Frame (MTF).

Qualitative Measure – Successful Course Completion Rate

Students must maintain a cumulative successful course completion rate (i.e., a Pass rate) of at least 50 percent. This calculation is based on cumulative credit totals (not individual terms or courses), and includes all grades, including Pass ("P"), Fail ("F"), Incomplete ("I"), Remediated ("R"), Withdrawal ("W"), and Non-Attendance ("U"). This calculation will be completed for students enrolled in multiple programs, independently for each program. Grades of "P" and "R" are considered successfully completed in the qualitative SAP calculation.

For programs that are two or more academic years in length, a qualitative assessment of SAP is performed at the end of the student's second academic year to ensure the student has an academic standing consistent with graduation requirements.

EXAMPLE OF SUCCESSFUL COMPLETION RATE:

A student is enrolled in and has completed 9 credits this trimester. The student has already completed 6 credits, with “P” grades, during the prior term. At the end of this term, when all grades have been submitted, the student has the following grades:

- 3.00 credit course = P
- 0.50 credit course = F
- 0.50 credit course = I
- 3.00 credit course = W
- 2.00 credit course = P

Per the SAP policy, all credits are counted in the calculation. The student has successfully completed 11 credits and has attempted 15 credits in total. The successful course completion rate = 11/15 or 73 percent. This student is meeting the qualitative factor for SAP.

Quantitative Measure – Pace

This measure assesses the pace at which a student progresses toward attainment of their degree or certificate.

The calculation to determine pace is done by testing the student against pre-determined progression benchmarks at the end of terms as referenced below. These benchmarks are designed to assess whether or not a student will be able to complete their program of study within the Maximum Time Frame (MTF) for completion as defined by NDMU SOIH.

The chart below outlines the appropriate pace of completion by trimester, based on a larger percentage of credits due to be successfully completed later in the program. The percentages in the chart below correspond to the credits the student must have successfully completed by that point in their program (i.e., 10% = 10% of credits required to complete the program). The MTF is calculated from the first trimester of a student’s enrollment and all trimesters are counted, even if a student is not taking any courses or is on a break in enrollment. Therefore, pace is calculated in reference to all terms since the start of enrollment in a program, regardless of activity (or non- activity). Any break in a student’s enrollment, except total program withdrawal, will be included in the calculation of pace.

Post-Baccalaureate Certificates

Trimesters	Percentage of Hours in the Program that Must be Completed
1-2	10%
3-4	25%
5-6	50%
7-8	75%
9	100% (Final trimester of eligibility)

Master’s Degrees

Trimesters	Percentage of Hours in the Program that Must be Completed
1-2	5%
3-5	10%
6-8	25%
9-11	50%
12-14	75%
15	100% (Final trimester of eligibility)

Post-Master’s Certificates

Trimesters	Percentage of Hours in the Program that Must be Completed
1-2	10%
3-4	25%
5-6	50%
7-8	75%
9	100% (Final trimester of eligibility)

Doctoral Degrees

Trimesters	Percentage of Hours in the Program that Must be Completed
1-2	5%
3-5	10%
6-8	25%
9-11	50%
12-14	65%
15-17	75%
18-20	85%
21	100% (Final trimester of eligibility)

A student is ineligible for federal and state financial aid, and no appeal will be considered, when it becomes mathematically impossible to complete the program within the MTF (inclusive of up to a one year extension, if granted via a SAP Appeal). See the table below.

Quantitative Measure – Maximum Time Frame (MTF)

Federal law requires that an SAP policy include a Maximum Time Frame (MTF) in which a student receiving federal financial aid must complete their educational program. The MTF for a graduate program at NDMU SOIH may be no longer than the maximum number of years allowed by Maryland state law.

If a student completes one program and decides to pursue a second program, the MTF would reset. The MTF is calculated from the first

trimester of a student’s enrollment in an academic program, and all trimesters are counted even if a student is not taking any courses or is on a break in enrollment.

Credits counted in the MTF are all attempted credits within a student’s specific program at NDMU SOIH (even when not a financial aid recipient) and all transfer credits accepted toward their academic program (at the time of SAP Review). When all required coursework for an academic program is completed, financial aid eligibility will be suspended even if the student does not apply to graduate. The MTF to be eligible for merit-based and needbased scholarships and federal funding is:

Program Type	Maximum Timeframe
Post-Baccalaureate Certificates	9 trimesters
Master’s Degrees	15 trimesters
Post-Master’s Certificates	9 trimesters
Doctoral Degrees	21 trimesters

With respect to the MTF, all degree-seeking students have the ability to submit a SAP appeal, and if approved, be granted up to an additional year (i.e., up to 3 trimesters) of eligibility to complete their program of study.

Failure to Meet SAP Requirements for Financial Aid Purposes

Students who fail to meet Satisfactory Academic Progress requirements are considered to be failing SAP standards. This will trigger the steps listed below and a student may become ineligible for Financial Aid. The Financial Aid Office will review the status of all financial aid applicants at the conclusion of each trimester (summer, fall, and spring), when all grades for a student are available. The review consists of the cumulative record of all prior trimesters (including trimesters when a student may not have received financial aid funding), including transfer credits accepted toward an academic program at the time of the SAP Review. All elements of SAP will be evaluated: successful course completion, pace/ progress rate, and Maximum Time Frame.

Financial Aid Warning

If NDMU SOIH determines a student is not making SAP, the student is given the status of Financial Aid Warning. During the subsequent trimester, the student will have the opportunity to meet the SAP standards and remain financial aid eligible. If the standards are met by the end of that trimester, the Financial Aid Warning is lifted and the student maintains eligibility for financial aid. If at the end of the trimester, the student does not meet the SAP standards, the student’s eligibility for financial aid is suspended until SAP is met (unless the student successfully appeals), beginning with the next immediate trimester. A student may be placed on Financial Aid Warning multiple times if they have intermittent trimesters of meeting and not meeting SAP requirements.

EXAMPLE OF FINANCIAL AID WARNING:

A student is not meeting SAP standards upon review of the Fall 2015 trimester performance and the student is placed on Financial Aid Warning. At the end of the following trimester, Spring 2016, the student is meeting SAP standards and the student maintains eligibility for financial aid. At the end of Fall 2016 trimester, however, the student once again has not met SAP standards. The student is again placed on Financial Aid Warning (i.e., the status resets after each trimester of successfully meeting cumulative SAP requirements).

Financial Aid Suspension

If a student is not meeting SAP requirements after a trimester of Financial Aid Warning, the student will be notified that eligibility for aid is suspended. In addition, when it becomes mathematically impossible for a student to complete their program within the MTF, financial aid will be suspended. The student may appeal the suspension if his or her SAP suspension is due to pace, qualitative completion rate, or if it is mathematically impossible for the student to complete within the MTF (unless the student has previously been granted an extension of MTF, and then no appeal is permitted). The outcome of the appeal will determine whether the student is granted Financial Aid Probation or the suspension remains in place.

Appeals

Circumstances to appeal a Financial Aid Suspension decision are limited. A student may appeal suspension if the student did not make SAP due to extenuating circumstances (e.g., personal illness, the death of a relative). The student also must explain what has changed in the situation so that the student is now able to meet the standards of SAP. All circumstances must be documented and approved by the Director of Financial Aid according to the below process.

Appeals must be submitted within seven calendar days of receiving notification of Financial Aid Suspension. Late appeals may be considered, but timely review is not guaranteed before the start of the next trimester. If a student chooses to appeal the Financial Aid Suspension, they must first meet with their Academic Advisor to create an Academic Plan and then complete a Financial Aid Satisfactory Academic Progress Appeal Agreement with the Director of Financial Aid. Students should also submit any documentation that supports the request to the Director of Financial Aid. This process must be completed each trimester they are assigned this status. The Financial Aid Satisfactory Academic Progress Appeal Agreement is individualized and includes the agreed-upon Academic Plan.

The Director of Financial Aid will review the appeal and may uphold the suspension, approve the appeal, or require additional information prior to making a decision:

- If the Director of Financial Aid determines the appeal cannot be approved, the suspension remains in place and financial aid eligibility remains suspended.
- If the Director of Financial Aid determines the appeal is sufficient and the student should be able to achieve SAP by the end of their next trimester of enrollment and the student is taking sufficient credits to graduate prior to exceeding the MTF, the student will be placed on Financial Aid Probation for one trimester. If NDMU SOIH determines the student will require more than one trimester to meet the standards of SAP, the student will also be required to follow an Academic Plan.
- At the end of the trimester of Financial Aid Probation, the student's performance will be reviewed. If the student is meeting the SAP requirements, he or she remains financial aid eligible. If the student is not meeting the standards of SAP but adhered to an Academic Plan, the student remains financial aid eligible. Students on Academic Plans are reviewed at the end of every trimester to ensure they continue to adhere to their Academic Plans.
- If SAP requirements have not been met or the student did not adhere to the Academic Plan (if applicable), the student's eligibility for financial aid is again suspended, beginning with the next immediate trimester, until SAP is met.

Financial Aid Probation

Financial Aid Probation is a status assigned to a student who has failed to make SAP, was put on Financial Aid Suspension, and then successfully appealed and has had eligibility for aid reinstated for one trimester.

Academic Plan

An Academic Plan is a course of action that, if achieved, will ensure that the student is able to meet the SAP standards by a specific point in time. An Academic Plan may include guidance provided by the student's Academic Advisor, with suggestions for shifts in time management and prioritization of schoolwork. Adherence to an Academic Plan is required for any student who successfully appeals SAP suspension but will require more than one trimester to meet the standards of SAP. The student remains eligible for financial aid if he or she adheres to the Academic Plan. A student must appeal to change his or her academic plan.

Regaining Financial Aid Eligibility

Students who have lost financial aid eligibility due to unsatisfactory academic progress may regain eligibility in a few ways:

1. Paying for classes on their own to improve their academic record without the benefit of federal or state aid and by meeting SAP standards.
2. Appeals –

- a. If a student has successfully appealed Financial Aid suspension, they will be placed on probation and regain financial aid eligibility. The student must follow the Academic Plan and meet SAP standards. (See above process).
- b. If the student unsuccessfully appealed Financial Aid suspension, they will lose financial aid eligibility. To regain eligibility, the student can pay for classes on their own to improve their academic record without the benefit of federal or state aid and by meeting SAP standards.

Other Considerations

- **TRANSFER CREDITS** – Courses that are transferred from another institution and accepted toward an academic degree program at the University (at the time of SAP Review) count as attempted and completed hours for the purpose of measuring pace and for Maximum Time Frame (MTF). Transfer credits are also included in the calculation of the qualitative component of SAP.
- **REPEATED COURSES** All attempts of courses are included in the calculation of the qualitative and quantitative components of SAP.
- **INCOMPLETE GRADES** – Credit hours in which a student receives a grade of "I" are included in the number of attempted credits, but do not count toward successfully completed credits for the calculation of the qualitative or quantitative components of SAP. Students with numerous Incompletes may have difficulty meeting the SAP standards at the time of evaluation. SAP will only be re-evaluated at the end of the next trimester.
- **COVID-19:** During the COVID-19 National Emergency, if a student confirmed he or she withdrew from a course due to a COVID-19 related circumstance the student received an "E" grade. E grades are not considered attempted coursework for the calculation of SAP.
- **FAILING GRADES** – Credit hours in which a student receives a grade of "F" are included in the number of attempted credits. Failing grades are not successfully completed credits for the calculation of the qualitative or quantitative components of SAP.
- **FAILED NON-ATTENDANCE** – Credit hours in which a student receives a grade of "U" are included in the number of attempted credits. Failing grades are not successfully completed credits for the calculation of the qualitative or quantitative components of SAP.
- **WITHDRAWALS** – Credit hours in which a student receives a grade of "W" are included in the number of attempted credits, but do not count towards successfully completed credits for the calculation of the qualitative or quantitative components of SAP.
- **AUDITED CREDITS** – Audited class credits are not considered attempted coursework and therefore are not included in the calculation of the qualitative or quantitative components of SAP. A student cannot receive financial aid for audited courses.
- **GRADE CHANGES** – Students must report any grade changes that impact their financial aid eligibility

directly to the Financial Aid Office. Students must notify the Financial Aid Office once their final grades have been posted. SAP recalculations due to grade changes are a rare occurrence.

Courses dropped during the Schedule Adjustment Period are not considered attempted credits and therefore are not included in the calculation of the qualitative or quantitative components of SAP.

NDMU SOIH does not offer remedial coursework and it therefore is not addressed in this policy.

All information presented in this section is subject to change without notice based on changes to federal law, regulation, or University policy and procedure. If changes are made, students will be notified and are required to abide by the new policy. This policy will be updated as frequently as possible to reflect current standards.

SOIH Grading in Academic Courses

Consistent standards must be applied by all faculty members in order to maintain a complete record of student progress, ensure equity in grading, and provide timely feedback to students regarding their achievements and challenges in meeting learning outcomes. Faculty must submit final course grades within 72 hours of the end of an academic course.

There are five course grading options at NDMU SOIH:

1. The grade of Pass (P) denotes satisfactory work or better. Generally, the cumulative work for the course must be assessed at a minimum of 80 percent of the maximum possible score (e.g., 160 points out of a possible 200 points in the total course) to be deemed satisfactory and receive a P grade for the course. Note: Final course grades are rounded to the nearest whole number. Final grades of 79.50-79.99% are rounded to 80% and receive a final course grade of P
2. The grade of Fail (F) denotes unsatisfactory work. If the cumulative work for a course is assessed below 80 percent, the work is deemed unsatisfactory and the student receives an F grade for the course.
 - a. If a student fails a required/core course, the student must retake the course. After successful completion, earning a grade of P, the previously failed course will be converted to the grade of remediated (R). The student will be charged per credit at the current rate of tuition for any repeated course.
 - b. If a student fails an elective course, the student must successfully retake and remediate that course or pass an equivalent elective course. After successful completion, earning a grade of P, the previously failed course will be converted to an R only if retaking the same course. If the

student chooses not to retake the same course, and instead chooses to take an alternate elective course, the F will remain. The student will be charged per credit at the current rate of tuition for any repeated course.

3. The grade of failure due to non-attendance (U) is applied when a student fails to attend a course or fails to complete any other academically related activity (see definition below) in a course, but does not officially drop or withdraw from the course. The grade of U is a permanent grade and will be reflected on the student's transcript. The student will be charged the full rate for the course. Note: Students who complete at least one academically-related activity in a course (see definition below) will receive the grade earned (i.e., P or F) instead of U.
4. The grade of Incomplete (I) denotes incomplete work in a course that is still to be completed before a final grade of P or F is assigned. The grade of Incomplete (I) is reserved for exceptional circumstances. Guidelines regarding the grade of I can be found in Policy 6040 Request, Approval, and Contract for Grade of Incomplete.
5. The grade of Withdrawal (W) denotes withdrawal from a course. The grade of Withdrawal (W) is assigned when a student withdraws formally from a course after the official add/drop period.
 - a. If a student withdraws from a required/core course, the student must retake the course. The student will be charged per credit at the current tuition rate for that course.
 - b. If a student withdraws from an elective course, they may not be required to retake that specific course but must still meet the requirements of the program for which they are enrolled.
 - c. Withdrawals are officially recorded and displayed on all student transcripts.
 - d. Course withdrawals must be completed using the Registration Form available at <https://www.ndm.edu/admissions/business-office/student-forms>. More information is provided in Policy 6050 Course Withdrawals.

Academic Dispute Resolution

An academic dispute is a disagreement between faculty and a student about a grade or other issue related to classroom instruction, such as late penalties, acceptance or non-acceptance of late assignments, and incomplete grades. Students who have an academic dispute should follow these procedures:

1. The student must initiate the resolution process within two weeks of the occurrence of the academic dispute issue.
2. The student should make an appointment with the appropriate faculty of the course to discuss the issue. The meeting can be held in-person, by phone, or by video as convenient to both parties.
3. Academic disputes do not progress beyond the faculty unless, at the end of the course, the dispute affects the final grade of the

course. In such circumstances, if the student cannot resolve the issue by meeting with the course instructor, the student may appeal the decision through the Department Chair. Students may consult with their Academic Advisor to identify the appropriate Department Chair to discuss the dispute. To appeal the decision through the Department Chair, the student must complete and submit the Grade Appeal Form. This form must be submitted to the Department Chair within two weeks of the end of the course. Grade appeals will not be considered if the form is not submitted within this timeframe.

In submitting a grade appeal, students must identify the specific assignment(s) which they wish to be reviewed along with a rationale for the appeal. Grade appeals are limited to specific charges of unfair action towards the individual student and cannot be based on the overall grading standard of the instructor. Grounds for an appeal include a marking error, arbitrary grading, and prejudiced grading. Examples include:

- a. A correct answer was marked as incorrect on an exam
 - b. The assignment grade did not align with the criteria and designated points in the grading rubric
 - c. The assignment grade was inconsistent with grades given to other students who submitted similar work in the same course section
 - d. Points were deducted, or assignments were not allowed to be submitted, in ways inconsistent with policies listed in the course syllabus
 - e. Instructor violated a university policy when giving assignments or assigning grades.
4. The Department Chair will review the appeal, complete a Grade Appeal Worksheet, and make a decision. In situations where the Department Chair is the instructor, the appeal will instead be reviewed by the Dean of Academic Affairs or their academic designee. The Department Chair has one week from submission of the Grade Appeal Form to provide a final decision to the student.
 5. Students will be notified in writing of the outcome of the appeal. Any decision made by the Department Chair, the Dean of Academic Affairs, or the Dean's academic designee will be final.

Definitions

Academically-related activities include, but are not limited to:

- physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- submitting an academic assignment; taking an exam, an interactive tutorial or computer assisted instruction;
- attending a study group that is assigned by the University;
- participating in an online discussion about academic matters; and

- initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academically-related activities do not include activities where a student may be present, but not academically engaged, such as:

- logging into an online class without active participation; or
- participating in academic counseling or advisement.

SOIH Grade of Incomplete Policy

Note: This policy does not apply to clinical courses. See Policy 6041 Request, Approval, and Contract for Grade of Incomplete in Clinic Courses for more details about clinical courses.

The grade of Incomplete (I) is reserved for exceptional circumstances. When illness, an accident, a family emergency, or another extraordinary life challenge makes it impossible for a student to complete the course requirements, the student may request a grade of "I" from the faculty member for a course in which the student is enrolled by completing the Request for Incomplete Grade Form. The student will complete the form with any attachments and send by email to the faculty member. The form must be submitted before the last day of the course.

To be eligible for an "I" grade, the student must have completed at least 60% of the required assignments for the course and there is a reasonable expectation that the student can pass the course based on the remaining available point values. Each faculty member will thoughtfully review the request, keeping in mind the circumstances for which an "I" grade is appropriate. The faculty member will approve or deny the student's request by completing the Faculty "I" Grade Approval Form (located in the Faculty Information Hub) and attaching the student's Request for Incomplete Grade Form. The faculty member is not required to offer the "I" grade. By submitting the Faculty "I" Grade Approval Form, notifications will automatically be sent to the offices of Instructional Design Services and the Registrar.

In the Faculty "I" Grade Approval Form, the faculty member will detail specific coursework to be completed. The faculty will also set a deadline for coursework completion. This date can be up to, but no later than, 30 days after the last day of the trimester in which the course occurs. Once the student receives an "I" grade, they must arrange to fulfill all the terms of the Request for Incomplete Grade Form with their faculty.

Note: This policy does not apply to clinical courses. See Policy 6041 Request, Approval, and Contract for Grade of Incomplete in Clinic Courses for more details.

Procedures

A student who wishes to request a grade of Incomplete (I) must submit the Request for Incomplete Grade Form and follow these steps:

1. Complete sections I and II of the Request for Incomplete Grade Form, providing a detailed reason for the request. In most cases, supporting documentation (ex: medical, military orders, etc.) that verifies the reason for the request must accompany the form. Submit the form as well as any documentation to the faculty member for the course in which the Incomplete Grade is being requested by email.
2. The faculty member will review the request and the documentation.
 - a. If the request is denied, the faculty member will notify the student within one week.
 - b. If the request is approved, the faculty member will complete Section III of the Incomplete Grade Request Form and return a copy to the student. The faculty will also enter an “I” grade into the Colleague Self-Service Portal with the date the work needs to be completed and graded.
 - c. If the faculty determines an extension of the Canvas classroom is needed, they are to complete the Faculty I Grade Course Extension Request Form to notify the LMS team to set this up. Once it is set up, the faculty will notify the student via their NDMU email.
3. Upon completion of the required coursework, or the expiration of the time frame in the Incomplete Grade Requests Form,
 - a. If the terms of the Contract are met, the faculty member will convert the “I” grade to a “P” grade. To change the “I” grade to a “P” grade, the faculty will complete the Grade Change Form and send it to registrar@ndm.edu.
 - b. If the terms are not met, the faculty member will convert the “I” grade to an “F” grade. To change the “I” grade to a “F” grade, the faculty will complete the Grade Change Form and send it to registrar@ndm.edu.
 - c. If no action is taken the grade will automatically convert to an “F” after the date entered into the Colleague Self-Service gradebook.

The details of this full process will be made available to the student’s Academic Advisor in order to provide additional support and monitor the progress of the Contract.

SOIH Grade of Incomplete in Clinic Courses

Note: This policy does not apply to non-clinical courses. See Policy 6040 Request, Approval, and Contract for Grade of Incomplete for more details about non-clinical courses.

The grade of Incomplete (I) in clinical courses is reserved for exceptional circumstances. When illness, an accident, a family emergency, or another extraordinary life challenge makes it impossible for a student to complete the course requirements, the student may request a grade of “I” from the faculty member for a course in which the student is enrolled by completing the Request for Incomplete Grade Form. The

student will complete the form with any attachments and send by email to the faculty member. The form must be submitted before the last day of the course.

To be eligible for an “I” grade, the student must have completed at least 60% of a course’s clinic/patient visit requirements and there is a reasonable expectation that the student can pass the course based on the remaining available point values. Each faculty member will thoughtfully review the request, keeping in mind the circumstances for which an “I” grade is appropriate. The faculty member will approve or deny the student’s request by completing the Faculty “I” Grade Approval Form (located in the Faculty Information Hub) and attaching the student’s Request for Incomplete Grade Form. The faculty member is not required to offer the “I” grade. By submitting the Faculty “I” Grade Approval Form, notifications will automatically be sent to the offices of Instructional Design Services and the Registrar.

In the Faculty “I” Grade Approval Form, the faculty member will detail specific clinic requirements to be completed. The faculty will also set a deadline for completion of all clinic requirements. This date can be up to, but no later than, 90 days after the last day of the course. Once the student receives an I grade, they must arrange to fulfill all the terms of the Incomplete Grade Request with their faculty.

AOM790 and ACP790 Series

In order to be eligible for an Incomplete Grade, students enrolled in the AOM790 or ACP790 series must fulfill the following requirements:

- Students must have satisfactorily completed at least 50 percent of the clinic/patient visit requirements of the course.
- Incompletes issued in trimester 9 of the program are required to be resolved within trimester 10 or 11 of the program.
- Students who have not resolved the Incomplete Grade by the end of trimester 11 will be issued the grade of Fail (F). To complete their program and clinical requirements, students will be required to reenroll in AOM790 or ACP790 and pay all tuition and fees.
- Incompletes issued in trimester 11 of the program must be resolved in trimesters 12-15 of the program.

Procedures

A student who wishes to request a grade of Incomplete (I) must submit the Request for Incomplete Grade Form and follow these steps:

1. Complete sections I and II of the Request for Incomplete Grade Form, providing a detailed reason for the request. In most cases, supporting documentation (ex: medical, military orders, etc.) that verifies the reason for the request must accompany the form. Submit the form as well as any documentation to the faculty member for the course in which the Incomplete Grade is being requested by email. The faculty member will review the request

and the documentation and complete the Faculty “I” Grade Approval Form with the student’s Request for Incomplete Grade Form attached.

2. The faculty member will review the request and the documentation.
 - a. If the request is denied, the faculty member will notify the student within one week.
 - b. If the request is approved, the faculty member will complete Section III of the Incomplete Grade Request Form and return a copy to the student. The form will not be accepted from the student. The faculty will also enter an “I” grade into the Colleague Self-Service Portal with the date the work needs to be completed and graded.
 - c. If the faculty determines an extension of the canvas classroom is needed, they are to complete the Faculty I Grade Course Extension Request Form to notify the LMS team to set this up. Once it is set up the faculty will notify the student via their NDMU email.
3. Upon completion of the required coursework, or the expiration of the agreed upon time frame in the Incomplete Grade Request Form,
 - a. If the terms of the Contract are met, the faculty member will convert the “I” grade to a “P” grade. To change the “I” grade to a “P” grade, the faculty will complete the Grade Change Form and send it to registrar@ndm.edu.
 - b. If the terms are not met, the faculty member will convert the “I” grade to an “F” grade. To change the “I” grade to a “F” grade, the faculty will complete the Grade Change Form and send it to registrar@ndm.edu.
 - c. If no action is taken the grade will automatically convert to an “F” after the date entered into the Colleague Self-Service gradebook.

The details of this full process will be made available to the student’s Academic Advisor in order to provide additional support and monitor the progress of the Contract.

SOIH Earning Multiple Degrees or Certificates

Students are eligible to earn multiple degrees or certificates at NDMU SOIH; however, there are some restrictions (see below).

Admission Requirements

Students must apply for and be admitted to each degree or certificate program for which they wish to earn an NDMU SOIH credential in advance of completing the final academic requirements for the degree/credential. Retroactive admission is not permitted.

Use of Duplicate Credits

The use of duplicate credits (i.e., credits from one or more courses used to meet requirements in multiple

degrees or certificates) is permitted; however, when duplicate credits are used, the following additional requirements must be met. (Note: New applicants, alumni, or current students interested in earning more than one certificate, degree, or combination of the two from NDMU SOIH must check with the Admissions Department [soih-admissions@ndm.edu] to make sure the specific mix of academic awards is permitted under this policy).

USE OF DUPLICATE CREDITS BETWEEN MULTIPLE ACADEMIC DEGREES (I.E., MASTER’S AND DOCTORAL DEGREES)

The following rules apply when a student wishes to earn two master’s degrees; a master’s degree and doctoral degree; or two doctoral degrees.

- a. The minimum independent credits for the combined awards must meet the formula of 30 credits for each master’s degree, 30 credits for each post-master’s doctoral degree, and 60 credits for each baccalaureate-to-doctorate degree.
- b. If earning two master’s degrees, a minimum of 60 independent (i.e., non-duplicate) credits must be completed (see example 1 below).
- c. If earning a master’s degree and a post-master’s doctoral degree, a minimum of 60 independent (i.e., non-duplicate) credits must be completed.
- d. Other combinations are possible (e.g., master’s degree and baccalaureate-to-doctorate degree; post-master’s doctoral degree and baccalaureate-to-doctorate degree). In each case, the combination must meet the formula listed above in a.
- e. Regardless of the number of credits earned, students may not earn two degrees at the same level (e.g., two master’s degrees) if one degree is a subset of the other (i.e., all the courses in the first degree are also included in the second degree). Exceptions are made if, while completing the more substantial degree, the shorter degree allows the student to become licensed or certified in the field (see example 2 below).

Example 1: A student wishes to enroll in two master’s degrees at NDMU SOIH. One program is 36 credits. The second program is 40 credits. The two programs share 12 credits of coursework. The total number of credits for the two programs is 76 credits; however, since 12 credits are duplicated, the total number of independent credits is 64 credits ($76 - 12 = 64$). Since 64 credits exceeds the required minimum number of credits to earn two master’s degree (i.e., 60 credits), and one degree is not a subset of another, the student would be allowed to enroll in the two degrees.

Example 2: The Master of Acupuncture degree is a subset of the Master of Acupuncture with a Chinese Herbal Medicine Specialization degree. Normally, this would mean that a student could not earn both degrees; however, because the Master of Acupuncture degree allows a student to

become licensed to practice acupuncture, the Master of Acupuncture degree may be granted to a student who is progressing towards a Master of Acupuncture with a Chinese Herbal Medicine Specialization degree.

USE OF DUPLICATE CREDITS BETWEEN MULTIPLE CERTIFICATES

Certificates, unlike degrees, are intentionally designed to be “stackable” (i.e., to serve as building blocks towards a career skill set). One form of stacking is “horizontal stacking,” which involves the earning of multiple certificates that complement one another. The policy for duplicate credits between multiple certificates is designed to allow for horizontal stacking while making sure sufficient independent and unique learning and credits have been earned to justify the multiple awards.

- a. If earning two certificates, a minimum of 24 independent (i.e., non-duplicate) credits must be completed (see example 3 below).
- b. If earning more than two certificates, the total number of independent credits must equal the number of certificates multiplied by 12 credits (e.g., 3 certificates require 36 independent credits, 4 certificates require 48 independent credits).

Example 3: A student wishes to enroll in two certificate programs at NDMU SOIH. One certificate is 12 credits. The second certificate is 15 credits. The two certificates share 6 credits of coursework. The total number of credits for the two certificates is 27 credits; however, since 6 credits are duplicated, the total number of independent credits is 21 credits (27 -6 = 21). Since 21 credits does not meet the required minimum number of independent credits to earn two certificates (i.e., 24 credits), the student would not be allowed to enroll in the two certificates.

USE OF DUPLICATE CREDITS BETWEEN COMBINATIONS OF CERTIFICATES AND DEGREES

Two forms of credential stacking involve a combination of certificates and degrees.

“Vertical stacking,” or a “progressive stack,” usually begins with a certificate program that progresses to a master’s degree in the same core discipline. In these cases, the certificate program’s courses are also part of a master’s degree; all or part of the certificate is in essence embedded in a master’s degree. Students enrolled in the certificate program may choose to also pursue the master’s degree, and the courses taken in the certificate apply toward the master’s degree. The additional courses that are part of the master’s degree are then “stacked on top” of the certificate courses to make up the master’s degree. Vertical stacks are designed intentionally to build on one another; therefore, the progressive stacking of a certificate into a degree is allowed regardless of the number of duplicate credits (see example 4 below).

“Value added stacking,” or a “supplemental stack,” occurs when a certificate is earned to complement a primary degree. For example, a

student with a Master of Arts in Health and Wellness Coaching may wish to supplement their learning with a Post- Baccalaureate Certificate in Workplace Wellness. Value added stacking, where a certificate in a second area is used to supplement a primary degree, must meet the following requirement for independent credits. The minimum independent credits for the combined awards must meet the formula of

- a. 12 credits for each certificate,
- b. 30 credits for each master’s degree,
- c. 30 credits for each post-master’s doctoral degree, and
- d. 60 credits for each baccalaureate-to-doctorate degree (see example 5 below).

Example 4: A student has completed a 12-credit Post-Baccalaureate Certificate (PBC) in Herbal Studies. The PBC represents the first 12 credits of the Master of Science in Clinical Herbal Medicine. Since the PBC is part of a vertical stack within herbal medicine, the student can earn both the PBC and Master of Science regardless of the total number of independent credits.

Example 5: A student has completed a 30-credit master’s degree at NDMU SOIH. They want to supplement their degree with a certificate from another area. Since this is an example of “value added stacking,” the certificate plus degree must represent at least 42 independent credits (30 for the master’s plus 12 for the certificate). If there is a 13-credit certificate program that duplicates 3 credits from the master’s degree, the total number of independent credits would be 30 (master’s) +13 (certificate) -3 (duplicate) = 40 independent credits. Since the total credits is less than 42, the student would not be able to matriculate into the certificate program.

AREAS OF CONCENTRATION (AOCS) WITHIN A SINGLE DEGREE

AOCs within a single academic degree do not represent unique degrees. Students are not permitted to enroll in multiple AOCs within a single program.

CONCURRENT ENROLLMENT IN MULTIPLE DEGREES AND CERTIFICATES

Students may concurrently enroll in multiple certificate programs, a master’s degree and a certificate program, or a doctoral degree and a certificate program; however, in all combinations other than multiple certificate programs, the student may not begin both programs in the same trimester and must be in Good Academic Standing to be eligible for admission into the second program.

Students are not permitted to concurrently enroll in multiple master’s degrees, multiple doctoral degrees, or a master’s degree and a doctoral degree. This restriction is in students’ best interest and intended to ensure students’ success, as graduate degrees require a significant level of rigor and time commitment. Students interested in pursuing multiple master’s and doctoral degrees are advised to do so at different times.

SOIH Academic Citation

American Psychological Association (APA) citation and format style is the standard style for academic writing at NDMU SOIH. APA style should be used in all academic writing unless there is a conflicting requirement from an external publisher.

NDMU SOIH faculty should use APA style in-text citations and reference lists when creating learning resources and writing syllabi. Students should use APA style in-text citations and reference lists when completing assignments. In some instances, faculty may require the use of the entire APA writing format, not just APA style in-text citations and reference lists. Specific requirements will be noted by assignment within course syllabi, assignments, and modules.

Plagiarism is defined as using the published or unpublished words or ideas of another, in a direct quote, para phrase, or summary without properly citing the material used and its source. To clarify:

- A quote is the use of another's exact words to express an idea. Quotes need to be relayed within quotation marks and attributed to the individual who created them.
- A paraphrase is the use of another's ideas and, usually, another's textual structure or flow, to convey information in one's own words. The length of a paraphrased passage tends to be about the same as the length of the passage created by the original author. Paraphrased material needs to be attributed to the individual whose ideas are expressed in the original work.
- A summary is the concise presentation of the main ideas within someone else's work. It is written in one's own words and must be attributed to the individual whose work has been summarized.

The Purdue Online Writing Lab provides additional information on how to avoid plagiarism and the use of APA citation style:

Avoiding Plagiarism:

https://owl.purdue.edu/owl/avoiding_plagiarism/index.html

Use of APA Citation Style: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html

- Plagiarism is an infraction of Policy 6000 Academic Integrity Policy. Suspected plagiarism will be investigated according to the procedures outlined in that policy. It is essential that students talk to faculty before submitting assignments for any questions about when and how to cite other people's words or ideas.

SOIH Academic Communication Standard

All communications within an academic course must be submitted through either the Canvas Conversations tool or an official NDMU email account. All students are issued an official NDMU email account upon matriculation and are responsible for the information sent via that

account. Students and faculty should refrain from using personal email accounts or unofficial tools (e.g., social media) for university-related communications.

Online Etiquette

“Netiquette” refers to online etiquette. At SOIH NDMU, the use of netiquette is an opportunity to demonstrate our values of Community, Mindfulness, Integrity, Inquisitiveness and Discernment in a meaningful way. Because online communication does not convey tone of voice, it can easily be misinterpreted or misunderstood.

The following guidelines for students and faculty support and demonstrate our values:

- Use discernment in your choice of words. Aim to maintain a positive tone. Be conscious regarding use of humor and sarcasm. Both can be misunderstood.
- Be mindful of how your communication may be received by others. Using all capital letters, for example, may be interpreted as shouting.
- Use integrity in all your communications.
- Use discernment by reviewing all discussion postings before posting your own to prevent redundancy.
- While we value community and our interconnection, communicate personal messages with instructors or students through individual messages as opposed to group messages.
- Respect others' opinions. Practice inquisitiveness to best understand different points of view.

Major violations of the netiquette guidelines may fall under Policy 7000 Code of Conduct and be investigated through the associated procedures.

SOIH Student Observance of Religious Holidays

Students shall not be penalized because of observances of their religious holidays. Students who miss a course session because of an observance of their religious belief must be allowed:

- To make up any examinations, other written tests, or class work,
- To have access to any handouts or other material distributed in class,
- To have the opportunity to obtain or review any duplicated lecture notes or slides presented in class, and
- To schedule or reschedule clinic appointments.

NDMU SOIH prohibits faculty from scheduling examinations on the following religious holidays: Diwali, Eid al-Adha, Eid al-Fitr, Good Friday, Rosh Hashanah, and Yom Kippur.

Students who anticipate being absent for religious observance should notify their faculty member(s) as soon as possible, and a minimum of two weeks in advance so that proper consideration can be made.



School of Pharmacy and Health Professions

Overview

OTD Program Accreditation

The entry-level occupational therapy doctoral degree program at Notre Dame University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. **A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.**

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2023 ACOTE OTD Standard D.1.3.

OTD Student Learning Outcomes

Students who graduate from the Notre Dame of Maryland Occupational Therapy Program will be able to:

1. Demonstrate foundational knowledge about established and evolving biopsychosocial and medical sciences and their applications to individuals' and populations' care.
2. Demonstrate an investigative and analytic thinking approach to clinical situations
3. Accurately formulate and develop client-centered treatment plans.
4. Obtain an accurate occupation-based history and perform a comprehensive occupational therapy assessment.
5. Demonstrate an understanding of how practice decisions regarding resource allocation impact health organizations' finances, while safeguarding the practice of cost-effective health care that does not compromise the quality of care.
6. Provide practical, equitable, understandable, and respectful quality care and services responsive to diverse cultural health

beliefs, and practices, preferred languages, health literacy, and other communication needs, adhering to the culturally and linguistically appropriate services (CLAS) standards.

7. Understands, accesses, uses and evaluates the effectiveness of resource providers and systems to extend equitable occupational therapy services.
8. Demonstrate an awareness of and responsiveness to the more extensive healthcare system to provide patient care that balances quality and cost while maintaining the person's sense of agency
9. Develop an interdisciplinary advocacy plan for effective health policy changes to facilitate health and social equity.
10. Contribute to creating, disseminating, applying, and translating new healthcare knowledge and practices in an interprofessional team

OTD Formal Academic Grievances Against Professors, Classes, or Programs

Formal academic complaints about a class or professor should be taken directly to the professor concerned first. If the issue is not resolved, a written complaint should be filed with the appropriate department chair or director. This written version should identify the complainant, specifically detail the perceived problem, the date of the meeting with the Professor and be accompanied by any relevant supporting documentation or data. It should also include the proposed response or remedy.

- The department chair/director shall discuss the grievance with both the student and the professor (either individually or together) and shall make a recommendation to the student and the professor as to a resolution. If the department chair or director is the professor, the senior member of the department other than the course instructor shall hear the appeal.
- If the problem has not been resolved in steps one or two above, the student may appeal to the appropriate dean. In this case, the student and the professor shall submit in writing their positions in the matter. The appropriate dean may also request a written recommendation from the department chair or director. (These documents are not intended to preclude meetings between the academic dean and the student, the professor and/or the department chair or director.)
- The appropriate dean shall then forward written recommendation to the student, the professor and the department chair.
- The student may appeal the dean's decision to the academic vice president within 15 days.
- Formal academic complaints about a program should be filed with the appropriate department chair or director and then proceed to resolution through the same steps outlined above for complaints about professors or courses.

Additionally, complaints against the Notre Dame of Maryland University, Occupational Therapy Program may be submitted directly to the Accreditation Council for Occupational Therapy Education

(ACOTE). To receive formal consideration, all complaints must be submitted in writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department. The complaint must be submitted as an attachment to an email addressed to accred@aota.org and must include a signed complaint form, "[Complaint Against a Program Subject to ACOTE Accreditation](#)". The Accreditation department will acknowledge the complaint within one week of receipt of the complaint. A complaint against an educational program must: a. describe the nature of the complaint and the related accreditation *Standards* or accreditation policies or procedures that the complainant believes are not being met by the program, including any evidence or documents that might substantiate the complaint; b. provide documentation that the complainant has followed the academic program's complaint or grievance policy and made reasonable efforts to resolve the complaint, or, alternatively, information that demonstrates such efforts would be unavailing; and, c. be signed by the complainant.

NOTE: The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action.

OTD Grievance Policy

For cases in which a student feels they have been given an unjustifiably low grade, the following grievance procedure for grades has been established:

1. Within 30 days following the date of issuance of the grade (the date on which grades are due at the registrar's office or, in the case of incomplete, the date on which the "I" is removed), the student shall inform the professor of their dissatisfaction and arrange a meeting to discuss the grade in question. At this meeting, the professor will provide the student with their final examination paper if it is relevant to the question.
2. If the grade decision is not satisfactorily resolved at this meeting, the student may seek the intervention of the professor's department chair. The chair shall discuss the grievance with both the student and the professor (either individually or together) and shall make a recommendation to the student and the professor as to the disposition of the grade. If the department chair is the professor, the senior member of the department other than the course instructor shall hear the appeal.
3. If the grievance has not been resolved in steps one or two above, the student may appeal to the appropriate dean. In this case, the student and the professor shall submit in writing their positions on the matter. The appropriate dean may request a written recommendation from the department chair. (These documents are not intended to preclude meetings between the academic dean and the student, the professor and/or the department chair.) The appropriate dean shall then forward a written recommendation to the student, the professor, and the department chair. Within 15

days, the professor shall give written notice to the student of the final disposition of the grade with copies to the appropriate dean and the department chair.

4. The student may appeal the decision of step three (above) to the academic vice president.

OTD Requirements for Completion

The minimum requirements for program length and quality standards for the OTD graduate degree program at Notre Dame of Maryland University is described below. Requirements for graduate degree programs may be refined from time to time as determined by the University in its academic judgment. Even after the requirements for a degree have been fulfilled, each student must complete the degree application to graduate. The "Apply to Graduate" option is found within the university portal. *No degree can be processed unless the degree application is completed.*

Doctoral Degree

The successful completion of 124 weeks and 104 credits are the minimum requirement for the awarding of the NDMU-OTD degree.

Graduation Requirements

All occupational therapy doctoral graduate students must successfully complete the 104 credits of the NDMU-OTD program curriculum within five years from the date of matriculation in order to be eligible for graduation; this includes successful completion of all Level I and Level II fieldwork rotations, their doctoral capstone project and final capstone presentation. In addition, occupational therapy graduate students are required to maintain a minimum GPA of 3.0 or greater to receive an OTD degree.

Enrollment Status and Normal Study Load

Full-time status as a graduate student at Notre Dame of Maryland University is defined as a minimum enrollment of 13.5 to 15 semester hours during the Fall and Spring semesters, and 9 to 10.5 semester hours during the Summer semesters.

Progression

Students are promoted from one semester to the next, from the didactic to the clinical semester, and graduated based on performance related to both academic progress, professional behaviors, and ability to maintain *Essential Functions and Professional Behavioral Expectations* (outlined in the OTD Student Handbook).

Probation

A student who fails to meet academic, behavioral objectives, and/or essential function expectations may be placed on academic and/or behavioral probation. A student earning a grade less than a B- in any course will be placed on academic probation. A student who fails a Level II fieldwork rotation will be placed on probation and required to repeat the rotation, which may be prior to advancing to taking any other courses in the program. This may result in the student waiting up to one

full year before being able to repeat the failed rotation and subsequently resuming his/her program. A student who receives a score of 23 or below on the professional behavior rubric will be placed on behavioral probation for a minimum of one semester. Students on academic or behavioral probation may not be allowed to progress to level II fieldwork until completing specific remediation related to academic or professional behavior concerns.

Admissions Information

OTD How to Apply

How to Apply

The NDMU [Occupational Therapy Doctorate](#) program starts a new cohort each fall. Applicants may apply for the next cohort through the Occupational Therapist Centralized Application Service (OTCAS), or directly through our website at no cost.

Standard Deadline

The standard deadline to submit a completed application is **April**

1. Applications received after the April 1 deadline may be considered for admission if space is available and would be placed on a wait list.

OTD Admission Requirements

Admission into the OTD program at NDMU is competitive. Students are considered for admission with the following:

- Bachelor's degree - minimum 3.0 cumulative GPA (4.0 scale)
- Completion of prerequisite courses
- 3 letters of recommendation
- Human service observation hours
- Personal statement
- Resume
- Interview

Note: All observational hours need to be completed within the past two years.

Prerequisites

Completion of the following prerequisite courses within the past 5 years with a minimum cumulative grade point average of B (3.0 based on 4.0) is required for admission into the OTD program. Transcripts of bachelor's degree and completed prerequisite courses must be submitted. Courses may be taken online or in person from an accredited institution.

NOTE: Students may have a maximum of 2 prerequisite courses with a grade of C (as long as their cumulative grade point average is 3.0 across all prerequisites).

Required Courses & Credits

- Human Anatomy & Physiology I Course and Lab (4)
- Human Anatomy & Physiology II Course and Lab (4)
- College Writing (3)
- Basic Statistics (3)
- Introductory Psychology (3)

- Psychopathology OR Abnormal Psychology (3)
- Human Growth & Development or Developmental Psychology Across Life Span (3)
- Introductory Sociology (3)
- Medical Terminology (3)
- Neuroscience or Cognitive Psychology or Brain and Behavior (3)

Total Credits: 32

NOTE: Advanced Placement (AP) credits are not accepted as fulfillment of prerequisite courses. Course credits from other occupational therapy programs are not accepted. No prior work experience is required for entry into the program.

Letters of Recommendations

Provide three letters of recommendation, from individuals who have taught the applicant in an academic setting. Letters of recommendation should address academic, professional and personal attributes, and potential for successful graduate education.

Human Service Observation

Applicants are required to complete thirty (30) hours of observation. Three practice area and settings are required, one with 10 hours and two with 10 hours each. All observational hours need to be completed within the past three years.

- Ten (10) hours in the practice area that you intend to pursue after graduation and must be done under the direction of an Occupational therapist.
- One additional observation must be done with an OTR.
- The third observation may come from work experience where you worked with populations with a disability, including geriatrics, pediatrics, day camps, mental/behavioral health, etc., for example.

NOTE: Your essay should be reflective of your insights and experiences gained from these observations. All hours must be completed prior to admission into the program.

Personal Statement

A personal statement should cover your interest in occupational therapy with emphasis on the practice area that you intend to pursue after graduation, insights gained from the observations, your strengths, professional skills, personal attributes, and how these experiences have helped to shape your desire to become an occupational therapist. Required length is a minimum of 500 words to a maximum of 750 words.

OTD Program

At Notre Dame of Maryland University, OT academic coursework and fieldwork are integrated into a curriculum that's occupation-sustainable-focused, evidence-based, client-centered, and organized from an engaged-meaningful life perspective. You'll learn the practical use of

theoretical concepts embedded in the evidence supporting practice, and learn occupational therapy with professors and practitioners known in national and international communities.

Notre Dame of Maryland's Doctor of Occupational Therapy (OTD) program is designed to give you the knowledge and skills required to excel in occupational therapy practice. Our experiential, occupation-sustainable-focused curriculum includes physical and mental rehabilitation across the lifespan, interprofessional wellness models, population health and occupational justice, globally diverse-sustainable-interprofessional healthcare practices, business and education healthcare models, and a robust research-capstone journey to support our future evidence-based driven leaders.

Commitment

The OTD is a three-year, 104-credit, full-time program completed over nine semesters, including summers. The curriculum comprises traditional, hybrid, and fully online courses in a cohort-based model, highlighting the importance of hands-on applications and training. Across the curriculum, students benefit from Level I and Level II clinical experiences. The OTD program culminates in a Scholarly Project Implementation Experience (SPIE), incorporating a 14-week student-designed research project and public presentation to facilitate, promote, and sustain research agendas and evidence-based occupational therapy practices.

Upon completing all the didactic, clinical, and research requirements in the OTD program, you will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) exam. After successful board certification, you will be eligible to apply for licensure in the state(s) you seek to practice.

Please review the How to Apply section for any information regarding **how to apply** to the NDMU-OTD program.

Mission

The Occupational Therapy program focuses on educating a new generation of interdisciplinary transformational leaders and scholars educated to deliver inclusive, equitable, client-centered, evidence-based, culturally competent, distinctive, and sustainable healthcare practices.

Core Values

- Sustainable Development – committed to building local and global sustainable healthcare practices.
- Interprofessional Practice – promoting team-based client-centered across the lifetime practices to deliver the utmost quality care.
- Creativity: cultivating innovative thinking and methods that positively influence pressing sustainable healthcare approaches and practices.
- Racial Equity: full participation of all individuals and health equity.

- Inclusion: building a culture of belonging and participation for all people
- Ethical Practice: fulfilling our commitment to honesty, transparency, and accountability for our decisions, actions and outcomes.



Program Requirements

OTD Program Requirements

Transfer Credit/Waiver Policy

Advanced Placement (AP) and experiential learning credits are not accepted toward prerequisite coursework, and course credits from other occupational therapy programs cannot be transferred. No prior work experience is required for entry into the program.

Regarding prerequisite requirements for admission the chair of the occupational therapy program has the authority to substitute a course if such substituted course is deemed to cover similar material satisfactorily.

Student Classifications

Candidates who fulfill the admission requirements are accepted only as **full-time** degree-seeking students; there are no part-time pathways available for completion.

Health Clearance

In addition to meeting the immunization requirements of the University, students entering the Occupational Therapy Doctorate Program must also satisfy more specific health and immunization requirements prior to participation in any fieldwork experiences. These include completion of CPR certification with First Aid and AED training for both Adults and Children/Infants.

All students admitted to the Occupational Therapy Doctorate Program are required to submit a certificate of complete physical examination that indicates the student can complete the educational program, including clinical rotations and capstone no later than four weeks prior to matriculation.

Health Insurance

All students are required to have and provide proof of health insurance when entering the program and again prior to each clinical experience. Students are not covered under Workman’s Compensation or any other policy by Notre Dame of Maryland University or by any of our affiliated clinical sites.

OTD Technology Competencies

Success in both the online and in-person portions of the program requires students to have the ability to navigate the institution’s learning management system (Canvas), manage electronic communications (email), utilize research and information databases, and install software. Online courses will consist of a combination of scheduled synchronous and asynchronous learning activities; synchronous sessions will require

use of the Zoom platform. In-person courses will maximize the use of technology with no seat-time reduction, using the Canvas learning management system for administration, communication, assessment and content delivery to both supplement and enhance the face-to-face experience. Prior to starting coursework, all students will be required to complete an online orientation course through Canvas that will prepare them to meet the technology competency requirements of the online portions of the program. Additionally, students will have ongoing access to the IT service desk to assist with managing questions or concerns related to required technologies while in the program.

OTD Technology Integration, Requirements, and Expectations

Component	Windows Desktop/Laptop	MacDesktop/Laptop
Operating (OS)	Latest 64-bit OS	Latest OS
Processor	Intel Core i7 or Ryzen 5/7/9	Intel Core i7 or Ryzen 5/7/9
RAM or Memory	8GB	8GB
Hard Drive	120GB/250GB Solid State or Flash drive	120GB/250GB Solid State or Flash drive
Web Cam and Microphone	Yes	Yes
Graphics Card	Intel Graphics	Intel Graphics
Warranty	Recommended	Recommended
High Speed Internet	Yes	Yes
Tablet, Macbook Air, and Hybrid devices are not recommended for production and computing		

OTD Fieldwork and Capstone Information

Fieldwork

Opportunities for clinical experiences are built into the curriculum to provide gradually increased levels of responsibility and experience in occupational therapy settings under the guidance and supervision of a qualified occupational therapist.

- **Level I Fieldwork** provides an introductory experience where you can become more comfortable with client needs in a supervised setting. It helps to enrich didactic coursework by seeing firsthand the concepts discussed in class. It also provides an opportunity to explore different practice settings. At NDMU, level I fieldwork includes placements related to physical dysfunction; mental health; pediatrics; and education, wellness, community, and emerging trends.
- **Level II Fieldwork** provides more in-depth experiences working directly with clients to enhance your skills as a practitioner. The NDMU curriculum includes two full-time placements.

Capstone

The capstone is the culmination of your OTD studies and is comprised of (8) courses:

Program Requirements

- Capstone Planning, I, II, III, IV, and V
- Doctoral Experiential Seminar
- Doctoral Rotation
- Capstone Presentation

Planning for the doctoral capstone requires collaboration with faculty and a mentor to prepare for the experience. You will develop in-depth skills in areas such as practice, research, administration, leadership, sustainable development and health, policy and advocacy, education, and theory development.

The Capstone Experience occurs over a minimum of 14 weeks and a minimum of 32 hours per week under the supervision of a mentor, who may or may not be an occupational therapist depending on the expertise needed to provide appropriate direction.

Academic Policies

OTD Deceleration

A student who fails to meet academic, behavioral objectives, and/or essential function expectations while on academic or behavioral probation may be decelerated by the Academic Committee for repetition of a course, or other remediation as indicated for specific issues. If a student who is decelerated for any reason must register for fewer credits in a given semester than is otherwise required for the cohort, the student will be charged the current credit-hour rate that is stated in the Graduate Fee Schedule of the University catalog for "Occupational Therapy Program." Deceleration of any kind will result in a delay of a student's official graduation date.

OTD Remediation Policy

Occupational Therapy faculty affirm the importance of using programmatic and in-course remedial interventions to provide students with the opportunity to improve and demonstrate their competency of course content such that the students may progress through the curriculum. For the remediation process and outcome to be successful, students are expected to proactively seek help, utilize all available resources, take responsibility for their learning, and fully commit to successfully completing the remediation.

1. Remediation Activities

1. Within-Course Remedial Interventions are administered during the course to improve student's knowledge, skills, or application of course material, to avoid a course failure. All students are eligible for and required to complete within-course remedial interventions.
2. End-of-Course Remediation: An opportunity for end-of-course remediation will be provided to any student who is at risk of earning a B- or a C grade in a course if they meet the criteria below and approved by the Promotion and Graduation Committee. As part of the Committee's decision-making process, the course coordinator will be asked to provide a recommendation as to the student's eligibility.
 - Failure to demonstrate competency in any assessment or assignment deemed critical for successfully completing or passing the course
 - Participation in and completion of within-course remedial interventions
 - Completion of all assigned work within the course
 - Earning a pending final grade of a B- or C.

3. Limits to eligibility: Students may not be allowed to take an end-of-course remediation in situations including but not limited to:
 - Attempting to use end-of-course remediation when course failure is due to academic dishonesty
 - Student conduct violation
 - Violation of any other University or School codes, regulations, or policies
4. Individual Remediation Plan is developed for a student who is at risk of earning a grade lower than B- in a course as determined by the course coordinator. The remediation plan addresses and incorporates documented student deficiencies so that the student can successfully remediate the course and progress. The remediation plan is developed by course faculty and approved by the Promotion and Graduation Committee.

2. Remediation Outcomes

1. Students who successfully complete end-of-course remediation will have a grade of B submitted to the Registrar and recorded on the transcript.
2. Students who fail end-of-course remediation will have a grade of F submitted to the Registrar and recorded on the transcript. Students will repeat the course as per their progression policies.

Administrative Policies

OTD Dismissal

The following may result in dismissal from the program:

- A student who receives two courses graded with less than a B- during the didactic years or one course graded with an F according to the program's grading scale will be at risk for dismissal from the program.
- If a student is on academic or behavioral probation from the didactic year, failing a single fieldwork rotation may result in dismissal from the program.
- A second failed Level II fieldwork will result in dismissal from the program.
- A failure to complete the capstone project and presentation will result in dismissal from the program.

OTD Withdrawal or Leave of Absence

For personal or medical reasons, a student may voluntarily discontinue enrollment at the University by requesting either a leave of absence (temporary) or a withdrawal from the University (permanent).

A leave of absence is a temporary hiatus from the University with the intent to return after a specified period. Students requesting a leave of absence must indicate when they plan to return to their studies. The total time away from the University cannot exceed two consecutive semesters. A student may not take matriculated coursework at another institution while on a leave of absence. To be eligible to return from a leave of absence, the student must demonstrate readiness to return by satisfying all requirements for return. If a student does not return from a leave of absence at the scheduled time, the student will be administratively withdrawn from the University and must apply for readmission.

A withdrawal is a permanent separation from the University. A student who has withdrawn must apply for readmission to the University if the student wishes to re-enroll. Students withdrawing from School of Pharmacy and Health Sciences graduate programs will be contacted by the Dean or designated administrator for a brief exit interview.

A student may request a personal or medical leave of absence or a withdrawal by completing the Leave of Absence/Withdrawal Form available through their department. A student requesting a leave of absence or withdrawal will meet with the program director to discuss the academic and financial implications of their decision. The designated program official will also discuss the requirements for return if a student is taking a leave of absence. [Leave of Absence & Return of Title IV Funds | Notre Dame of Maryland University](#)

If the request for a personal or medical leave of absence/withdrawal is approved for a future semester, then the student may remain enrolled in and receive grades for the current semester. The student will have a hold on future registration until the conditions of return have been met.

If the request for a personal or medical leave of absence/withdrawal is approved for a current semester, then depending on the academic calendar and personal circumstance the program director/chair can determine the most appropriate resolution for the student's enrollment. The student may not take a leave of absence and remain enrolled in the student's coursework if the leave of absence is for the current semester.

The University may require a student to take a medical leave of absence or withdrawal if, in the judgment of the University, the student poses an imminent threat to the lives, safety or well-being of themselves or other members of the university community (including preceptor and internship settings).

Except in unusual circumstances where safety is of immediate concern, the University will decide to involuntarily withdraw a student only after providing the student with advance notice and an opportunity to meet with the Occupational Therapy Program officials.

In cases of both medical leaves of absence and withdrawals, the tuition refund policies specified in the Notre Dame of Maryland University Catalog apply. [Leave of Absence & Return of Title IV Funds | Notre Dame of Maryland University](#)

Overview

Pharmacy Catalog Disclosure

This catalog is published for the convenience of students at Notre Dame of Maryland University School of Pharmacy. It is effective June 1, 2025.

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

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

Accreditation

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

The School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education.

Pharmacy Overview

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

Though pharmacists are seriously needed by community pharmacies, medical centers and other health care facilities to meet today's rising consumer demand, our nation's educational institutions could not keep pace. In 2006, with five to ten qualified applicants for every one opening in U.S. pharmacy schools, the need for a new professional school was clear. In response, Notre Dame launched a bold new initiative in fall 2008—the School of Pharmacy. Adding to the University's history of firsts, the new School of Pharmacy is the first of its kind created by a women's college in the U.S. In addition, it is Notre Dame's first professional degree program. More importantly, the School reflects Notre Dame's commitment to service to the world by solving social challenges through innovative educational efforts.

The School of Pharmacy is comprised of three academic units – department of clinical and administrative sciences, department of pharmaceutical sciences and office of experiential education. The department of clinical and administrative sciences is comprised of two

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

The University

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

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

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

Vision, Mission, and Pillars

Vision

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

Mission

We educate and develop the next generation of pharmacists to be compassionate, ethical healthcare professionals who provide quality and equitable healthcare to diverse populations. We foster leadership, a culture of inclusivity, and a commitment to lifelong learning.

Pillars of Excellence

The faculty, staff and student pharmacists pledge to work together to achieve our vision and mission by embracing the Pillars of Excellence:

Personal Growth & Self-Awareness

- Be accountable and responsible
- Be humble, open-minded, and adaptable
- Be aware of your mental health and well-being
- Know your limitations, be open to feedback, and learn from mistakes

Professionalism & Integrity

- Be punctual
- Be honest
- Honor and follow through on commitments
- Advocate for the profession

Collaboration & Teamwork

- Be a team player
- Seek opportunities to collaborate
- Celebrate success
- Commit to know colleagues outside of work

Communication & Interpersonal Skills

- Be a good listener
- Be kind and caring
- Respect others' viewpoints and differences
- Be generous in the interpretation of communication

Curiosity & Innovation

- Stay informed and be a lifelong learner
- Pay attention to details
- Take initiative and be creative
- Be curious not judgmental

Accreditation Disclosure Statement

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

Complaints or Comments Regarding Program Compliance

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

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

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

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

ACPE does not: 1) consider complaints that fall outside its jurisdiction/authority as expressed in the Standards and Key Elements and the academic integrity statements. When appropriate, complainants will be

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

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

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

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

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

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

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

Financial Aid

Tuition and Fees - School of Pharmacy 2024-2025

Item	Cost
Tuition	\$40,350
Consolidated Fee	\$2,000

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

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

Scholarships

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

Morris-Jones School of Pharmacy Scholarship for Excellence Award

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

Dr. Ann Clare Supple Kessler Endowed Scholarship in Pharmacy

This admission scholarship is awarded to students who meet criteria determined by the Admission Committee and have financial need. GPA of 3.0 or above is required.

Roskopf Family Scholarship

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

Maryland In-State Grant

New students who are Maryland residents are eligible for this in-state grant. This grant cannot be combined with any other institutional scholarship.

School of Pharmacy Merit Scholarship

This admission scholarship is awarded to students who have excelled academically and who have demonstrated through their extracurricular activities the potential to be an outstanding pharmacist. Awardees must maintain a 3.0 GPA at the end of each semester in order to retain the scholarship.

School of Pharmacy Multilingual Scholarship

This \$20,000 four-year (\$5,000 per year) admission scholarship is awarded to students who are fluent (at advanced level) in a second language other than English. Awardees must maintain a 3.0 GPA at the end of each semester in order to retain the scholarship.

Foundation Scholarship

This scholarship is provided by the graduating class. All P1-P2-P3 students are eligible with a minimum GPA of 2.5 and no professionalism violations.

Alumni Scholarship

This scholarship is provided by the Alumni of NDMU SOP. All P1-P2-P3 students are eligible with a minimum GPA of 2.5 and no professionalism violations.

CVS Scholarship (Bilingual/ Spanish Proficiency/ Foundation)

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

Walgreens Diversity & Inclusion Excellence Award

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

Walgreens Multilingual Scholarship

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

Housing Scholarship

P1 eligible students are awarded two-year housing scholarship for which they receive free housing (double occupancy and dependent on availability) for the P1 and P2 year upon matriculation. This does not include board.

Student Academic Records (FERPA)

Academic records and transcripts are also housed in the registrar's office. Notre Dame of Maryland University has a commitment to protect the confidentiality of student records. The Family Educational Rights and Privacy Act ([FERPA](#)) provide students with certain rights with respect to their education records. These include: the right to inspect and review their records; the right to request an amendment of the student's education record they believe is inaccurate; the right to consent to disclosure of personally identifiable information contained in the student's record (except where FERPA authorizes disclosure without consent). One exception that permits disclosure without consent is for school/university officials with legitimate educational interests. For more detailed information on academic records (<http://ndm.edu/registrarstudent-records>)

Students have the ability to provide an approval for others (parents, spouses, etc.) to have access to educational and financial records by completing an Authorization to Release Student Information form (http://ndm.edu/sites/default/files/pdf/univ-ferpa_2.pdf)

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

Privacy Rights of Students

<https://ndm.edu/registrar/student-records>

File Confidentiality and Availability

<https://ndm.edu/registrar/student-records>

Additional Academic Files

Faculty advisors have access to the academic records of their advisees. The Office of the Dean have access to the academic records of matriculated School of Pharmacy students. They also maintain a checklist of the student's progress toward degree requirements. These files are retained for the advisor's use only and are not official records or documents.

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

Release of Records Transcripts

<https://ndm.edu/registrar/transcripts>

Directory Information

<https://ndm.edu/registrar/student-records>

Address of Record

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



Admissions Information

Program

The School of Pharmacy offers the Doctor of Pharmacy degree; the entry-level degree required for practice in the U.S. Students must complete the required prerequisite coursework at Notre Dame of Maryland University or another institution of higher education and a 144.5-149.5 credits of coursework (4 years) within the School of Pharmacy.

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

Admissions

The School will consider for admission those applicants who possess the academic and professional promise necessary to become outstanding members of the pharmacy profession. The admissions process is highly selective. An applicant must submit an application via the [Pharmacy College Application Service \(PharmCAS\)](#).

Evaluation of completed applications (PharmCAS) will begin in September 2024 and continue until all seats in the class are filled. This initial evaluation will determine which applicants are eligible for an on-campus interview; a final evaluation will determine which applicants are eligible for acceptance. Given the competitive admissions environment, multiple criteria are used to select the most qualified candidates. Grade point averages, letters of recommendation, professional preparedness and motivation, personal qualities, communication skills, ability to be a team player and decision making will all be considered when reviewing an applicant's file.

For more information, contact Norah Moturi, director of admissions for the School of Pharmacy, at 410-532-5597 or e-mail nmoturi@ndm.edu

Requirements for Applicants Seeking Admission for Fall 2025

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

1. Have completed or be in the process of completing 52 semester hours (68 quarter hours) or equivalent hours of non-remedial, prerequisite coursework from a regionally accredited U.S. university. The student must earn a grade of C (not C minus) or better in each prerequisite course.
2. International applicants must complete a minimum of 30 semester hours of nonremedial prerequisite coursework from a regionally

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

3. All pre-pharmacy coursework requirements must be completed by the end of summer session II prior to matriculation to the School of Pharmacy.
4. Earn, preferably, a cumulative grade point average and science grade point average of 2.50 on a 4.00 scale. PharmCAS calculates the overall and science grade point average. Grades from all non-remedial courses completed post-high school are used to calculate the grade point average.
5. Possess a people/service orientation as demonstrated through community service or extracurricular activities.
6. Possess the proper motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer, or other life experiences.
7. Complete the School of Pharmacy's on-campus interview process (by invitation only).

Prerequisite Courses for *students completing coursework at other colleges or universities of higher learning.*

Course	Semester Credit Hours
English	6
Speech/Public Speaking	3
Calculus	3
Statistics	3
General Chemistry with Lab	8
Organic Chemistry with Lab	8
General Biology with Lab	8
Microbiology with Lab	4
Anatomy & Physiology	6
Physics	3

Recommended Pre-Pharmacy Curriculum completed at Notre Dame of Maryland University

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

Course	Credits
ENG-101 College Writing	3
ENG Literature Course	3
COM-106 or COM-206 Fundamentals of Oral Communication/Speaking in Professional Settings	3

Course	Credits
PHL339 Medical Ethics	3
ECO-211 or ECO-212 Macro-or-Microeconomics	3
MAT-211 or MAT-212 Calculus I or II	4
MAT-215 Basic Statistics	3
CHEM-110, CHEM-111 General Chemistry	8
CHM-210 , CHEM-211 Organic Chemistry	8
BIO-111 Fundamentals of Biology	4
BIO-201 , BIO-202 Human Anatomy and Physiology I, II *	8
BIO-340 Microbiology	4
BIO-239 Genetics	4
PHY-101 or PHY-102 General Physics I or II	4
Social Sciences	6
NDMU-100 First Year Seminar	3
Elective credits from religious studies, fine arts, humanities, languages, business or interdisciplinary studies, excluding science, mathematics, physical education or health care courses.	3
Total Credits	74

Technical Standards for Admission & Continued Matriculation

Notre Dame of Maryland University School of Pharmacy must evaluate not only the scholastic aptitude of each and every student, but also must consider students’ current ability to safely apply their knowledge and skills to effectively interact with patients and others in educational and healthcare settings. Graduates of the School of Pharmacy are eligible to become pharmacists without restrictions on their practice; therefore, the curriculum requires students to successfully complete all components of the program. Depending on the circumstances, some reasonable accommodation may be possible and made available to students with disabilities in accordance with University policy, state, and federal laws.

However, a student must be able to perform in a reasonably independent manner. Upon request of the student, the University will make good faith efforts in providing reasonable accommodation as required by law.

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

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

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

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

interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

An individual with a diagnosed psychiatric disorder may function as a pharmacy student as long as the condition is under sufficient control to allow accomplishment of the above goals with or without reasonable accommodation. He or she must exhibit behavior and intellectual functioning that does not differ from acceptable standards. In the event of deteriorating emotional function, it is essential that a pharmacy student be willing to acknowledge the disability and accept professional help before the condition poses danger to self, patient, and colleagues.

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

Professionalism

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

Application Process

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

1. PharmCAS Application

Applicants must apply via the [PharmCAS](http://www.pharmcas.org) application (www.pharmcas.org) which is available usually in June of the academic year preceding the year in which they plan to matriculate. Applicants must send transcripts directly to the offices of PharmCAS. Applicants who have taken coursework and/or earned a degree from a foreign institution must also submit to PharmCAS an evaluation of their transcripts from one of the following approved foreign transcript evaluation services:

- Education Credential Evaluators (ECE): 414-289-3400, www.ece.org
- World Education Service (WES): 212-966-6311, www.wes.org
- Josef Silny & Associates, Inc.: 305-273-1616, www.jsilny.com

Summary of Deadlines

Required Process	Deadline
PharmCAS Application	June 1, 2025
Letters of Recommendation	June 1, 2025

The deadline for submitting a PharmCAS application for is **June 1, 2025**. In addition to the online application and application fee, applicants are strongly encouraged to also forward official transcripts from all colleges and universities attended to PharmCAS by May 1. PharmCAS will not consider an application complete and will not begin the verification process until all official transcripts are received. The School will only receive complete applications from PharmCAS.

2. Letters of Recommendation

The applicant must request letters of recommendation from **three** individuals to be submitted directly to PharmCAS. The School of Pharmacy will only accept letters received directly from PharmCAS. One letter must be from a University professor who has actually taught the applicant in a science course and the other two letters may be from a pre-health advisor/committee, science or other University professor that taught the applicant, an employer who had direct supervisory responsibilities for the applicant or a health professional who knows the applicant well. Letters of reference must be received by the PharmCAS deadline date of **June 1, 2025**.

3. Interview

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

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

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

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

4. **Reapplication Process**

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

5. **Readmission of Matriculated Students**

Students who were dismissed due to poor academic performance or ethical and professional infractions will not be re-admitted.

A student who voluntarily withdrew or were administratively withdrawn from the School may apply for re-admission by contacting the Dean of the School of Pharmacy. Before re-applying, former students are encouraged to meet with the Dean regarding re-admission. The application and its associated documents must be submitted no later than 60 calendar days prior to the first day of classes before the semester in which readmission is sought. In addition to the application, the following must be submitted:

- A letter stating the reason the student withdrew from the School and reasons for re-turning to the School. The content of the letter must provide full explanation of the circumstances.
- A detailed plan for how the student will successfully complete the program.
- Additional supporting documents as needed and/or those requested by the School

Re-admission will only be considered for former students who separated from the School for a period of less than two years. Re-admission is discretionary and is not guaranteed.

Transfer Admission from Another Pharmacy School

The School of Pharmacy may accept transfer students from other ACPE-accredited pharmacy schools or colleges as long as these students are in good academic and disciplinary standing and have legitimate reasons for seeking a transfer. All requests for transfer information should be referred to the office of admissions so that the potential transfer applicant can be counseled prior to application submission. To be considered for transfer, a student must meet the School of Pharmacy's general requirements for admission. He/she must also submit the following documents by **March 15**:

1. A letter to the director of admissions indicating why he/she wishes to transfer and explaining any difficulties encountered at his/her current institution;
2. A completed School of Pharmacy transfer application;
3. Official transcripts from all schools attended—undergraduate, graduate, and professional;
4. A catalog and a detailed pharmacy syllabus for any courses for which advanced standing consideration is requested (*due to differences in curricula, a student may not receive advanced standing and*);
5. A letter from the dean of the school or college of pharmacy in which the student is enrolled. The letter must indicate the student's current academic and disciplinary status and/or terms of withdrawal/dismissal;
6. One letter of recommendation from a faculty member at the current school or college of pharmacy;
7. Additional documents or letters of recommendation as determined necessary by the director of admissions or dean of the School of Pharmacy.

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

Admission Affiliation Agreements

The School of Pharmacy offers following admission affiliations:

- 2 + 4-year undergraduate - professional school option leading to the Baccalaureate in Liberal Arts with a focus on Pharmaceutical Sciences and the Doctor of Pharmacy (Pharm.D.) degrees for students attending Notre Dame of Maryland University
- Accelerated 3 + 4-year undergraduate - professional school option leading to the Baccalaureate in Biology or Chemistry and the Doctor of Pharmacy (Pharm.D.) degrees for students attending Notre Dame of Maryland University, Carroll College, Millersville University, University of San Grado Corazon, Pontifical Catholic University-Puerto Rico, and the University of Hartford.
- 4 + 4 agreement with Loyola University Maryland, St. Edward's University, St. Peter's University, and the School of Pharmacy leading to a Baccalaureate in Biology, Chemistry, Biology-Chemistry Interdisciplinary degree or other appropriate majors and a Doctor of Pharmacy degree.

Please refer to each university's/college's catalog for more information.

Matriculation Process

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

1. Submit deposit monies by the dates designated in his/her matriculation agreement. The entire amount is applied toward the student's first semester's tuition.
2. Submit official final transcripts from all colleges and universities attended post-high school by the deadline of two weeks (14 calendar days) prior to the first day of orientation. For students who are accepted to the School less than one month prior to the first day of classes, they will have 30 calendar days from the date of their acceptance to submit all official transcripts to the office of admissions. Any special circumstances or requests for exceptions to this policy must be made by the office of the dean of the School. If students fail to submit all official final transcripts by the stated deadline, then their acceptance or continued enrollment in the School may be jeopardized.

Note: PharmCAS does not forward transcripts to the School of Pharmacy.

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

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

Criminal Background Check Policy

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

The primary role of the pharmacist is to provide safe and effective health care to the patients served. Patient safety must be considered in the selection and education of student pharmacists. The School also has a responsibility to maintain as safe an environment as possible for its students and the practice settings in which they receive education. Therefore, to promote safety and the highest level of integrity in the profession of pharmacy, the School of Pharmacy requires matriculating students to submit to a criminal history background check.

1. All applicants and matriculating students are to submit to a criminal background check prior to matriculation. In addition, students who remain enrolled must submit to a criminal background check annually to remain eligible for continued matriculation. Some students may be required to undergo fingerprinting as part of the criminal background check process as part of applicable state law. The initial and annual criminal background check will be conducted by the Certiphi, Inc. or another School of Pharmacy approved vendor.
2. Additional criminal background checks may be required by health care facilities at which the student will be participating in educational activities as a component of the curriculum or state agencies relevant to the education of the student.
3. Students must disclose all criminal convictions (felony and misdemeanor) regardless of whether or not the felony conviction was subsequently reduced to a misdemeanor. Failure to disclose a conviction, or material misrepresentation of information, is deemed to be falsification of the application and will result in denial of matriculation and/or dismissal from the School and University.
4. Failure to comply with the request to undergo a criminal background check within the stipulated timeline will result in dismissal from the School or revocation of the offer of admission.
5. Students with a positive criminal background history are individually responsible for checking the licensing requirements of any state other than the state of Maryland where the student is interested in participating in clinical rotations to determine whether or not their conviction may be a barrier to participation.

6. The School of Pharmacy does not guarantee clinical rotations or any other off campus activity for students who have a history of felony or misdemeanor convictions. In such cases, the School will confidentially share information about the student's positive criminal background history with potential preceptors and practice site representatives as necessary and on a need-to-know basis and gives the preceptor and site representatives an opportunity to decide whether the student is acceptable to the site. Therefore, scheduling and completion of clinical rotations and graduation may be delayed. In some instances, it will not be possible to arrange for clinical rotations at specific sites.
7. Students are required to disclose to the dean any arrests, criminal charges or convictions against them during their entire period of enrollment as a student at the School of Pharmacy. Such arrests, criminal charges, or convictions may negatively impact a student's ability to obtain and/or complete program requirements.
8. All costs are the responsibility of the student.
5. If a positive criminal history is known by the School prior to or after the student's matriculation, the dean or her designee will meet with the student to discuss the consequences of the positive criminal background investigation on the student's ability to enter or complete the program and graduate so that appropriate action can be taken.
6. Continuing students' annual criminal background check will be reviewed by the assistant dean for student affairs and if criminal charges or convictions are noted, the assistant dean in consultation with the dean will determine if continued enrollment as noted in 4 above.
7. Printed records concerning a student's positive criminal background check are stored in a locked confidential file in the office of the dean.

Procedure

1. All accepted and matriculated students will be required to undergo a criminal background check by the School of Pharmacy approved vendor, Certiphi, Inc. Newly admitted students will be given a copy of the School's Criminal Background Check Policy.
2. Certiphi, Inc. will contact the student directly to obtain the necessary information to initiate the search. Students will receive an email from studentedition@certiphi.com.
3. Upon completion of the search, results will be released to the student who can view the information securely online. The student will have the opportunity to view the information and to resolve any disputes directly with the vendor. After 10 calendar days, the report will be automatically released to the School.
4. The office of admissions will review all criminal history reports and if a history of a felony or misdemeanor conviction exists, the director of admissions in consultation with the dean or her designee, will determine whether or not the student should be disqualified from matriculation or continued enrollment. Criminal convictions will not automatically disqualify a student from enrollment or continued enrollment. The School will consider such factors, but not limited to, the nature of the crime, the age of the individual at the time the crime was committed, length of time since the conviction, relevance of the conviction to health care. In determining the impact and relevance of the conviction, the following information, but not limited to, may be requested:
 - a. Additional detailed information about the positive criminal background check report.
 - b. Consultation with state licensing agencies about the impact of the misdemeanor or felony conviction on the student's ability to undertake/resume clinical activities.
 - c. Collection of additional data, e.g., Federal Bureau of Investigation fingerprints and report, concerning the positive criminal background check.
 - d. Court charging documents or other official records pertaining to the charge and/or conviction.



Program Requirements

Co-Curricular Requirements

To maximize opportunities for application of concepts, skills, and knowledge learned in the didactic component of the curriculum and to integrate professional values and behaviors, all NDMU SOP student pharmacists from P1 through P3 are required to engage in and complete co-curricular experiences. The co-curricular activities should reflect the learning outcome listed below in Appendix A to promote academic and professional development. Students are encouraged to select co-curricular experiences that align with their professional goals and interests, in addition to choosing co-curricular experiences that meet all the SOP learning outcomes. Co-curricular opportunities will be provided by the SOP to meet this requirement; however, students may identify or create opportunities for earning co-curricular experiences outside of what the SOP recommends. All the opportunities or experiences must meet the co-curricular guidelines and requirements set by the School of Pharmacy.

- As a requirement for graduation, each student must complete required co-curricular hours each semester that are not associated with a course by which course credit is earned.
- Each student must complete three separate co-curricular activities per semester for six semesters by the end of P3 year. All 18 co-curricular activities **MUST** be complete by the end of *P3 Spring to begin P4 APPEs*.
- Students may also be **required** to attend select co-curricular activities (e.g., Legislative Day).

Service Learning via AdvoCaring:

- As a graduation requirement, each student must complete 5 AdvoCaring hours per semester for five semesters (P1 Spring through P3 Spring), before the end of P3 year, for a total of 25 hours in order to graduate.

For additional information regarding specific co-curricular requirements, please refer to the SOP website.

Interprofessional Education Requirements

Learning to effectively engage and communicate with other health disciplines, as well as distinguishing one’s professional role in the healthcare team, is important in providing comprehensive patient care. Student pharmacists learn these principles through interprofessional education activities and simulations within several courses and extra-

scheduled activities throughout the program. *Each student must successfully complete all interprofessional education requirements of the doctor of pharmacy program to graduate.*

Joint/Accelerated Programs

Joint Program: PharmD/MBA in Healthcare Management, PharmD/MS in Healthcare Data Analytics, PharmD/MS in Clinical Leadership

NDMU pharmacy students can enroll in the joint program with Clarkson University David D. Reh School of Business, beginning in the second semester of third (P3) year, if they meet Clarkson University’s admission requirement. Students will be full-time at NDMU and part-time at Clarkson University and must complete 16 courses totaling 48 credits for the Master’s degree.

2+4 Pharmacy Pathway: Bachelor of Arts in Liberal Arts with a focus on Pharmaceutical Sciences & Doctor of Pharmacy

The 2+4 pharmacy degree track pathway aims to provide NDMU undergraduate students an accelerated route to obtain a Doctor of Pharmacy Degree within a minimum of 6 years. This program expedites the academic journey for an undergraduate student who plans to pursue a Doctor of Pharmacy degree after successfully completing their undergraduate coursework for a minimum of two years for a Bachelor of Arts in Liberal Arts with a focus on Pharmaceutical Science.

Typically, students aspiring to enter the School of Pharmacy must complete 56 credit hours of NDMU coursework before matriculating into the Doctor of Pharmacy Program. The prerequisites are integrated into the first two years of the 2+4 Pharmacy Pathway, and high school students may transfer relevant college credits to fulfill these requirements for matriculating as an undergraduate student. Completion of pre-calculus before program matriculation is strongly recommended.

Course Semester Credit Hour Requirement NDMU Equivalent Course

Course	Semester Credit Hour Requirement	NDMU Equivalent Course
English	6	ENG-101 and ENG-410
Speech/Public Speaking	3	COM-206
Calculus with Lab	4	MAT-211
Statistics	3	MAT-215
General Chemistry with Lab	8	CHM-110 and CHM-111
Organic Chemistry with Lab	8	CHM-210 and CHM-211
General Biology with Lab 8	8	BIO-111 and BIO-230
Microbiology with Lab	4	BIO-253

Course	Semester Credit Hour Requirement	NDMU Equivalent Course
Anatomy and Physiology	8	BIO-201 and BIO-202
Physics with Lab	4	PHY-101

Schedule of Courses for Pre-pharmacy Component of 2+4 Pathway

Incoming first-year undergraduate students interested in the pharmacy program are advised to declare themselves as Liberal Arts majors with a focus on Pharmaceutical Science in the 2+4 pre-pharmacy pathway. The following is a suggested sequence of courses for the first two years to facilitate the completion of all pharmacy prerequisite courses.

Year 1: Fall

Course	Credit Hour
BIO-111 With Lab	4
CHM-110 With Lab	4
MAT-211 With Lab	3
ENG-101	3
NDMU-100	3

Year 1: Spring

Course	Credit Hour
BIO-230 With Lab	4
CHM-111 With Lab	4
COM-206	3
ENG-412	3
MAT-215	3

Year 2: Fall

Course	Credit Hour
BIO-201 With Lab	4
CHM-210 With Lab	4
PHY-101 With Lab	4
General Education Elective	3
General Education Elective	3

Year 2: Spring

Course	Credit Hour
BIO-202 With Lab	4
CHM-211 With Lab	4
BIO-253 With Lab	4
General Education Elective	3
General Education Elective	3

Admissions Process and Requirements

Pre-pharmacy students in the 2+4 pathway initiate the admissions process into the professional degree program in the fall of year 2 by registering with PharmCAS, the national admissions portal for pharmacy schools. NDMU covers the \$175 cost of PharmCAS registration.

Admissions requirements into the professional degree program through the 2+4 pathway mirror those for students applying from outside the University. Recommended requirements include earning a grade of C or better in each prerequisite course, achieving a cumulative and science GPA of 2.50 or better, and successfully completing the School of Pharmacy on-campus interview process. Please see above the requirements for admission into the Doctor of Pharmacy program.

Advising

Students in the 2+4 pathway are assigned academic advisors from the School of Pharmacy, assisting students with successful and timely completion of the 2+4 pre-pharmacy requirements. The School of Pharmacy advisor may facilitate experiences to orient pre-pharmacy students to the profession, such as clinical shadowing opportunities, research opportunities, classroom and laboratory visitations, and co-curricular experiences with pharmacy students.

Academic Support

Due to the demanding nature of both the pre-pharmacy and professional degree program components of the 2+4 pathway, students are provided access to the School of Pharmacy’s academic support infrastructure. This includes academic coaching by the Associate Dean for Student Affairs and Student Academic Success and School of Pharmacy peer tutors. These resources help students develop robust learning skills essential for success in the professional degree curriculum.

Financial Aid

Based on practices at other institutions with similar programs, financial aid and scholarships that are granted to students upon entry into the 2+4 Pre-pharmacy pathway will remain in place until the completion of the P-2 year of the professional degree program at the School of Pharmacy.

Students will receive institutional aid for four years as undergraduates until year 3 of the professional pharmacy program based on the current course schedule and school curriculum. After that time students could receive graduate level financial aid if eligible.



Academic Policies

Grades

Grades

The following grade scale will be used in the School:

Course Grade School	Course Grade	Corresponding Grade Points
93 - 100	A	4.0
87 - 92	B+	3.5
80 - 86	B	3.0
75 - 79	C+	2.5
70 - 74	C	2.0
< 69, Fail	F*	0
Pass	P*	0
	W**	0
	I***	0

A “P” grade for a course is not computed in the student’s grade point average, but the credits earned are counted as credits toward graduation.

A “F” grade for a course is included in a student’s grade point average.

****W =** Withdrawal with written official permission of the faculty by the stated University deadline. After the 8th week of the semester, students can only withdraw for medical reasons, supported by written documentation from a physician or other extremely serious circumstances as determined by the dean of the School of Pharmacy in consultation with the course instructor. Students who do not officially withdraw from a course and stops attending class will receive a grade of F.

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

Grade Point Average

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

Advanced Pharmacy Practice Rotations do not count toward grade point average.

Repeating a Course

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

Transfer Credits

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

Dean's List

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

Academic Progression

A student must maintain an annual grade point average of 2.00 in the professional program to be considered in good academic standing. Grades earned for courses taken at another institution while the student is enrolled in the School of Pharmacy is not included in the calculation of the annual GPA. A student will be placed on academic probation for any one of the following reasons:

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

Academic probation represents notice that continued inadequate academic performance may result in dismissal from the School. At the completion of each academic semester, the student promotion committee will meet to review students’ academic progress and performance in relation to School academic policies. Students who are placed on academic probation may be placed on an academic improvement contract in which the student must repeat all courses in which a grade of F was earned (courses in which a student receives a grade of C or higher cannot be repeated). In addition, students may be required to take a course to improve their strategies for academic success, which must be approved by the Office of the Dean prior to registration. This will usually result in extension of the time needed to complete the program. Students are allowed to be placed on an academic

improvement contract only once and/or repeat a course(s) only once.

Placement of a student on an academic improvement contract does not modify or limit the Committee's action for dismissal. Thus, a student may be dismissed for academic reasons while on an academic improvement contract. To be returned to good academic standing, while on an academic improvement contract, the student must earn an annual grade point average of 2.00 or above and complete any additional requirements as stated in their letter of probation. A re-entering student (one who is no longer on probation) who earns a grade of F in any course or D in two or more courses in an academic year or an annual grade point average of less than 2.00 may be dismissed from the School.

To achieve the status of a second-year student (P2), students must have successfully completed all requisite first year courses and earned an annual didactic GPA of 2.00. To achieve the status of a third-year student (P3), students must have successfully completed all requisite second year courses and earned an annual didactic GPA of 2.00. To achieve the status of a fourth-year student (P4), students must have successfully completed all requisite third year courses and earned an annual didactic GPA of 2.00.

Academic Progression and Standards for Pharmacy Practice Experiences

To proceed to Pharmacy Practice Experiences, a student must have earned a passing grade in all didactic courses with an annual didactic grade point average of > 2.00 and have P2, P3 or P4 standing. Eligibility for Introductory Pharmacy Practice Experiences I and II (P2 year) is determined by the P1 annual didactic grade point average. Eligibility for Longitudinal Care (P3) is determined by the P2 annual didactic grade point average and successful completion of Introductory Practice Experiences I and II. Eligibility for Advanced Pharmacy Practice Experiences (P4) is determined by the P3 annual didactic grade point average and successful completion of Introductory Pharmacy Practice Experiences I and II, and Longitudinal Care.

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

grade of P or better on a repeat rotation will result in a recommendation for dismissal. Students must achieve a grade of P in all advanced pharmacy practice experiences.

Remediation Policy

School of Pharmacy faculty affirm the importance of using programmatic and in-course remedial interventions to provide students with the opportunity to improve and demonstrate their competency of course content such that the students may progress through the curriculum. For the remediation process and outcome to be successful, students are expected to proactively seek help, utilize all available resources, take responsibility for their learning, and fully commit to successfully completing the remediation.

1. Remediation Activities

- a. Within-Course Remedial Interventions are administered during the course to improve student's knowledge, skills, or application of course material, to avoid a course failure. All students are eligible for and required to complete within-course remedial interventions.
- b. End-of-Course Remediation: An opportunity for end-of-course remediation will be provided to any student who is at risk of earning a D or F grade in a course if they meet the criteria below and approved by the Student Promotion and Graduation Committee. As part of the Committee's decision-making process, the course coordinator will be asked to provide a recommendation as to the student's eligibility.
 - Failure to demonstrate competency in any assessment or assignment deemed critical for successfully completing or passing the course
 - Participation in and completion of within-course remedial interventions
 - Completion of all assigned work within the course
 - Earning a pending final grade of a D or F
- c. Limits to eligibility: Students may not be allowed to take an end-of-course remediation in situations including but not limited to:
 - Attempting to use end-of-course remediation when course failure is due to academic dishonesty
 - Student conduct violation
 - Violation of any other University or School codes, regulations, or policies
- d. Individual Action Plan (IAP) is developed for a student who is at risk of earning a grade of F in a course as determined by the course coordinator. The IAP addresses and incorporates documented student deficiencies so that the student can successfully remediate the course and progress. IAP is developed by course faculty and approved by the Student Promotion and Graduation Committee.

2. Remediation Outcomes

- a. Students who successfully complete end-of-course remediation will have a grade of C submitted to the Registrar and recorded on the transcript.
- b. Students who fail end-of-course remediation will have a grade of F submitted to the Registrar and recorded on the transcript. Students will repeat the course as per their progression policies.

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

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

Final Course Grade and Student Promotion & Graduation Committee Actions Appeal Policy

I. Appeal of Final Course Grades

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

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

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

1. Procedural or clerical error in calculating the final grade.
2. Bias on the part of the instructor that had a negative impact on the student's grade.
3. The grade was not given in accordance with the provision set forth in the course syllabus or in the announced course

modifications or descriptions for particular projects and assignments.

Final Course Grade Appeal Procedure

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

- 9. If the chair’s decision is to deny the appeal, the student has 3 business days to appeal the grade, in writing, to the Student promotion committee. The Committee will provide a written decision to all parties.
- 10. If the Committee’s decision is to deny the appeal, the student has 3 business days to appeal, in writing, to the dean. The dean will provide a final decision to all parties within 3 business days of receiving the appeal.
- 11. At any step of the appeals process, the student may be asked to meet with the individual or Committee involved in the determining the resolution of the appeal or the student can request to speak with the instructor/coordinator, department chair, student promotion committee or the dean at the appropriate point in the process.

II. **Appeal of Probation, Academic Improvement Contract Actions**

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

III. **Appeal of Academic Dismissal Actions**

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

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

Graduation Information
Graduation Requirements

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

- 1. Successfully completed a minimum semester credit hours of prerequisite courses, as stipulated, for full admission to the School;

- 2. Successfully completed the program of professional and experiential coursework approved by the School of Pharmacy;
- 3. Achieved a cumulative didactic grade point average of 2.00 or greater for all requisite professional coursework;
- 4. Achieved a cumulative grade point average of 2.00 or greater for all advanced pharmacy practice experiences;
- 5. Achieved a passing grade for all introductory pharmacy practice experiences;
- 6. Repeated, upon approval, and earned a passing grade for any required professional courses for which a grade of F was issued;
- 7. Successfully completed, at a minimum, the last 4 didactic semesters and all pharmacy practice experiences at the School of Pharmacy;
- 8. Successfully completed a minimum of 6 credit hours over three elective courses. At least one of the courses must not be a research elective;
- 9. Successfully completed all co-curricular, AdvoCaring, and e-portfolio requirements;
- 10. Successfully completed all interprofessional education (IPE) experience requirements approved by the School of Pharmacy;
- 11. Been recommended for the degree by a majority vote of the Student Promotion & Graduation Committee;
- 12. Settled all financial accounts with the University; and
- 13. Completed all graduation clearance requirements as instructed by the School and Office of the Registrar.

Graduation Honors

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

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

Graduation Awards

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

Clinical & Administrative Sciences Experiential Excellence Award

This award is presented to the student who demonstrates outstanding professionalism during the APPE year, as determined by their preceptors.

Dean’s Advisory Council Award

This award is presented to a student whose service to the School and community goes above and beyond what is required in the program. The student demonstrates a willingness to take initiative and a

commitment to supporting the School beyond graduation. The student has enhanced student life in the SOP, and exhibits a high degree of integrity.

Excellence in Acute Care Practice Award

This award is presented to a student who demonstrates excellence in acute care practice.

Excellence in Community Practice Award

The Excellence in Community Pharmacy award is presented to a student who has demonstrated excellence in community pharmacy practice based on letters of Commendation, faculty input, and a student plan postgraduation to work in community pharmacy.

Excellence in Pharmaceutical Sciences Award

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

Excellence in Clinical Communication Award

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

Excellence in Ambulatory Care Award

Sponsored by Eli Lilly & company in recognition of demonstrated excellence in ambulatory care practice.

MPhA Outstanding Student Pharmacist Achievement Award

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

MSHP Student Achievement Award

Scholarship criteria are determined by School of Pharmacy SSHP.

Pharmacist's Pharmacist Award

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

Phi Lambda Sigma Delta-Beta Chapter Graduate Leadership Award

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

Phi Lambda Sigma Graduate Leadership Award

This award recognizes a member of the graduating class who has exemplified leadership qualities in support of the pharmacy profession

throughout his/her time in the School of Pharmacy. The recipient must have a proven record of accomplishment of servant leadership in education, community service, professional practice, and mentoring.

Professionalism Award

This award is presented to the student who demonstrates professional behavior, a commitment to the profession of pharmacy through involvement in professional organizations, a high level of service to the profession and community, pride in the profession, understanding of the pharmacist-patient relationship, and the qualities of honesty, ethical behavior, and accountability. The student serves as a role model and has earned a cumulative GPA of at least 3.0.

Servant Leadership Award

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

St. Catherine Medal - Kappa Gamma Pi

The recipient must represent the high ideals of Catholic education and have demonstrated excellence in leadership and service to the University, School, or community.

Viatrix Excellence in Pharmacy Award

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

Professionalism

Professionalism is defined as the active demonstration of the attributes of a professional. These attributes include but are not limited to: commitment to self-improvement of skills and knowledge, pride in the profession, consciousness and trustworthiness, and building relationships with patients, caregivers, and other health care professionals. Professional socialization is the process by which an individual develops the attitudes, values and beliefs of a professional. The goal of professional socialization is to develop professionalism as described below and this process must begin at the beginning of an individual's professional education. Therefore, as consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in the School.

Emotional intelligence (EQ) is a set of emotional and social skills that collectively establish how well we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. It is proven that emotional intelligence accounts for leadership success more than cognitive intelligence. The expected professionalism attributes are linked to emotional intelligence elements below. (EQ-i 2.0)

Emotional Intelligence Elements per EQ-I 2.0	Professionalism Assessment Area
Self-Actualization The ability and tendency to want to grow, to stretch and to strive—to see your full potential, set meaningful goals and work toward your betterment and fulfillment.	• Student is self-motivated (is an active learner –seeks knowledge; asks questions, searches for information, takes responsibility for own learning) • Student accepts constructive criticism and modifies behavior if necessary • Student demonstrates a desire to exceed expectations (goes “above and beyond the call of duty”, attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities)
Self-Regard The ability and the tendency for you—in light of both your positive and negative qualities—to both like and have confidence in yourself.	• Student demonstrates confidence (acts and communicates in a self-assured manner, yet with modesty and humility) • Student maintains good hygiene and grooming habits (refer to dress code policy)
Independence Your ability and tendency to be self-directed in your thinking, feeling, and actions—to go at it alone when needed.	• Student utilizes time efficiently (allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely) • Student is punctual (arrives to class/practice setting and meetings on time, meets deadlines, etc.) • Student takes responsibilities for one’s own actions (does not try to blame others for insufficient or untimely work) • Student is reliable, dependable and follows through with responsibilities (can be counted on; if task is left incomplete or problem is left unresolved, student seeks aid)
Interpersonal Relationships Your ability and tendency to give and receive trust and compassion, and to establish and maintain satisfying personal relationships.	• Student is respectful (demonstrates regard for patients, peers, superiors, other personnel and property) • Student is cooperative (non-argumentative; willing and helpful) • Student displays honesty and integrity in all interactions with patients and other health care professionals (truthful and straightforward; behaves in an ethical manner)
Empathy	• Student is non-judgmental (demonstrates an attitude of open-

Emotional Intelligence Elements per EQ-I 2.0	Professionalism Assessment Area
Your ability and willingness to take notice of and be sensitive to other people’s needs and feelings.	mindfulness towards others and situations; does not “stereotype” others or prejudice situations) • Student is compassionate and empathetic (demonstrates appreciation of others’ positions; attempts to identify with others’ perspectives; demonstrates consideration towards patients and others)
Social Responsibility Your ability and tendency to cooperate and contribute to the welfare of a larger social system, to have and act in accordance with a social conscience and to show concern for the greater community.	• Social awareness and responsibility (takes responsibility for adapting and providing quality patient care to diverse patient populations)
Impulse Control The ability to resist or delay a drive or temptation to do or say something or to decide too quickly or rashly.	• Student is diplomatic (fair and tactful in all dealings with patients, superiors, peers, and other personnel; Avoids inappropriate comments and gestures) • Student displays self-control (thinks through thoughts before speaking; control emotional responses)
Stress Tolerance Your ability and tendency to live your life effectively in the face of stress.	• Student appropriately handles stress (remains calm, levelheaded, composed in critical or difficult situations)
Optimism Your ability and tendency to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. You are hopeful and are enabled to see the future as a positive, inviting place.	• Student leads the profession to promote safe medication use and to improve health care; Student maintains professional competence (advocates for the profession; promotes life-long learning)

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

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

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

All student pharmacists represent the School and the profession’s future practitioners. Therefore, your appearance should be that of a professional student. Professional attire is required at all times (8:00 AM – 5:00 PM or later if class ends later). Dress requirements for experiential rotations are delineated in the experiential education manual. The dress code policy is in effect even when participation is via technology. Faculty members and preceptors have the prerogative to require students in their class, lab or rotation to meet stricter dress requirements than those stated in the dress code. The following is considered professional attire:

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

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

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

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

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

Tips for Avoiding Plagiarism

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

1. The exact language of another person (whether a single distinctive word, phrase, sentence, or paragraph) must be identified as a direct quotation and must be provided with a specific acknowledgment of the source of the quoted matter.
2. Paraphrases and summaries of the language and ideas of another person must be clearly restated in the author’s own words, not those of the original source, and must be provided with a specific acknowledgment of the source of the paraphrased or summarized matter.
3. All visual media, including graphs, tables, illustrations, raw data, audio and digital material, are covered by the notion of intellectual property and, like print sources, must be provided with a specific acknowledgment of the source.
4. Sources must be acknowledged using the systematic documentation method required by the instructor for specific assignments and courses.
5. As a general rule, when in doubt, provide acknowledgment for all borrowed material.
6. Guidelines for referencing style in pharmacy academic work can be found on the Loyola Notre Dame Library Web site.
7. Personal communication such as interviews etc. must be referenced.
8. Refer to the Guidelines for AI Use at NDMU SOP for academic honesty when using AI.

Administrative Policies

Absences

Absence Reporting Procedure

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

Absence (Excused) for Personal/Professional Reasons

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

Advanced Standing

All requests for advanced standing by transfer students (students transferring credits from another accredited school of pharmacy to NDMU SOP) are processed on a course-by course basis by the Office of the Dean. To request such consideration, a student must submit a letter of request and the request form to the Office of the Dean in which the student lists a course(s) previously taken, which might be similar in content to a professional course(s) that he/she is scheduled to take. The student must also provide an official course description(s) and a syllabus

(syllabi) of the course(s) previously taken. All requests must be submitted at least 4 weeks prior to the start of the course being considered. Advanced standing will be considered for coursework taken in which a letter grade of C or better has been earned. A C- letter grade is not acceptable for advanced standing consideration. Such course grades are not used in the calculation of the GPA.

Accessibility Support Services

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

The Office of Accessibility delivers services designed to provide access for students to have the opportunity to successfully participate in college life, while promoting their well-being--academically, socially, emotionally, spiritually, and physically.

Procedures to Register for Accommodations

1. Student Intake Form

Complete the Student Intake Form to provide our office with more information regarding your history with managing your condition in the academic and residential environment. Here is the link to access this form: https://cm.maxient.com/reportingform.php?NotreDameMaryland&layout_id=12

Call directly at 410-532-5114

2. Documentation

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

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

Documentation is used to support and assist our office in gaining a greater understanding of:

- The student's disability
- The impact of symptoms on their academic performance
- Identification of academic barriers
- The development of their accommodation plan

For All Disabilities: A typed /written and signed letter from an appropriate professional is needed. The letter should include:

- History of the disability
- Description of the current impact and functional limitations as it relates to meeting the various demands of higher education (academically, socially, emotionally, physically, etc.)
- Expected progression or stability
- Recommendations for accommodations or services
- Implications of existing co-morbid conditions
- Additional observations and/or recommendations

Additional Details on Documentation Guidelines

3. Meet

Meet to discuss accommodations; after the submission of [paperwork](#), the student will be contacted by the Director of Accessibility & Student Inclusion to schedule a meeting to discuss accommodations through an interactive process. An appropriate accommodation plan will be developed to share with professors.

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

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

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

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

4. Receipt of Accommodation Letters

The student obtains a draft accommodation letter to review. If accepted, the student submits the [Accommodation Notification Request Form](#). The Office of Accessibility & Student Inclusion emails the letters to listed professors. It is the student's responsibility to meet with their instructors to implement the accommodations. The Director of Accessibility & Student Inclusion will consult with instructors on an as-needed basis to provide clarity regarding auxiliary supports/ services and accommodations. The discussion of student auxiliary supports/services and accommodations with faculty focuses on the

appropriate implementation of said accommodations in the classroom; the nature of a student's disability is not disclosed and remains confidential.

5. Responsibilities

It is the student's responsibility to submit the [Accommodation Notification Request Form](#) each semester to inform the office of what courses they are taking and the names of the instructors to receive the accommodations. Reasonable accommodations will not be provided without an updated letter each semester, and accommodations are not retroactive.

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

- For alternative test-taking procedures, it is the student's responsibility to email the Accessibility Testing Center (atc@ndm.edu) at least 72 hours prior to an exam so that arrangements can be made in a timely fashion. Additionally, the student should notify the instructor immediately if there is a scheduling conflict so that the student and the professor can coordinate a mutually agreeable time to schedule the exam. Arrive on time for your exam; otherwise, if you are tardy, your accommodations for extended time can't be guaranteed or implemented appropriately.
- In order to receive alternative textbooks in a timely manner, it will be necessary to let OASI know several weeks in advance so that the publisher can be notified.
- If a student is having challenges with accommodations and would like steps to take for resolving issues, contact the [Director of Accessibility and Student Inclusion](#) and [read about steps for grievances](#).

Appropriate Use of Technology in the Classroom

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

Students should be aware that expectations for appropriate technology use can change based on the unique needs of specific teaching and learning experiences and that they should seek clarification from course

instructors if there is any confusion. Violation of the School of Pharmacy Classroom Technology Use policy is a violation of the School of Pharmacy professionalism and honor code policies. Ensuring compliance with these policies is ultimately a shared responsibility between students, faculty members, and preceptors.

Attendance and Student Employment

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

Audio Recording in Classrooms

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

Classroom Food/Drink Policy

Only drinks in closed containers are allowed in all School of Pharmacy facilities or any room in which School of Pharmacy activities are conducted. Only bottled water is allowed in laboratories. Additional stipulations may be stated in course syllabi or posted in instructional spaces. No food or drink (other than bottled water) is allowed in all the auditoria (e.g., Knott Science Center, LNDL, Le Clerc).

Eligibility for Participation in Activities

Students who are on academic or disciplinary probation or suspension from the School will have restrictions regarding participation in activities during the academic year. In order for students to be

academically eligible to attend professional meetings during the academic year, serve as a class officer, student representative on the Curriculum Committee or the Continuous Quality Improvement Committee, or student organization officer, a student must have a **cumulative** professional GPA of 2.5 or greater and no courses in which a student has received a grade of F that has not been repeated. Additionally, the student must be in good disciplinary standing.

E-mail Communication

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

Faculty Advisor Program

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

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

Licensure Requirements

Laws in all states, including the District of Columbia and Puerto Rico, require applicants for licensure to: 1) be of good moral character; 2) be 21 years of age; 3) have graduated from an ACPE-accredited first professional degree program of a University or school of pharmacy; and 4) have passed an examination given by the board of pharmacy. All states, the District of Columbia, Puerto Rico and the Virgin Islands use the North American Pharmacy Licensure Examination (NAPLEX). All jurisdictions require candidates for licensure to have a record of practical experience or internship training acquired under the supervision and

instruction of a licensed practitioner. Some states, including Maryland, accept the training completed during a formal academic program. Publications concerning the NAPLEX licensure examination and internship experience are available from NABP (<https://nabp.pharmacy/>). For further information regarding licensure, please contact the Maryland Board of Pharmacy (<https://health.maryland.gov/pharmacy/Pages/index.aspx>).

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

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



Overview

PA Program Accreditation

Content Pending

PA Student Learning Outcomes

Content Pending

PA Requirements for Completion

Content Pending



Admissions Information

PA How to Apply

Content Pending

PA Admissions Requirements

Content Pending

PA Program

Content Pending



Program Requirements

PA Program Requirements

Content Pending



Academic Policies

PA Deceleration

Content Pending

PA Remediation Policy

Content Pending



Administrative Polices

PA Dismissal

Content Pending

PA withdrawal or Leave of Absence

Content Pending



Programs

Ayurveda Department

Post-Baccalaureate Certificate in Ayurvedic Wellness Practices

Administration

Amy Wheeler, Ph.D., C-IAYT
Department Chair

Rachel Voss,
Department Manager

Caressa Olivo
Director of Academic Advising

Contact the Ayurveda Department

410-532-5008
410-532-5015
muih-yoga@muih.ndm.edu

Ayurvedic Wellness Practices

Degree Type

Post-Baccalaureate Certificate

Program Overview

NDMU's Ayurvedic Wellness Practices Post-Baccalaureate Certificate (PBC) program provides a solid foundation in modern Ayurvedic practices, incorporating a progressive scientific perspective while maintaining its roots in traditional practices. This graduate-level certificate program prepares students to enhance their professional practices in health, wellness, well-being, and healthcare delivery through training as an Ayurvedic Wellness Counselor. Graduates learn how to apply the principles of Ayurveda as a self-healing framework to prevent and manage disease and well-being. This online 12-credit program enrolls annually in the Fall and is best completed in 1-2 years.

Program Description

The program is designed to offer students practical training and experience in Ayurveda so they can become an Ayurvedic Lifestyle Consultant. Students gain a comprehensive, in-depth, and working knowledge of the major aspects of traditional Ayurvedic health and wellness therapies including foundational Ayurvedic principles; constitutional and metabolic typology; Ayurvedic food science; yoga, breathing, and meditation skills; experiential healing and energy points; and seasonal rejuvenation and health restorative measures. The program is approved by AAPNA; graduates can apply for the AAPNA registry

upon graduation. Continuing education credit may also be available for Yoga Therapists and Yoga Teachers; please inquire. The program's design aligns with the general educational principles outlined by the World Health Organization's (WHO) Benchmarks for Ayurveda, Association of Ayurvedic Professionals of North America (AAPNA), and the International Association of Yoga Therapists (IAYT). Graduates of this program qualify for certification by the Association of Ayurvedic Professionals of North America (AAPNA) as an Ayurvedic Lifestyle Consultant.

Admission Requirements

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education,
- Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, And Credentialing

Students who complete the program are eligible to become certified as an Ayurvedic Lifestyle Consultant through the Association of Ayurvedic Professionals of North America (AAPNA).

This certification is offered by a non-governmental body and is not subject to the Department of Education's new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

Continuing education credit may also be available for Yoga Therapists and Yoga Teachers; please inquire.

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of this program graduates will be able to:

- Create Ayurvedic approaches to promote, build, and maintain functional levels of health and vitality in daily life.
- Present basic Ayurvedic lifestyle and wellness education to the public.
- Apply the principles of Ayurveda to enhance current professional practice with a unique set of assessment and health promotion skills.

Curriculum and Degree Requirements

The program consists of 12 credits in the following required courses. See the catalog's Course Descriptions section for additional course details.

Course Code	Title	Credits
AYUR-630	Foundations of Ayurveda	3

Programs		
AYUR-631	Ayurveda and the Mind	3
AYUR-633	Ayurvedic Nutrition and Herbs	3
AYUR-635	Ayurvedic Lifest Skills&Self-C	3
INHS-500	Student Success Seminar	0
Total Credits		12
School	School of Integrative Health	
Academic Level	Graduate	

Health and Wellness Coaching Department

Master of Arts in Health and Wellness Coaching
Post-Baccalaureate Certificate in Health and Wellness Coaching

Administration

Duston Morris, Ph.D., M.S., CHES, ACE-HWC
HWC Department Chair

Jennifer Schwing, M.A.
Department Manager

Crystal Hoyte, M.S.
Academic Advisor

Contact the Health and Wellness Coaching Department
410-532-5014
410-532-5013
muih-coaching@muih.ndm.edu

Health and Wellness Coaching

Degree Type
Master of Arts

Program Overview

The Master of Arts in Health and Wellness Coaching prepares students with advanced skills and expertise to help clients clarify and implement health and wellness goals and sustain life-changing behaviors. NDMU graduates are eligible for credentialing by the National Board for Health & Wellness Coaching (NBHWC) and the International Coaching Federation (ICF). This online 30-credit program can be completed in five trimesters.

Program Description

The program provides a comprehensive suite of knowledge in behavior change theories and principles, skills in coaching competencies for individuals, groups, and populations, and evidence informed abilities to help clients adopt individually designed attitudes and lifestyle changes most conducive to their health and wellness. Students develop a broad view of health and wellness that incorporates conventional measures of health from the domains of disease prevention and health promotion, as well as additional measures of health found in complementary and integrative health practices. Students experience peer coaching, mentor coaching, volunteer client coaching, coaching supervision, and coach-assessor feedback. Finally, students finish their program with a business plan, a professional development plan, or a prospectus describing their interest area or niche to begin their client-centered health and wellness coaching practice.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education,
- Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing

The Post-Baccalaureate Certificate in Health and Wellness Coaching and the Master of Arts in Health and Wellness Coaching programs offer two professional credentialing pathways. Students who complete these programs are eligible for credentialing by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC).

International Coaching Federation (ICF)

The Post-Baccalaureate Certificate in Health and Wellness Coaching and Master of Arts in Health and Wellness Coaching are accredited by the International Coaching Federation (ICF). Courses in the Post-Baccalaureate Certificate in Health and Wellness Coaching provide the ICF Level 1 coach-specific education and training required to become an ICF-certified coach and fulfill the minimum required education and training hours to apply for ICF’s Associate Certified Coach (ACC) credential. Courses in the Master of Arts in Health and Wellness Coaching provide the ICF Level 2 coach-specific education and training required to become an ICF-certified coach and fulfill the minimum required education and training hours to apply for ICF’s Professional Certified Coach (PCC) credential.

Additional requirements apply for these ICF credentials, and requirements beyond coach education and training increase with higher credential levels. Interested individuals are encouraged to check for the most recent requirements with ICF at www.coachfederation.org.

These certifications are offered by a non-governmental body and are not subject to the Department of Education’s new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

National Board for Health & Wellness Coaching (NBHWC)

The Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program and is embedded in the Master of Arts in Health and Wellness Coaching program. Individuals who pass the NBHWC exam will earn the title of National Board-Certified Health & Wellness Coach (NBC-HWC). Additional requirements may apply for this credential. Interested individuals are encouraged to check for the most recent requirements with NBHWC at www.nbhwc.org.

This certification is offered by a non-governmental body and is not subject to the Department of Education’s new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

Program Accreditation

International Coaching Federation (ICF)

NDMU’s Post-Baccalaureate Certificate in Health and Wellness Coaching program and Master of Arts in Health and Wellness Coaching are accredited by the International Coaching Federation (ICF). ICF sets standards for coaching education and serves as a worldwide credentialing organization for coaching professionals. Additional details are provided above. For more information, contact ICF, 2365 Harrodsburg Rd, Suite A325, Lexington, KY 40504; <https://coachingfederation.org>.

National Board for Health & Wellness Coaching (NBHWC)

NDMU’s Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program with the National Board for Health & Wellness Coaching (NBHWC) and is embedded in the Master of Arts in Health and Wellness Coaching program. Additional details are provided above. For more information, contact NBHWC, PO Box 16307, San Diego, CA 92176; phone 866-535-7929.

Program Format

This program is offered in the online format.

Advanced Standing for NBHWC and ICF Certified Coaches Programs

Individuals who are an NBHWC National Board-Certified Health and Wellness Coach or who are an Associate, Professional, or Master Certified Coach (ACC, PCC, MCC) by ICF are eligible for advanced standing in NDMU’s M.A. Health and Wellness Coaching program. Advanced standing reduces credits, costs, and time to program completion. See the catalog’s Articulations and Advanced Standing section for more details or contact the Health and Wellness Coaching Department at muih-coaching@muih.ndm.edu.

Learning Outcomes

Upon completion of this program graduates will be able to:

- Master the professional qualities, relational skills, and behaviors that promote healing presence and a client-centered coaching practice.
- Appraise and apply from a wide range of practice and evidence-informed coaching skills to facilitate sustainable behavior change among diverse individuals, groups, populations, and settings.
- Develop tailored approaches from a wide variety of coaching theories, principles, and practices for use with diverse individuals, groups, populations, and settings.
- Integrate conventional, complementary, and integrative health perspectives into a comprehensive evidence-informed health and wellness coaching approach.
- Develop skills to accurately review and evaluate research literature from the field of health and wellness coaching for application to an evidence-informed coaching practice.
- Demonstrate proficiency in the coaching competencies and Code of Ethics as established by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC), as well as in the Scope of Practice as established by the NBHWC.
- Create a personalized business plan, professional development plan, and prospectus based upon concepts and principles of an integrative health and wellness coaching practice.

Curriculum and Degree Requirements

Core Credit Requirements

The program consists of 30 credits in the following required courses. See the catalog’s Course Descriptions section for additional course details.

*COA-702 required for students who wish to be eligible for ICF Level 2 credentialing must complete and pass the Professional Coaching Competency Assessment (COAPSA II).

**RSCH-601 required for the research course requirement, with assistance from their academic advisor, students can select between IHED-625 or RSCH-601.

Additional Degree Requirements

Students may need to meet certain health requirements to participate in this program. For specific requirements, please refer to the Health, Training, and Other Requirements section of the catalog.

Course Code	Title	Credits
APP-606	Becoming a Healing Presence	3
APP-700	Mindfulness, Meditation&Health	3
COA-605	Foundations of Healthy Lifesty	1.5
COA-610	Fundamentals of HWC	3

COA-616	Theories Principles Behav Chan	3
COA-620	Applied Healing Strategies	3
COA-665	Advanced Coaching	3
COA-670	Advanced Coaching Skills	3
COA-701	Practical Skills Assessment	0
COA-702	Prof Coach Competency Assessmt	0
COA-710	Advanced Coaching: Competency	1
IHED-625	Research Methods Health Education: Quantitative and Qualitative	3
IHM-650	Practice Management Coaching	2
INHS-500	Student Success Seminar	0
ISCI-631	Introduction to Complementary and Integrative Health	1.5
RSCH-550	Academic Research and Scholarship	0
RSCH-601	Research Literacy in Intetrated Health	3

Total Credits		33
School	School of Integrative Health	
Academic Level	Graduate	

Health and Wellness Coaching

Degree Type
Post-Baccalaureate Certificate

Program Overview

The Post-Baccalaureate Certificate in Health and Wellness Coaching prepares students with the foundational skills and expertise to help clients clarify and implement health and wellness goals and sustain life-changing behaviors. NDMU graduates are eligible for credentialing by the National Board for Health and Wellness Coaching (NBHWC) and International Coaching Federation (ICF). This 15-credit program can be completed in three trimesters.

Program Description

The program provides knowledge in behavior change theories and principles, skills in coaching competencies, and abilities to help clients adopt individually designed attitudes and lifestyle changes most conducive to their health and wellness. Students develop a broad view of health and wellness that incorporates conventional measures of health from the domains of disease prevention and health promotion, as well as additional measures of health found in complementary and integrative

health practices. Students experience peer coaching, mentor coaching, volunteer client coaching, and coach-assessor feedback.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing

The Post-Baccalaureate Certificate in Health and Wellness Coaching and the Master of Arts in Health and Wellness Coaching programs offer two professional credentialing pathways. Students who complete these programs are eligible for credentialing by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC).

International Coaching Federation (ICF)

The Post-Baccalaureate Certificate in Health and Wellness Coaching and Master of Arts in Health and Wellness Coaching are accredited by the International Coaching Federation (ICF). Courses in the Post-Baccalaureate Certificate in Health and Wellness Coaching provide the ICF Level 1 coach-specific education and training required to become an ICF-certified coach and fulfill the minimum required education and training hours to apply for ICF’s Associate Certified Coach (ACC) credential. Courses in the Master of Arts in Health and Wellness Coaching provide the ICF Level 2 coach-specific education and training required to become an ICF-certified coach and fulfill the minimum required education and training hours to apply for ICF’s Professional Certified Coach (PCC) credential.

Additional requirements apply for these ICF credentials, and requirements beyond coach education and training increase with higher credential levels. Interested individuals are encouraged to check for the most recent requirements with ICF at www.coachfederation.org.

These certifications are offered by a non-governmental body and are not subject to the Department of Education’s new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

National Board for Health & Wellness Coaching (NBHWC)

The Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program and is embedded in the Master of Arts in Health and Wellness Coaching program. Individuals who pass the NBHWC exam will earn the title of National Board-Certified Health

& Wellness Coach (NBC-HWC). Additional requirements may apply for this credential. Interested individuals are encouraged to check for the most recent requirements with NBHWC at www.nbhwc.org.

This certification is offered by a non-governmental body and is not subject to the Department of Education’s new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

Program Accreditation

International Coaching Federation (ICF)

The Post-Baccalaureate Certificate in Health and Wellness Coaching program and Master of Arts in Health and Wellness Coaching are accredited by the International Coaching Federation (ICF). ICF sets standards for coaching education and serves as a worldwide credentialing organization for coaching professionals. Additional details are provided above. For more information, contact ICF, 2365 Harrodsburg Rd, Suite A325, Lexington, KY 40504; <https://coachingfederation.org>.

National Board for Health & Wellness Coaching (NBHWC)

The Post-Baccalaureate Certificate in Health and Wellness Coaching is an NBHWC-Approved Training Program with the National Board for Health & Wellness Coaching (NBHWC) and is embedded in the Master of Arts in Health and Wellness Coaching program. Additional details are provided above. For more information, contact NBHWC, PO Box 16307, San Diego, CA 92176; phone 866-535-7929.

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of this program graduates will be able to:

- Demonstrate the professional qualities, relationship skills, and behaviors that comprise healing presence.
- Demonstrate the range of both practice and evidence-informed coaching skills needed to facilitate sustainable behavior change in clients.
- Apply a wide variety of theories, principles, and coaching practices that promote behavior change.
- Integrate an understanding of conventional and complementary health perspectives to develop a comprehensive understanding of health and wellness in a variety of settings.
- Demonstrate proficiency in the coaching competencies and Code of Ethics as established by the International Coaching Federation (ICF) and the National Board for Health & Wellness Coaching (NBHWC), as well as in the Scope of Practice as established by the NBHWC.

Curriculum and Degree Requirements

Core Credit Requirements

The program consists of 15 credits in the following required courses. See the catalog’s Course Descriptions section for additional course details.

Additional Degree Requirements

Students may need to meet certain health requirements to participate in this program. For specific requirements, please refer to the health, Training, and Other Requirements section of the catalog.

Course Code	Title	Credits
APP-606	Becoming a Healing Presence	3
COA-605	Foundations of Healthy Lifesty	1.5
COA-610	Fundamentals of HWC	3
COA-616	Theories Principles Behav Chan	3
COA-620	Applied Healing Strategies	3
COA-701	Practical Skills Assessment	0
ISCI-631	Introduction to Complementary and Integrative Health	1.5
INHS-500	Student Success Seminar	0
RSCH-550	Academic Research and Scholarship	0

	Total Credits	15
School	School of Integrative Health	
Academic Level	Graduate	

Health Promotion Department

Master of Science in Health Promotion
Post-Baccalaureate Certificate in Workplace Wellness

Administration

Claudia Joy Wingo, M.P.H., RN
Department Chair

Jennifer Schwing, M.A.
Department Manager

Caressa Olivo, M.A.
Director of Academic Advising

Contact The Health Promotion Department

410-532-5007

410-532-5014

muih-healthpromotion@muih.ndm.edu

Health Promotion

Degree Type

Master of Science

Program Overview

The Master of Science in Health Promotion at Notre Dame of Maryland University (NDMU) is a unique and innovative program preparing students to assess, plan, implement and evaluate programs designed to promote health and wellness, prevent disease and disability, and eliminate health disparities through integrative and complementary health approaches at a population level, aimed at groups, organizations, communities, systems and policies. NDMU’s program is the only such graduate degree in health promotion with an integrative health focus. It features distinctive integrative health based coursework focused on practices such as mindfulness, movement/physical activity, meditation, healing presence, herbalism and holistic nutrition that are not found in other master’s degrees in health promotion.

Program Description

This program prepares graduates with specific competencies and skills to lead, manage, develop and implement programmatic integrative health solutions targeting current health issues facing individuals within the wider community, which includes community settings, workplaces, schools and organizations. Students learn how to create sustainable behavior changes in order to powerfully influence individuals, communities or organizations to make positive lifestyle choices. Graduates meet the eligibility requirements to take the Certified Health Education Specialist (CHES) exam, a national certification and gold standard in the profession.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing

Graduates of the Master of Science in Health Promotion will meet the eligibility requirements to take the Certified Health Education Specialist (CHES) exam. For more information about the CHES exam, contact the

National Commission for Health Education Credentialing at 95 Highland Avenue, Suite 150A, Bethlehem, PA 18017; phone 484-223-0770; www.nchec.org.

This certification is offered by a non-governmental body and is not subject to the Department of Education’s new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of this program graduates will be able to:

- Administer, manage, and provide leadership for community health, school, health care and workplace wellness health promotion programs.
- Serve as an integrative health promotion resource person by applying a variety of modalities to community and workplace interventions, such as movement, mindfulness, meditation, healing presence, herbalism, and integrative nutrition.
- Educate communities, schools, health care environments and workplaces to initiate and maintain behavioral changes that support health and wellness.
- Design, implement and evaluate community, school, healthcare and workplace wellness health promotion programs based on population needs assessment.
- Create and execute health promotion communication plans targeted to specific populations in communities, schools, healthcare environments, and workplaces.
- Advocate for health and health promotion and influence policy change.

Curriculum and Degree Requirements

Core Credit Requirements

The program consists of 35 credits. Students complete 29 core credits in health promotion and an additional 6 credits of elective courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
IHED-610	Fundamentals Health Edu and Health Behav	3
IHED-615	Health Promotion Administration, Management and Resource Development	3
IHED-621	Com Strategies Health Educ	3
IHED-623	Health Edu Program Evaluation	2

IHED-625	Research Methods Health Education: Quantitative and Qualitative	3
IHED-626	Health Education Needs Assessm	3
IHED-631	Topics in Diversity for Health & Healing	3
IHED-641	Health Promotion Capstone	3
IHED-642	Health Educ Program Implement	3
ISCI-630A	Survey of Compementary Health Approaches	3
RSCH-550	Academic Research and Scholarship	0
	Health Promotion Electives	6

	Total Credits	35
School	School of Integrative Health	
Academic Level	Graduate	

Workplace Wellness

Degree Type
Post-Baccalaureate Certificate

Program Overview

NDMU’s Workplace Wellness Post-Baccalaureate Certificate (PBC) program offers graduate-level education that prepares individuals to develop, implement, and assess workplace wellness programs in a multitude of settings including corporations, small businesses, schools, county, state and federal workplaces, and a variety of health facilities and settings. The program teaches students how to develop innovative integrative workplace wellness programs designed to instill sustainable behavior changes and positive lifestyle choices and create a powerful impact on individuals and organizations. By increasing organizations and businesses’ wellness offerings and commitment to supporting the health of their employees, professionals in the field of workplace wellness can assist in reducing healthcare costs and improving employee productivity, resilience, satisfaction, and morale.

Program Description

This PBC builds on NDMU’s expertise in integrative health, with courses specifically designed for the workplace setting. It establishes an understanding of workplace wellness, the practices of sustainable health behavior changes and self-care, and the principles of population health and health education. Students also build competencies around program needs assessment, development, and evaluation to increase the depth and breadth of knowledge and skills required to support positive lifestyle choices and preventative practices and formulate practical applications

for innovative integrative health promotion programs in the workplace setting. It also offers an opportunity to achieve advanced standing for the M.S. in Health Promotion.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing

Graduates of the PBC in Workplace Wellness will have covered four of the nine required competencies needed to meet the eligibility requirements to take the Certified Health Education Specialist (CHES) exam. For more information about the CHES exam, contact the National Commission for Health Education Credentialing at 95 Highland Avenue, Suite 150A, Bethlehem, PA 18017; phone 484-223- 0770; www.nchec.org.

This certification is offered by a non-governmental body and is not subject to the Department of Education’s new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of this program graduates will be able to:

- Articulate best practices in integrative workplace wellness program creation from a business and leadership perspective.
- Assess diverse population needs relevant to workplace wellness program design.
- Design and plan integrative workplace wellness programs with tools and resources that build comprehensive skill sets.
- Implement effective and sustainable workplace wellness programs from an evidence base of best practices by creating health-maintenance activities and managing their progress and accountability.
- Evaluate workplace wellness programs and address a culture of wellness with various levels of employees and organizational leadership.
- Have an evidence-informed understanding of employee health and wellness that integrates traditional, complementary and conventional medicine, as well as self-care practices.

- Effectively educate employees to initiate and maintain behavioral changes that support health and wellness.

Curriculum and Certificate Requirments

The program consists of 12.5 credits in the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
IHED-621	Com Strategies Health Educ	3
IHED-623	Health Edu Program Evaluation	2
IHED-626	Health Education Needs Assessm	3
IHED-637	Principles and Practices of Health Behavior and Self-Care	1.5
IHED-642	Health Educ Program Implement	3
RSCH-550	Academic Research and Scholarship	0

	Total Credits	12.5
School	School of Integrative Health	
Academic Level	Graduate	

Herbal Medicine Department

Master of Science in Clinical Herbal Medicine
Master of Science in Herbal Product Design and Manufacture
Post-Baccalaureate Certificate in Cannabis Science: Therapeutics, Product Design, and Quality Assurance
Post-Baccalaureate Certificate in Herbal Studies

Administration

James Snow, D.C.N.
Department Chair

Bevin Clare, M.S.
Program Director

Michael Tims, Ph.D.
Program Director

Jennifer Schwing, M.A.
Department Manager

Casey Opperman, M.A.
Senior Academic Advisor

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Academic Advisor

Contact the Herbal Medicine Department
410-532-5066
muih-herbalmedicine@muih.ndm.edu

Clinical Herbal Medicine

Degree Type
Master of Science

Program Overview

The program is designed for clinicians and practitioners who wish to diversify and expand their modalities of care through the application of herbal medicine, and for individuals who wish to become a clinical herbalist as a stand-alone profession. Clinical herbalism combined with a second health and wellness discipline can enhance an individual’s career and professional development.

Program Description

This scientific and research-based program builds upon awareness and appreciation of herbal medicine traditions. The program begins with extensive education in materia medica, herbal sciences, medicine making, and clinical theory. Students are also trained in group therapies in herbalism, writing case reports, and embodying the core concept of becoming a healing presence. Students synthesize their learning in an advanced residency in herbal practice, where they design and implement clinical strategies. Students who are already clinical practitioners can work within their specialty.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing

NDMU’s Master of Science in Clinical Herbal Medicine fulfills 100% of the educational requirements and 100 hours of the 400 required hours of the clinical experience hours of the American Herbalists Guild’s (AHG) Registered Herbalist (RH) credential. NDMU’s program also provides opportunities to pursue additional optional clinical experience hours by working with an external mentor on clinical cases. For additional information on the requirements to achieve the Registered Herbalist credential from AHG, visit <https://www.americanherbalistsguild.com/becoming-ahg-rh-member>.

This registration is offered by a non-governmental body and is not subject to the Department of Education’s new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of this program graduates will be able to:

- Summarize and synthesize traditional knowledge, pharmacological, and clinical data to make an informed decision about the application of herbal formulas.
- Evaluate and analyze traditional knowledge to bridge the information gap of evidence-based data to make rational decisions in developing safe and effective herbal products and formulas.
- Determine safety concerns of herb-herb and herb-drug interactions for herbal product users.
- Design a comprehensive wellness plan incorporating herbal, dietary, and lifestyle recommendations integrating self-awareness and lessons of nature.
- Assess clients and develop the tools to evaluate and adjust individualized plans and goals in response to the changing needs of the client.
- Determine the legal parameters of herbal practice within their field and the strategies to navigate them.

Curriculum and Degree Requirements

The program consists of 36 credits in the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
HRB-600	Fundamentals of Herbal Medicine	3
HRB-605	Materia Medica I	3
HRB-622	Herbal Pharmacy	3
HRB-624	Applied Herbalism in Clinical Practice	3
HRB-641	Safety of Botanical Medicine	3
HRB-705	Materia Medica II	3
HRB-731	Clinical Experience I	3
HRB-732	Clinical Experience II	3
HRB-738	Clinical Theory in Practice	3
HRB-759	Applied Therapeutics	3
ISCI-547A	Physiology I: Healthy Function	3
RSCH-601	Research Literacy in Intetrated Health	3

	Total Credits	36
School	School of Integrative Health	
Academic Level	Graduate	

Herbal Product Design and Manufacture

Degree Type

Master of Science

Program Overview

This program is designed for individuals with a wide range of interests in the growing herbal supplement industry. Graduates of the program contribute as change agents for quality, rigor, and efficacy in diverse areas of the herbal product field. The program is ideal for individuals interested in herbal product development, formulary, sustainable production, quality control, research, education, retail, marketing, and sales.

Program Description

Students learn to evaluate complex problems applying evidence-based scientific research and traditional perspectives for the development of safe and effective herbal products. Topics include botanical supply chains, medicine making, herbal safety, research, quality assurance, Good Manufacturing Practices (GMP), analytical chemistry, phytochemistry, Structure/Function claims, New Dietary Ingredient (NDI) claims, as well as pharmacology and product stability strategies.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing

The Master of Science in Herbal Product Design and Manufacture program is not designed to meet entry level requirements for licensure or certification.

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of this program graduates will be able to:

- Summarize and synthesize traditional pharmacological, and clinical data to make an informed decision about the application of herbal formulas.
- Analyze evidence-based literature and traditional knowledge to support the safe and efficacious development of herbal supplements.
- Investigate rationale extraction design and applied analytical techniques to produce herbal products.
- Establish and administer Quality Assessment and Quality Control (QA, QC) procedures in a federally regulated Good Manufacturing Practice (GMP) environment.
- Create a business plan, a launch strategy and a branding concept for an herbal product business using effective business strategies.

Curriculum and Degree Requirements

The program consists of 36 credits of the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
HRB-600	Fundamentals of Herbal Medicine	3
HRB-605	Materia Medica I	3
HRB-622	Herbal Pharmacy	3
HRB-637	Business of Herbal Products	3
HRB-638	Exploring Sustainable Herbal Supply Chains	3
HRB-641	Safety of Botanical Medicine	3
HRB-642	Quality Assessment	3
HRB-653	Extrac, Analyt Meth&Form Strat	3
HRB-656	Phytochemistry, Pharmacology, and Intro	3
HRB-705	Materia Medica II	3
HRB-781	Research in Botanical Pharmaco	3
HRB-794	Case Studies Herb	3
RSCH-550	Academic Research and Scholarship	0

	Total Credits	36
School	School of Integrative Health	
Academic Level	Graduate	

Cannabis Science: Therapeutics Product Design, and Quality Assurance

Degree Type
Post-Baccalaureate Certificate

Program Overview

The program educates students about cannabis based products with an emphasis on health effects, safety, formulation, and quality assurance. The program addresses CBD-dominant hemp-based dietary supplements and wellness products, as well as THC-dominant medical and recreational marijuana. The 15-credit program can be completed in one year and is delivered fully online.

Program Description

The Post-Baccalaureate Certificate in Cannabis Science: Therapeutics, Product Design, and Quality Assurance educates students about cannabis-based products with an emphasis on health effects, safety, formulation, and quality assurance. The program integrates cannabis legacy knowledge with the research from herbal medicine and cannabis fields needed to develop innovative strategies for commercializing safe and effective cannabis products. Uniquely in this program, students will investigate ways to combine cannabis with other herbs to optimize health benefits and reduce risks.

The program includes a scientific exploration of two distinct sets of cannabis-based products. The first group is the CBD-dominant hemp-based products that are not psychoactive, are legal in all fifty U.S. states, and are being integrated increasingly into the dietary supplement industry. The second set of products are medical and recreational THC-dominant cannabis products that are psychoactive, regulated more strictly than hemp-based products, and mostly available through a limited number of licensed dispensaries. The program examines the science behind cannabis and explores the evidence for therapeutic benefits and risks, considerations in product design, and issues of quality assurance for both types of products.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education,
- Minimum 2.5 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application Licensure, Certification, and Credentialing The Post-Baccalaureate Certificate in Cannabis Science: Therapeutics, Product Design, and Quality Assurance program is not designed to meet entry level requirements for licensure or certification.

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of the program graduates will be able to:

- Explain the endocannabinoid system and its role in the body’s response to cannabis and other medicinal plants.
- Apply knowledge of herbal pharmacology, clinical research, and traditional use to design cannabis-containing herbal supplements that support health and well-being.
- Apply an ethical framework, along with regulatory and industry standards, to provide cannabis education and access to high-quality cannabis products in dispensaries and other retail environments.
- Apply best practices in quality assurance to develop quality control practices and assess cannabis-based products.
- Summarize and synthesize peer reviewed research into an effective written narrative that provides the rationale for decision-making in cannabis product design processes.

Curriculum and Degree Requirements

The program consists of 15 credits of the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
HRB-610	Endocannabinoid System and Phytocannabinoids	3
HRB-611	Cannabis Therapeutics	3
HRB-612	Cannabis Dispensary Practices	3
HRB-613	Formulating Herbal Products Us	3
HRB-614	Quality Assurance Cannabis Pro	3
RSCH-550	Academic Research and Scholarship	0
Total Credits		15
School	School of Integrative Health	
Academic Level	Graduate	

Herbal Studies

Degree Type
Post-Baccalaureate Certificate

Program Overview

The Post-Baccalaureate Certificate in Herbal Studies is designed for herbal enthusiasts looking to extend their academic understanding of this rich and diverse field. Embracing current scientific perspectives and long-standing herbal medicine practices, the program explores the unique contributions of various disciplines to the knowledge base of herbal medicine. By studying commonly used herbs, students learn to evaluate the evidence for benefits and risks and to create high-quality, small-scale herbal products. Graduates are prepared for entry level positions in the herbal industry, to serve as a community resource, or to continue their studies in one of NDMU’s herbal master’s degree programs.

Program Description

The coursework combines modern scientific evidence with traditional perspectives to explore the contributions of disciplines such as botany, pharmacology, pharmacy, clinical research, folklore, and ethnology to herbal medicine. An emphasis on practical skills ensures that students are familiar with commonly used herbs and can integrate them into medicinal food and herbal preparations. The program empowers students with the knowledge and skills needed to support self-care by safely and effectively incorporating herbs into daily life, using body care products, food preparations, and other herbal supplements.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing

The Post-Baccalaureate Certificate in Herbal Studies program is not designed to meet entry-level requirements for licensure or certification.

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of the program graduates will be able to:

- Use traditional, pharmacological, and clinical data to identify potential uses of individual herbs.
- Apply best practices in processing and extraction to create high-quality, small-scale herbal products.
- Identify safety concerns of herb-herb and herb drug interactions through the examination of traditional and contemporary data.

Curriculum Requirements

The program consists of 12 credits of the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
HRB-600	Fundamentals of Herbal Medicine	3
HRB-605	Materia Medica I	3
HRB-622	Herbal Pharmacy	3
HRB-641	Safety of Botanical Medicine	3

	Total Credits	12
School	School of Integrative Health	
Academic Level	Graduate	

Integrative Health Studies Department

Master of Arts in Integrative Health Studies
Post-Baccalaureate Certificate in Integrative Health Studies

Administration

Marybeth Missenda, M.S.
Program Director

Brenda Helsing
Department Manager

Caressa Olivo
Director of Academic Advising

Contact the Integrative Health Studies
Department
410-532-5019
muih-ihs@muih.ndm.edu

Integrative Health Studies

Degree Type
Master of Arts

Program Overview

The Master of Arts (M.A.) in Integrative Health Studies provides the opportunity to acquire advanced knowledge of integrative health care practices and of how complementary health approaches can be integrated with conventional health care approaches. This non-clinical interdisciplinary program covers a broad spectrum of integrative

practices, rather than focusing on a single modality as is the case for all other NDMU SOIH programs. The program is 30 credits and can be completed in five trimesters (1.5 years).

Program Description

This program provides foundational knowledge (18 credits) in the theoretical and philosophical foundations of integrative health practices, the efficacy and effectiveness of such practices, and practical and business models for the inclusion of integrative practices in conventional care settings. The opportunity for direct relevance and application of learning is achieved through a capstone course whose project focuses on incorporating integrative health practices into each student’s unique profession and/or health care organization.

Students personalize their study through the addition of elective curriculum (12 credits) which provides the opportunity to explore particular integrative health care practices in greater depth through areas of concentration.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing

The Master of Arts in Integrative Health Studies program is not designed to meet entry-level requirements for licensure or certification.

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of this program students will be able to:

- Explain the foundational principles, philosophies, practice, and models of integrative health care.
- Evaluate the principles, practice, and application of particular areas of the integrative health care field.
- Apply research literacy skills to critically analyze integrative health research literature.
- Select evidence-based integrative health interventions aligned with prevalent health conditions.
- Analyze the factors associated with incorporating integrative health practices in their profession and health care organization.

Curriculum and Degree Requirements

Core Credit Requirements

For all areas of concentration, the program consists of 18 credits in the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
APP-606	Becoming a Healing Presence	3
INHS-610	CIH Interventions	3
INHS-620	Integrative Care Models	3
INHS-710	Seminar Integrative Health St	3
ISCI-630A	Survey of Compementary Health Approaches	3
RSCH-550	Academic Research and Scholarship	0
RSCH-601	Research Literacy in Intetrated Health	3
	Integrative Health Studies Electives	12

	Total Credits	30
School	School of Integrative Health	
Academic Level	Graduate	

Integrative Health Studies

Degree Type
Post-Baccalaureate Certificate

Program Overview

The Post-Baccalaureate Certificate (PBC) in Integrative Health Studies provides the opportunity to acquire advanced knowledge of integrative health care practices and how complementary health approaches can be integrated with conventional health care approaches. This 12-credit program can be completed in two trimesters (8 months).

Program Description

The program provides students with an understanding of 1) the fundamental principles and effectiveness of a range of complementary and integrative health practices; 2) how complementary health practices can be integrated with conventional care in a responsible way; 3) research literacy skills unique to the field of integrative health, including how to find, interpret, and apply integrative health research to disease and health challenges; 4) how complementary and conventional health care practitioners can work alongside one another; and 5) the practical

considerations of incorporating complementary health approaches in conventional health care settings, including business models, insurance coverage, and professional and legal requirements.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing

The Post-Baccalaureate Certificate in Integrative Health Studies program is not designed to meet entry-level requirements for licensure or certification.

Program Format

This program is offered in the online format.

Learning Outcomes

Upon completion of this program students will be able to:

- Explain the foundational principles, philosophies, practice, and models of integrative health care.
- Evaluate the principles, practice, and application of particular areas of the integrative health care field.
- Apply research literacy skills to critically analyze integrative health research literature.
- Select evidence-based integrative health interventions aligned with prevalent health conditions.
- Analyze the factors associated with incorporating integrative health practices in their profession and health care organization.

Curriculum and Degree Requirements

The program consists of 12 credits in the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
INHS-610	CIH Interventions	3
INHS-620	Integrative Care Models	3
ISCI-630A	Survey of Compementary Health Approaches	3
RSCH-550	Academic Research and Scholarship	0
RSCH-601	Research Literacy in Intetrated Health	3

	Total Credits	12
School	School of Integrative Health	
Academic Level	Graduate	

Nutrition Department

Doctor of Clinical Nutrition
Master of Science in Nutrition and Integrative Health
Post-Master’s Certificate in Nutrition and Integrative Health
Post-Baccalaureate Certificate in Culinary Health and Healing

Administration

James Snow, D.C.N.
Department Chair

Eleonora Gafton, D.C.N.
Director, Cooking Labs

Elizabeth Owens, M.S.
Director of Experiential Programs, Nutrition

Rachel Voss, M.P.A.
Department Manager

Casey Opperman, M.A.
Senior Academic Advisor

Crystal Hoyte, M.S.
Associate Director of Academic Advising

Contact the Nutrition Department
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muih-nutrition@muih.ndm.edu

Clinical Nutrition

Degree Type
Doctor of Clinical Nutrition

Program Overview

The Doctor of Clinical Nutrition (DCN) program explores the principles and practice of functional nutrition to develop the next generation of leaders in the field. Functional nutritionists evaluate biological, environmental, dietary, and lifestyle factors to address each individual’s unique health goals and needs. Students build the skills and knowledge to provide advanced nutrition care that incorporates personalized, evidence-informed plans. Research skills are emphasized, and students prepare publishable case report manuscripts.

Program Description

The Doctor of Clinical Nutrition program is a professionally oriented, clinical doctoral program designed to educate students in all aspects of functional nutrition. The program reinforces and builds on students’ existing skills and knowledge in research literacy, ethics, and foundational nutrition; provides specialized coursework in nutritional genomics, environmental health, nutrition-focused physical exam, and case report writing and explores advanced functional nutrition care in gastrointestinal, immune, cardio-metabolic, neurological, energy metabolism, and endocrine health. The program culminates with either applied practice within a clinical setting or an advanced clinically oriented project.

Admissions

There are two entry pathways for this program:

- Master’s Degree/Doctoral Degree Pathway
- RD/RDN Bachelor’s Degree Pathway

ADMISSION REQUIREMENTS COMMON TO THE MASTER’S PATHWAY AND THE RD/RDN PATHWAY TO THE DCN

- Resume
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application
- Official transcripts of all coursework to verify degree completion

FOR THE MASTER’S PATHWAY:

Minimum of a Master’s Degree in nutrition or a related field, or a doctoral degree in clinical healthcare, from a degree-granting college or university accredited by an accrediting body recognized by the U.S. Department of Education, with a minimum of a 3.0 GPA, or if a school uses a Pass/Fail system, passing grades in all coursework.

In addition, meet one of the following criteria:

1. Demonstrate the completion of the following prerequisite requirements from a college or university accredited by an accrediting body recognized by the U.S. Department of Education:
 - Nutrition Science (12 semester credit hours at the graduate level). Examples include courses in macronutrients, micronutrients, life cycle nutrition, and nutrition therapy.
 - Biochemistry (6 semester hours at the undergraduate or graduate level). 3 of these credits can be fulfilled by completing the Biochemistry course offered by StraighterLine.
 - Physiology or Anatomy and Physiology (3 semester hours at the undergraduate or graduate level). This requirement can also be fulfilled by completing the Anatomy & Physiology I AND Anatomy & Physiology II courses offered by StraighterLine.
2. Clinical or Life Sciences (12 semester hours at the undergraduate or graduate level). Examples include courses in biology, microbiology, epidemiology, biostatistics, botany, genetics,

pathophysiology, and organic/inorganic chemistry. Three credits of research literacy may be applied toward the 12-credit requirement. Nutrition courses not used to meet the “Nutrition Science” requirement may be applied to the “Clinical or Life Sciences” requirement. Credits towards this requirement can also be fulfilled by completing the Introduction to Biology, Microbiology, and/or General Chemistry I courses offered by StraighterLine.

- Behavioral Science: 3 semester hours at the undergraduate or graduate level. Examples include courses in psychology, motivational interviewing, and principles of health behavior/behavior change. This requirement can also be fulfilled by completing the Introduction to Psychology course offered by StraighterLine.
3. Hold the following credential which is equivalent to the pre-admission requirements:
- Certified Nutrition Specialist (CNS) by the Board of Certification of Nutrition Specialists (BCNS)

FOR THE RD/RDN PATHWAY:

Meet both of the following criteria:

1. Bachelor’s degree from a program accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) with a minimum of 3.0 GPA , or if a school uses a Pass/Fail system, passing grades in all coursework
2. Hold the Registered Dietitian Nutritionist (RDN) credential issued by the Commission on Dietetic Registration (CDN)

Licensure, Certification, And Credentialing

As an advanced degree in nutrition, the Doctor of Clinical Nutrition program is not designed to meet entry-level requirements for licensure or certification. As noted above, the prerequisite for admission is CNS certification, the RDN credential, or meeting the educational requirements (degree and coursework) to earn the CNS credential.

Those seeking initial licensure or certification in the field of nutrition should enroll in the Master of Science in Nutrition and Integrative Health program.

Curriculum and Degree Requirements

Core Credit Requirements

The program consists of 44 credits in the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
INHS-500	Student Success Seminar	0
NUTR-801	Principles of Integrative and Functional Nutrition	3
NUTR-802	Nutri Approach to Detox	3

NUTR-822	Epigenetics & Nutri Genomics	3
NUTR-823	Ethics in Clinical Nutrition	1.5
NUTR-824	Research Literature in Nutrition	3
NUTR-831	Integrat & Functional Nutr	3
NUTR-832	Integrative & Functional Nutrition in Immune Health	3
NUTR-833	Integr & Functional Nutr(CMH)	3
NUTR-834	Integra & Functional Nutr(NH)	3
NUTR-835	Integr&Functional Nutr (E&EH)	3
NUTR-837	IFN for Complex Cases	3
NUTR-850	Nutr Focused Physical Exam	1.5
NUTR-898	Nutrition DCN Exam	0
RSCH-550	Academic Research and Scholarship	0
RSCH-811	Case Reports in Integrated Health	3
RSCH-850	Research Manuscript I	1
RSCH-851	Research Manuscript II	1
	Adv Nutrition Clinic I or Final Project I	3
	Adv Nutrition Clinic II or Final Project II	3

	Total Credits	44
School	School of Integrative Health	
Academic Level	Graduate	

Nutrition and Integrative Health

Degree Type

Master of Science

Program Overview

The Master of Science in Nutrition and Integrative Health integrates contemporary nutrition science perspectives with traditional dietary wisdom to address the complex role of nutrition in human health. While building foundational skills in the sciences and introductory nutrition, students enhance the scope of their knowledge and skills by selecting an area of concentration in Human Clinical Nutrition (47 credits) or Herbal Medicine (57 credits).

Program Description

The Master of Science in Nutrition and Integrative Health program prepares students to deliver personalized nutrition care to optimize health and manage chronic health problems. The program provides a

health and nutrition sciences foundation, builds students' assessment and evidence-based nutrition therapy, and culminates in real-world clinical experience.

The program's integrative approach addresses nutrition, sleep, stress, physical activity, relationships, and environment to identify the root causes of health imbalances. Students learn to develop personalized dietary and lifestyle interventions to support the whole person.

Human Clinical Nutrition Area of Concentration (47 credits)

The Human Clinical Nutrition Area of Concentration prepares graduates to be clinical nutritionists who apply the scientific and psycho-social aspects of integrative nutrition and provide individualized and personalized nutritional assessments and counseling for others. It is designed for individuals who wish to work in a clinical setting and pursue the Certified Nutrition Specialist (CNS) offered through the Board for Certification of Nutrition Specialists (BCNS).

Herbal Medicine Area of Concentration (57 Credits)

The Herbal Medicine Area of Concentration prepares graduates to be clinical nutritionists who apply the scientific and psycho-social aspects of integrative nutrition and herbal medicine to provide individualized and personalized nutritional assessments and counseling for others. It is designed for individuals who wish to work in a clinical setting and pursue Certified Nutrition Specialist (CNS) offered through the Board for Certification of Nutrition Specialists (BCNS).

Admission Requirements

- Bachelor's Degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application

Licensure, Certification, and Credentialing Licensure

Licensing requirements for nutritionists vary by state. Students are advised to check and stay apprised of the educational requirements for professional licensure in their state. To learn the most up-to-date laws and regulations, please refer to each state's board of nutrition/dietetic practice.

STATE LICENSURE DISCLOSURES

Licensure

The Master of Science in Nutrition and Integrative Health program is designed to meet the educational requirements for nutrition licensure in Maryland, as well as for independent certification by the Board for Certification of Nutrition Specialists.

The licensure/certification boards in each state are responsible for establishing the requirements for licensure/certification for their state. For students who reside in a state other than Maryland, it is strongly recommended that you contact the appropriate licensing entity. Seeking information and guidance regarding licensure or certification requirements before beginning an academic program or seeking employment will give you the most up-to-date information and answer most questions.

The table under State Licensure Disclosures on the [Student Consumer Information](#) page represents the Nutrition Department's evaluation of whether the MS Nutrition and Integrative Health program meets state-specific educational requirements for licensure or certification.

Additional requirements. Completing a program that meets educational requirements is typically only one part of the professional licensure requirements. Most states require individuals to meet additional requirements to qualify for licensure, including but not limited to supervised clinical experiences and passing of state or national exams. Other licensure requirements may include, but are not limited to, fees, background checks, references, etc.

Potential changes in requirements. Licensure information is reviewed and updated on a semi-annual basis. Students who plan to pursue licensure should be aware that state licensure requirements are subject to changes. All students are encouraged to routinely review and monitor licensing and certification requirements for the state where they intend to work/practice.

Independent Certification

The Master of Science in Nutrition and Integrative Health program is designed to meet the eligibility requirements of several national board certifications. At the time of this writing, NDMU complies with the requirements of each of the professional organizations listed below. However, boards do change their eligibility requirements. Please review certification requirements and contact the appropriate board for the most up-to-date information.

CERTIFIED NUTRITION SPECIALIST (CNS)

The Certified Nutrition Specialist (CNS) certification is offered through the Board for Certification of Nutrition Specialists (BCNS). Graduates from the Clinical Nutrition and Herbal Medicine areas of concentration in the Master of Science in Nutrition and Integrative Health meet the educational requirements to sit for the CNS exam. The BCNS also requires that applicants complete 1000 hours of supervised practice experience and pass the BCNS Certifying Exam. The board reviews each applicant individually to determine eligibility. Coursework in the Master of Science in Nutrition and Integrative Health program includes some supervised practice experience; total hours vary. Interested individuals are encouraged to check for the most recent requirements at theana.org website.

CERTIFIED CLINICAL NUTRITIONIST (CCN)

Graduates of the Master of Science in Nutrition and Integrative Health program are exempt from taking the postgraduate training offered through the Clinical Nutrition Certification Board before sitting for the exam. CNCB reviews each applicant individually and reviews all transcripts to determine eligibility. Interested individuals are encouraged to check for the most recent requirements at cncb.org.

BOARD CERTIFIED IN HOLISTIC NUTRITION®

Graduates of the Master of Science in Nutrition and Integrative Health program are eligible to sit for this certification exam. The requirements for this exam include at least one herbal course. Interested individuals are encouraged to check for the most recent requirements at <https://nanp.org/boardcertification/>.

Note: The Master of Science in Nutrition and Integrative Health is not designed to prepare students to earn the Registered Dietitian credential (RD/RDN) from the Commission on Dietetics Registration.

Program Accreditation

NDMU’s M.S. Nutrition and Integrative Health program is accredited by the Accreditation Council on Nutrition Professional Education (ACNPE), a programmatic accrediting agency for master’s degree programs in clinical nutrition. For more information, contact ACNPE, 9 East 8th Street, #145, New York, NY 10003; <https://acnpe.org>.

Program Format

This program is offered in the online format.

Learning Outcomes

Core Learning Outcomes

Upon completion of this program graduates will be able to:

- Articulate the foundational scientific principles of nutrition, including the interplay between nutrients, human physiology, and biochemistry
- Identify the role of nutrients, foods, and dietary supplements in human health; nutrient requirements, deficiencies, excesses, and sources; and factors that affect food quality and safety and nutrient status and requirements.
- Conduct a comprehensive nutrition assessment, incorporating a detailed health and lifestyle history, dietary assessment, nutrition-focused physical exam, and laboratory reports to interpret nutrition-related factors affecting health status and identify appropriate referrals.
- Provide safe and effective personalized medical nutrition therapy that incorporates whole foods, dietary supplements, and lifestyle changes and includes monitoring and evaluating progress.

- Utilize motivational and counseling skills that honor cultural and personal identities, build partnerships with clients, and optimize meaningful change.
- Summarize the scope of practice for nutrition professionals, practice management skills for building a successful practice, and career and collaboration opportunities, with reference to the role of state and federal regulations and professional and credentialing organizations.

Learning Outcomes for Human Clinical Area of Concentration

Upon completion of this area of concentration graduates will be able to:

- Serve in leadership roles as nutrition professionals in the field of clinical nutrition.
- Offer services to clients, clinicians, and other practitioners in order to earn a livelihood as a nutrition professional.

Learning Outcomes for Herbal Medicine Area of Concentration

Upon completion of this area of concentration graduates will be able to:

- Serve in leadership roles as nutrition professionals with knowledge of the role of both foods and herbs in promoting human health.
- Work as nutritionists with an herbal background through comprehensive study of herbal pharmacology, herbal pharmacy (herbal preparation), and principles of herbal therapeutics.

Curriculum and Degree Requirements

Core Credit Requirements

For both areas of concentration, the program consists of 42 credits in the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
IHED-637	Principles and Practices of Health Behavior and Self-Care	1.5
INHS-500	Student Success Seminar	0
ISCI-522	Foundations in Organic Chemistry	3
ISCI-547A	Physiology I: Healthy Function	3
ISCI-626	Nutritional Biochemistry	3
ISCI-631	Introduction to Complementary and Integrative Health	1.5
NUTR-601	Redefining Nutrition	1
NUTR-612	Human Nutrition II: Micronutrients	3
NUTR-614	Human Nutrition I: Macronutrients	2
NUTR-635	Applied Clinical Nutrition I Nutritional Assessment	2

NUTR-636	Applied Clinical Nutrition II Nutritional Assessment	2
NUTR-641	Life Cycle Nutrition	3
NUTR-646	Applied Clinical Nutri III	2
NUTR-651A	Clinical Skills I	2
NUTR-651B	Clinical Skills II	2
NUTR-656C	Clinical Strategies in Nutrition Care	1.5
NUTR-689	Applied Culinary Nutrition	2
NUTR-698	MSNIH Exam	0
NUTR-723	Advanced Biochemistry and Laboratory Assessment	3
RSCH-550	Academic Research and Scholarship	0
RSCH-601	Research Literacy in Intetrated Health	3
Sub-Total Credits		40.5

Electives

Choose one of the following courses for a total of 1.5 credits:

Course Code	Title	Credits
NUTR-654D	Clinic	1.5
NUTR-656D	Clinical Strategies in Nutrition Care	1.5
Sub-Total Credits		1.5

Human Clinical Area of Concentration

Core Area of Concentration Credit Requirements

This area of concentration includes 5 required credits. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
NUTR-630	Dietary Supplements in Nutrition Practice	3
NUTR-672	Mindful Eating and Nourishment	2
Sub-Total Credits		5

Herbal Medicine Area of Concentration

Core Area of Concentration Credit Requirements

This area of concentration includes 15 required credits. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
HRB-600	Fundamentals of Herbal Medicine	3
HRB-605	Materia Medica I	3
HRB-622	Herbal Pharmacy	3
HRB-641	Safety of Botanical Medicine	3
HRB-759	Applied Therapeutics	3
Sub-Total Credits		15

Additional Degree Requirements

- Complete the Serv-Safe™ Food Safety Manager Course from the National Restaurant Association.
- In order to gain a perspective as a client in the client-practitioner relationship, students are required to have at least one consultation with an integrative nutritionist in their area or through the Student Teaching Clinic.

	Total Credits	47-57
School	School of Integrative Health	
Academic Level	Graduate	

Culinary Health and Healing

Degree Type
Post-Baccalaureate Certificate

Program Overview

The Post-Baccalaureate Certificate (PBC) in Culinary Health and Healing educates students in the selection and preparation of whole foods as a foundation for health and wellness. The program celebrates global cuisine and students explore multicultural and culturally specific meal plans.

Program Description

Students learn scientifically based principles and practices of food selection and preparation and apply those skills to translate nutritional assessments and goals into personalized, family, and community meal plans. Students learn strategies for adapting meal plans based on specific health conditions, food sensitivities, and allergies as well as grocery budget and food availability. The role of the culinary educator in promoting healthy diets is investigated as well as how to partner with healthcare practitioners and a variety of clients to support health and healing through nutrition.

Admissions Requirements

- Bachelor’s Degree from a degree-granting college or university accredited by an accrediting body recognized by the U.S. Department of Education, with a minimum GPA of 2.5
- Official transcript(s) for prior undergraduate and graduate course work and degrees
- Resume
- Essay questions
- TOEFL/IELTS/PTE for international students

Licensure, Certification, and Credentialing

The Post-Baccalaureate Certificate in Culinary Health and Healing program is not designed to meet entry level requirements for licensure or certification.

Curriculum and degree Requirements

The program consists of 12 credits in the following required courses. See the catalog’s Course Descriptions section for additional course details.

Core Credit Requirements

Course Code	Title	Credits
INHS-500	Student Success Seminar	0
NUTR-601	Redefining Nutrition	1
NUTR-668	Culinary Herbs in the Kitchen and Beyond	1
NUTR-671	Food and Culture	1
NUTR-672	Mindful Eating and Nourishment	2
NUTR-678	Culinary Educator	2
NUTR-680	BehavChg/Select&PrepMeals	2
NUTR-681	Cooking with Whole Foods I Lab	0.5
NUTR-682	Cooking with Whole Foods Lab II	0.5
NUTR-683	Cook with Whole Foods Lab III	0.5
NUTR-684	Cooking with Whole Foods Lab IV	0.5
NUTR-687	Cooking with Whole Foods Lab VII	0.5
NUTR-688	Cooking With Whole Foods Lab Viii	0.5
RSCH-550	Academic Research and Scholarship	0
	Sub-Total Credits	12

Additional Requirements

- Complete the Serv-Safe™ Food Safety Manager Course offered by the National Restaurant Association

Total Credits	12
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School	School of Integrative Health
Academic Level	Graduate

Nutrition and Integrative Health

Degree Type
Post-Master's Certificate

Program Overview

This program is designed for healthcare and wellness professionals who are not licensed nutritionists/dietitians but can legally provide nutrition care. The certificate provides students with skills and knowledge in the field of nutrition to address patient and client health concerns and to educate patients and clients on the role of whole foods and nutrition supplementation in the maintenance of health and wellness. Before enrolling in the program, applicants should check state laws to understand the parameters for nutrition practice within their state.

Program Description

This program explores both contemporary nutrition science and traditional dietary practices and provides a critical evaluation of current paradigms of nutrition, food, and health. Students integrate a biochemical and molecular understanding of nutrition into a broader context of whole food healing and whole person health and wellness care. Students focus on practical patient/client applications such as creating nutrition care plans using whole foods and nutritional supplementation; helping patients/clients distinguish between food fads, trends, and sound nutrition information; and learning to apply and teach whole foods cooking.

Admission Requirements

- Master’s degree from an accrediting body recognized by the U.S. Department of Education, Minimum 2.5 GPA
- Resume
- Official transcripts
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application
- Copies of any licenses or certifications in the field of healthcare
- Demonstrate completion of the following prerequisite requirements (eligibility to test out or be exempt from the prerequisite requirements is at the discretion of the Department Chair):
 - 3 semester credits of Organic/Biological Chemistry (graduate or bachelor’s level acceptable). This requirement can also be fulfilled by completing the Organic Chemistry I AND Organic Chemistry II courses offered by StraighterLine.
 - 3 semester credits of Physiology and/or Pathophysiology (graduate or bachelor’s level acceptable). This requirement can also be fulfilled by completing the Anatomy &

Physiology I AND Anatomy & Physiology II courses offered by StraighterLine.

Licensure, Certification, and Credentialing

As noted in the program overview, the PMC in Nutrition and Integrative Health is designed for healthcare and wellness professionals who are not licensed nutritionists/dietitians but can legally provide nutrition care. The program is a 15-credit supplementary education and is not designed to meet entry-level requirements for licensure or certification.

Those seeking initial licensure or certification in the field of nutrition should enroll in the Master of Science in Nutrition and Integrative Health program.

Program Format

This program is offered in an online format.

Learning Outcomes

Upon completion of this program graduates will be able to:

- Integrate core nutrition competencies into current clinical practice and/or professional work.
- Incorporate knowledge of human nutrition and treatment strategies into clinical practice and tailor research projects to develop the evidence base for integrative nutrition.
- Demonstrate an integrated knowledge of nutrition that incorporates biochemical, physiological, environmental, and traditional perspectives.
- Assess the relationship between nutrients and biochemical/physiological processes and the various synergistic, antagonistic effects of nutrients.

Curriculum and Degree Requirements

The program consists of a total of 15 credits. See the catalog’s Course Descriptions section for additional course details.

Core Credit Requirements

The following courses are required for a total of 12 credits:

Course Code	Title	Credits
ISCI-626	Nutritional Biochemistry	3
NUTR-612	Human Nutrition II: Micronutrients	3
NUTR-614	Human Nutrition I: Macronutrients	2
NUTR-633	Integrat Client Care:Nutr	4
Sub-Total Credits		12

Electives

Choose 3 credits from the following elective course options. Elective offerings vary by trimester.

Course Code	Title	Credits
	SIH NIH PMC electives	3
Sub-Total Credits		3

	Total Credits	15
School	School of Integrative Health	
Academic Level	Graduate	

Yoga Department

Master of Science in Yoga Therapy
Post-Master’s Certificate in Therapeutic Yoga Practices

Administration

Amy Wheeler, Ph.D., C-IAYT
Department Chair

Rachel Voss
Department Manager

Caressa Olivo
Director of Academic Advising

Contact The Yoga Therapy Department
410-532-5008
410-532-5015
muih-yoga@muih.ndm.edu

Yoga Therapy

Degree Type
Master of Science

Program Overview

The Master of Science in Yoga Therapy program provides yoga professionals with a comprehensive foundation in the theoretical, scientific, and experiential training of yogic teachings and practices. Students learn to apply this learning to address their clients’ unique health goals and challenges. Graduates work in a wide variety of settings within the health and wellness field as well as conventional medical settings. This 39.5-credit program is delivered in the online format and can be completed in six trimesters (two years).

Program Description

The program provides a comprehensive understanding of the classical and theoretical foundations of the field of yoga therapy, as well as extensive knowledge of biomedical systems from an integrative and holistic perspective. The program provides the skills to integrate the teachings from this curriculum with those gained in previous yoga teacher trainings to assess the needs of clients, design and implement effective programs, and evaluate the effectiveness of these programs. The program includes a combination of didactic and experiential learning, in order to prepare graduates for work in wellness, community health, and healthcare settings.

As an academic program, the Master of Science in Yoga Therapy provides the critical thinking and research literacy skills needed to excel in the program and in a future career.

Admission Requirements

- Bachelor’s Degree from an accrediting body recognized by the U.S. Department of Education,
- Minimum 2.0 GPA
- Resume
- Transcript(s)
- TOEFL/IELTS/PTE (International students)
- Complete essay question(s) in application
- Earned a minimum of 200-hour Teacher Training, through a Yoga Alliance 200-hr registered school program or its equivalent
- One year and 100 hours of documented teaching experience after the 200-hr Teacher Training and by the time of application to the program. Documentation should include the list of teaching experiences, locations, and hours that comprise these 100 hours.

Licensure, Certification, and Credentialing

Graduates of the Master of Science in Yoga Therapy program become eligible to sit for the national yoga therapy exam offered by the International Association of Yoga Therapists to earn their Certified Yoga Therapist (C-IAYT) designation. Graduates also become eligible to apply for their RYT500 credential with the Yoga Alliance. Interested individuals are encouraged to check with the department chair for the most recent requirements.

This certification is offered by a non-governmental body and is not subject to the Department of Education’s new federal regulations regarding licensure and disclosure requirements (34 CFR 668.14(b)(32)).

Program Accreditation

NDMU’s Master of Science in Yoga Therapy program is accredited by the International Association of Yoga Therapists, which supports research and education in yoga and serves as a worldwide professional organization for yoga teachers and yoga therapists. For more information, contact IAYT, PO Box 251563, Little Rock, AR 72225; phone 928-541-0004.

Program Format

This program is offered in the online format.

Certification

Individuals who hold C-IAYT certification from the International Association of Yoga Therapists (IAYT) are eligible to apply for advanced standing in NDMU’s M.S. Yoga Therapy program. Advanced standing reduces students’ credits, costs, and time to program completion. See the catalog’s Articulations and Advanced Standing section for more details or contact the Yoga Therapy Department at muih-yoga@muih.ndm.edu.

Learning Outcomes

Upon completion of this program graduates will be able to:

- Describe the classical and theoretical foundations of the field of yoga therapy.
- Explain biomedical systems from an integrative and holistic perspective, as needed for the practice of yoga therapy.
- Apply knowledge learned in this curriculum and in previous yoga teacher training to assess the needs of clients, to design and implement effective programs, and to assess the effectiveness of these programs.
- Effectively use yoga as a therapeutic modality through the integration of diverse approaches to this field.
- Use professional conduct during the practice of yoga therapy.
- Use relationship-based approaches to catalyze positive change or transformation with clients.
- Use critical thinking skills and science-based literacy to advance the evolution of yoga therapy as an integrative health practice.

Curriculum and Degree Requirements

The program consists of 39.5 credits of the following required courses. See the catalog’s Course Descriptions section for additional course details.

Course Code	Title	Credits
IHM-662	Professional Practices I Yoga	1
IHM-663	Professional Practices II Yoga	1
INHS-500	Student Success Seminar	0
ISCI-613	Mental Hlth&Mind Body Science	3
ISCI-643	Anatomy and Kinesiology	2.5
ISCI-644	Physiol & Pathol: Intern Organ	3
ISCI-651	Structur Pathology Integr Hlth	3
RSCH-550	Academic Research and Scholarship	0
YOGA-611	Theor Found Yoga Therapy	2
YOGA-612	Health&Disease: Yogic Perspec	3
YOGA-614	Theoretic Found&Prac Appl Yoga	2.5
YOGA-615	Breath and Health	1

Programs		
YOGA-634	Therap Relation Client Edu I	1.5
YOGA-635	Therap Relation Client Edu II	3
YOGA-640	Yoga Therapy: Prin Prac I	2
YOGA-642	Yoga Therapy: Prin Prac II	2
YOGA-643	Yoga Therapy: Prin Prac III	2
YOGA-644	Mentored Yoga Therapy Stu I	1.5
YOGA-645	Mentor Yoga Ther Stu Clin II	1.5
YOGA-646	Mentored Yoga Therapy Stu III	2
YOGA-649	Clinical Case Reporting in Yog	2
YOGA-698	Comp. First Year Exam	0
Sub-Total Credits		39.5

	Total Credits	39.5
School	School of Integrative Health	
Academic Level	Graduate	

Art Therapy (Grad)

Department

Evelyn Spratt, Ph.D., *Interim Dean*, School of Arts, Sciences and Business

Cathy Goucher, MA, ATR-BC, LCPC, LCPAT, *Chair and Field Instruction Coordinator*

Julia Andersen MA, ATR-BC, LCPAT, ATCS, *Graduate Program Director*

Yasmine Awais PhD, ATR-BC, LCPAT, ATCS *Graduate Research Coordinator*

Campuses

Main Campus

Summary

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

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

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

Program Objectives

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

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

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

LGPAT, gaining entry into the field and eligibility to work as an art therapist in a variety of clinical settings including hospitals, social service facilities, senior centers, government agencies, correctional facilities, schools, and community settings. Additionally, licensed art therapists have sufficient training across a variety of courses and disciplines as to be marketable not only in art therapy, but in general therapy and counseling positions and community programming.

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

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

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

- a. Understand the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.
- b. Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
- c. Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client’s race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
- d. Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.

- e. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
- f. Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
- g. Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
- h. Recognize clients’ use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients’ use of art-making for promoting growth and well-being.
- i. Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
- j. Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
- k. Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
- l. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.
- m. Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
- n. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
- o. Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

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

Art Therapy

Degree Type

Master of Arts

Admission Requirements

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

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

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

1. A statement of purpose in APA format detailing: affinity for working with people; motivation for pursuing a career in art therapy; personal meaning of art and/or creativity in the candidate’s life; creative strengths and areas of anticipated growth.
2. Two letters of recommendation.
3. Art portfolio for review. Portfolio to include: minimum of 15 pieces reflecting knowledge of a range of materials (two and three-dimensional media) and techniques. Actual works or high resolution photos of work acceptable. Expressive work and those not exclusively created as assignments preferred.

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

Curriculum

Course Code	Title	Credits
ATP-501	History and Theory of Art Therapy	3
ATP-502	Professional Ethics and Legal Issues	3
ATP-503	Human Developmet and Art Therapy	3
ATP-504	Art Therapy in Counseling	3
ATP-505	Internship I	1
ATP-506	Internship II	1

ATP-507	Assessment, Testing and Evaluation	3
ATP-508	Psychopathology: Art and Diagnosis	3
ATP-509	Process: Art Therapy and Counseling Techniques	3
ATP-510	Creative Techniques and Materials of Art Therapy	3
ATP-511	Art Therapy with Children and Adolescents	3
ATP-512	Internship III	1
ATP-513	Art Psychotherapy and Trauma	3
ATP-514	Group Therapy Techniques in Art Therapy	3
ATP-515	Research Methods	3
ATP-516	Art Therapy and Substance Use Disorder Counseling	3
ATP-517	Marital and Family Art Therapy	3
ATP-518	Internship IV	1
ATP-519	Social and Cultural Diversity in Art Therapy	3
ATP-520	Art Therapy and Transformative Practice for Social Justice	3
ATP-521	Career Counseling	3
ATP-601	Thesis Project Graduate Seminar	3
ART-509	Graduate Photography Workshop	3
ART-510	Graduate Ceramics Workshop	3
ART-525	Graduate Mixed Media Workshop	3

Total Credits	67
School	School of Arts, Sciences and Business
Academic Level	Graduate

Business (Grad)

Department Business and Economics Department

Evelyn Spratt, Ph.D., *Interim Dean*, School of Arts, Sciences and Business
Leslie Korb, Ph.D, *Chair*

Leadership and Management

Degree Type
Master of Arts

Program of Study

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

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

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

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

Students completing this Program of Study will understand:

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

Students will be able to:

- create holistic approaches to decision-making grounded in leadership and business principles;
- express critical thinking through strategic, ethical, socially responsible, well-reasoned action and communication;
- demonstrate objectivity in gathering and analyzing information in management and leadership decision-making processes;

- examine organizational problems, develop sound solutions, and evaluate consequences of actions; and,
- integrate scholarship into personal and professional leadership capacities that transform individual lives, organizations and society.

Students will recognize the importance of:

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

Curriculum

Central Core

Review of a student's admissions essay and/or GRE or GMAT exam scores may result in a student being required to complete [ENG-503](#) Graduate Writing within their first nine credits at Notre Dame. Students who do not have a background in Financial and managerial Accounting must successfully complete [BUS-537](#) before enrolling in [BUS-530](#).

Course Code	Title	Credits
BUS-501	Managing in Complex Environments	3
BUS-530	Financial Analysis	3
BUS-538	Data Driven Business Decisions	3
BUS-558	Leadership and Leading	3
BUS-560	Marketing Management	3
BUS-651	Strategic Organizational Leadership	3
COM-505	Business Communication	3
ECO-548	Economic Theory in Management	3
PHL-521	Ethical Issues in Leadership	3
Sub-Total Credits		27

Concentration or Individualized Specialization

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

Programs		
<i>**Specializations in Financial Management, Information Systems Management, Marketing Management, Project Management and Public Relations & Communication Management are not being offered at this time.</i>		
	Sub-Total Credits	12

Health Care Administration Concentration

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

Students must take four of the following courses:

Course Code	Title	Credits
BUS-520	Introduction to the U.S. Healthcare System	3
BUS-521	Health Care Economics	3
BUS-523	The Business of Healthcare	3
BUS-525	Health Services Financing	3
NUR-518	Health Policy	3
BUS-580	Coached Leadership Practicum	3
	Sub-Total Credits	12

Human Resource Management Concentration

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

Course Code	Title	Credits
BUS-500	Human Resource Management	3

Students must take three of the following courses:

Course Code	Title	Credits
BUS-540	Human Resource Traiining and Development	3
BUS-541	Legal Issues in Human Resource Management	3
BUS-542	Performance Management Systems	3
BUS-545	Compensation Strategies	3

BUS-562	Leading Organizational Change	3
BUS-580	Coached Leadership Practicum	3
	Sub-Total Credits	12

Independent Study

Students interested in the Independent Study option ([BUS-698](#)) must coordinate their project with the Chair of the Business and Economics Department and the full-time faculty member who will work with the student guiding the project. One three-credit independent study course may be chosen.

	Sub-Total Credits	3
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Accreditation

The Master of Arts in Leadership and Management is accredited by [Accreditation Council for Business Schools & Programs \(ACBSP\)](#)

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

	Total Credits	39
School	School of Arts, Sciences and Business	
Academic Level	Graduate	

Risk Management (online)

Degree Type

Master of Science

Program Objectives

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

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

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

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

Curriculum

Course Code	Title	Credits
RIS-501	Risk Management	3
RIS-502	Risk Assessment	3
RIS-601	Uncertainty	3
RIS-602	Quantitative Risk Assessment	3
RIS-603	Risk Communication	3
RIS-604	Enterprise Risk Management (ERM)	3
RIS-605	Decision Making Under Uncertainty	3
RIS-630	Ethics and Risk Governance	3
BUS-502	Managing Together	3
BUS-503	Adaptive Leadership	3
Sub-Total Credits		30

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

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

Most students are currently employed and are acquiring the skills necessary to meeting the growing need for risk management and risk analysis science in their own organizations. The Master of Science

Degree is an excellent pairing with one’s current professional training that opens new opportunities in any field. This is not a risk management certification program.

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

	Total Credits	30
School	School of Arts, Sciences and Business	
Academic Level	Graduate	

Leadership and Management

Degree Type
Post-Baccalaureate Certificate

Curriculum

Required Courses

Course Code	Title	Credits
BUS-501	Managing in Complex Environments	3
PHL-521	Ethical Issues in Leadership	3
BUS-558	Leadership and Leading	3
Sub-Total Credits		9

Choose three courses from the following:

Course Code	Title	Credits
BUS-551	Leadership's Dark Side	3
BUS-562	Leading Organizational Change	3
BUS-640	Managing Projects in Contemporary Organizations	3
BUS-559	Lateral Leadership	3
BUS-580	Coached Leadership Practicum	3
Sub-Total Credits		9

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

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

	Total Credits	18
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School	School of Arts, Sciences and Business
Academic Level	Graduate

Risk Management

Degree Type
Post-Baccalaureate Certificate

Curriculum

Course Code	Title	Credits
RIS-501	Risk Management	3
RIS-502	Risk Assessment	3
RIS-601	Uncertainty	3
RIS-602	Quantitative Risk Assessment	3
RIS-603	Risk Communication	3
RIS-630	Ethics and Risk Governance	3

	Total Credits	18
School	School of Arts, Sciences and Business	
Academic Level	Graduate	

Communication (Grad)

Department

Evelyn Spratt, Ph.D., *Interim Dean*, School of Arts, Sciences and Business
TBD, *Chair*

Campuses

Main Campus

Summary

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

Through their coursework, students learn to bring critical analysis, creative insights, technological competence, and new media skills to

their endeavors in communication. The curriculum prepares students for careers as effective, strategically-oriented communications professionals by providing them with a set of essential communication skills enhanced by knowledge of new communication technologies.

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

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

Program Objectives

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

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

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

Contemporary Communication

Degree Type

Master of Arts

Required Courses

Course Code	Title	Credits
IDS-510	Approaches to Contemporary Communication	3
CST-515	Technology in Contemporary Communication	3
Sub-Total Credits		6

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

Course Code	Title	Credits
	CST and COM courses	18
	ART, COM, CST, ENG, IDS and PHL Electives	12
Sub-Total Credits		30

	Total Credits	36
School	School of Arts, Sciences and Business	
Academic Level	Graduate	

Education (Grad)

Certificate of Advanced Study in Education

Degree Type
Certificate

Summary

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

Curriculum

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

600-Level Core Courses

Select from among the following:

Course Code	Title	Credits
EDU-624	Dialects in American Schools	3
EDU-665	Digital Game-Based Learning and Design	3
EDU-674	Global and International Perspectives in Education	3
EDU-697	Language and Intercultural Communication for Changing Populations	3
EDU-698	Linguistic and Cultural Diversity	3
EDU-722	Education and Policy Analysis for Changing Schools	3
EDU-747	Learning, Language and the Brain	3
EDU-760	Legislative and Legal Decisions Affecting Changing School Populations	3
EDU-772	Changing School Population in Historical Perspective	3
EDU-775	Democracy and Education: Philosophical Perspective	3
Sub-Total Credits		18

Electives

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

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

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

Programs

- Special Education
- STEM, Grades preK-6
- TESOL
- Spanish

Sub-Total Credits	12
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	Total Credits	30
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School	School of Education
Academic Level	Graduate

Education Policy and Practice for Changing Populations

Degree Type

Doctor of Education

The Ed.D. in Education Policy and Practice for Changing Populations online program consists of 48 credits and is designed to provide a comprehensive education in data analysis, leadership, policy development, and advocacy. It is a practitioner focused doctorate. The curriculum integrates core courses, specialization tracks in K-12 Leadership and Higher Education, a practicum sequence, electives, and a 4-day residency requirement to prepare graduates for leadership roles in diverse educational settings.

This comprehensive curriculum equips students with the knowledge, skills, and experience to address pressing educational challenges, advocate for equity, and implement meaningful policy changes across diverse educational contexts. The program culminates with a capstone project in which the candidate will address real educational issues.

Core Courses

The core curriculum focuses on foundational knowledge and skills in education policy, cultural diversity, and leadership:

EDU-702E: Introduction to Data-Based Decision-Making for Doctoral Students

Course Code	Title	Credits
EDU-624	Dialects in American Schools	3
EDU-698	Linguistic and Cultural Diversity	3
EDU-772	Changing School Population in Historical Perspective	3
EDUC-511	Culturally Relevant Pedagogy	3

EDUC-515	Coaching for Equity to Support Radical Instructional Change	3
Sub-Total Credits		18

Specialization Track

Specialization in Higher Education Leadership or PK-12 Instructional Leadership

Course Code	Title	Credits
	Education Policy and Practice for Changing Populations Specialization	9
	Sub-Total Credits	9

Practicum Sequence

Practicum I: Field Analysis of Policy Contexts: Introduces students to policy dynamics and data collection in diverse educational settings.

- Practicum II: Policy Design and Proposal Development: Guides students in creating actionable policy proposals informed by empirical data.
- Practicum III: Policy Implementation and Stakeholder Engagement: This course focuses on executing policy initiatives and engaging with stakeholders to drive change.
- Capstone Practicum IV: Final Written Project: Culminates in a comprehensive written analysis and implementation plan, evaluated by a faculty panel.

Sub-Total Credits	12
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Elective

- **EDU 815: Innovations in Educational Technology:** Explores the role of technology and AI in transforming education systems as well as the role of AI in perpetuating inequities in the education system.
- **EDU 830: Policy and Finance in Educational Systems** provides an in-depth understanding of financial and policy decisions in education.
- **EDU 845: Advanced Data Analytics for Educational Leaders:** Develop advanced analytical skills for educational decision-making.

Sub-Total Credits	6
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Residency Requirement

A four-day, on-campus leadership residency equips students with practical skills and networking opportunities.

Programs		
• Workshop 1: Policy Advocacy and Persuasive Communication: Covers effective communication and advocacy techniques. • Workshop 2: Advanced Research Skills for Policy Analysis: Teaches advanced research methodologies for rigorous policy analysis. • Workshop 3: Ethics and Equity in Policy Leadership: Examines ethical considerations and equity in policymaking. • Workshop 4: Networking and Professional Development: Offers guidance on career advancement and professional connections. This comprehensive curriculum equips students with the knowledge, skills, and experience to address pressing educational challenges, advocate for equity, and implement meaningful policy changes across diverse educational contexts.		
	Sub-Total Credits	3

	Total Credits	48
School	School of Education	
Academic Level	Graduate	

Administraction and Supervision for Changing Populations

Degree Type
Master of Arts

Summary

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

Curriculum

Course Code	Title	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-563	Curriculum Development	3
EDU-567	Learning Theory and Practice	3
EDU-569	Supervision: Empowering Teachers	3
	EDU-665 or EDU-617	3

EDU-674	Global and International Perspectives in Education	3
EDU-688	Practicum: School Administration and Supervision Part I	3
EDU-690	Practicum in School Administration and Supervision Part II	3
EDU-697	Language and Intercultural Communication for Changing Populations	3
EDU-698	Linguistic and Cultural Diversity	3

	Total Credits	36
School	School of Education	
Academic Level	Graduate	

Gifted and Talented Education

Degree Type
Master of Arts

Summary

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

Student Outcomes

Students in this Program will:

1. Apply the historical and philosophical foundations of gifted education, cognitive characteristics, affective needs, and appropriate strategies to best implement curricula that consider the social and emotional characteristics, needs and well-being of gifted and talented learners.
2. Design instructional environments that accommodate inquiry-based pedagogies, critical thinking skills, research techniques, creativity, problem solving skills and support interdisciplinary collaborations to serve the unique abilities of gifted and talented/ advanced learners.
3. Develop a critical understanding of identification procedures and GT program evaluation techniques, including a variety of issues surrounding identification such as twice-exceptionality, cultural, intellectual and linguistic differences, as well as underachievement and under-identification.

- 4. Demonstrate a variety of skills necessary to conduct original research using sampling protocols and technology, as well as the ability to apply quantitative and qualitative approaches involved in data analysis and in interpreting various types of information.

Program Outcomes

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

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

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

Curriculum

Course Code	Title	Credits
EDGT-500	Foundations of Gifted and Talented Education	3
EDGT-501	Affective Characteristics of Diverse Gifted and Talented Learners	3
EDGT-502	Curriculum for the Gifted and Talented	3
EDGT-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
EDGT-506	Theory and Development of Creativity	3
EDU-557	Leadership Seminar I	3
EDU-567	Learning Theory and Practice	3
EDU-665	Digital Game-Based Learning and Design	3
Sub-Total Credits		30

[EDGT-500](#), [EDGT-501](#), [EDGT-502](#), [EDGT-503](#), [EDGT-504](#), [EDGT-505](#) meet requirements for the MSDE certificate: *Gifted and Talented Specialist*

Total Credits		30
School	School of Education	
Academic Level	Graduate	

Higher Education Leadership for Changing Populations (online)

Degree Type
Master of Arts

Summary

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

Optional Concentrations

- Enrollment Management
- Philanthropy

Curriculum

Changing Populations Core Courses

Course Code	Title	Credits
EDU-557	Leadership Seminar I	3
EDU-698	Linguistic and Cultural Diversity	3
EDU-760	Legislative and Legal Decisions Affecting Changing School Populations	3
Sub-Total Credits		9

Higher Education Core Courses

Course Code	Title	Credits
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Programs					
EDU-722	Education and Policy Analysis for Changing Schools	3	NPM-545	Fundraising and Grant Writing	3
EDU-803	Assessment, Accreditation, and the Strategic Planning Process	3	PLAN-501	Principles of Philanthropic Development	3
EDU-804	Finance, Philanthropy, Budget and the Strategic Planning Process	3	PLAN-502	Communications and Branding in Philanthropy	3
	Sub-Total Credits	9	PLAN-503	Cultivation & Donor Relations	3
				Sub-Total Credits	12

Choose two of the following:

Course Code	Title	Credits
EDM-500	Principles of Enrollment Management and Retention	3
EDU-677	Student Affairs: Planning, Policy and Practice	3
EDU-699	Independent Study: Education	3
PLAN-501	Principles of Philanthropic Development	3
	Sub-Total Credits	6

Research Core Courses

Course Code	Title	Credits
EDU-543	Reading, Analyzing and Interpreting Educational Research	3
EDU-567	Learning Theory and Practice	3
	Sub-Total Credits	6

Optional Concentration - Enrollment Management

Course Code	Title	Credits
EDM-500	Principles of Enrollment Management and Retention	3
EDM-501	Financial Aid and Data Analytics for Enrollment Planning	3
EDM-502	Enrollment Marketing and Communications	3
EDM-503	Leadership and Strategic Planning for Enrollment Management Professionals	3
	Sub-Total Credits	12

Optional Concentration - Philanthropy

Course Code	Title	Credits
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	Total Credits	30
School	School of Education	
Academic Level	Graduate	

Leadership in Special Education - Administration

Degree Type
Master of Arts

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

Curriculum

Required Courses

Course Code	Title	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-567	Learning Theory and Practice	3
EDU-569	Supervision: Empowering Teachers	3
EDU-688	Practicum: School Administration and Supervision Part I	3
EDU-690	Practicum in School Administration and Supervision Part II	3

Programs		
	Sub-Total Credits	27
Elective Options		
Course Code	Title	Credits
SPE-518	Behavior Is Language	3
SPE-530	Attention Deficit/Hyperactivity Disorder	1-3
SPE-531	Autism Spectrum Disorder	1-3
SPE-533	Understanding Aggression	3
SPE-590	Foundations of Language, Literacy and Dyslexia with Dyslexia	3
SPE-591	Understanding Dyscalculia and Dyslexia In Math Education	3
SPE-592	Dyslexia, Decoding, and the Dictionary: Phonetic Strategies for Literacy	3
SPE-593	Meaningful Integration of Learning Bridging Learning Strategies and Executive Function for Student Success	3
	Sub-Total Credits	9
	Total Credits	36
School	School of Education	
Academic Level	Graduate	
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-569	Supervision: Empowering Teachers	3
	Sub-Total Credits	21

Elective Options		
Course Code	Title	Credits
SPE-518	Behavior Is Language	3
SPE-531	Autism Spectrum Disorder	1-3
SPE-590	Foundations of Language, Literacy and Dyslexia with Dyslexia	3
SPE-591	Understanding Dyscalculia and Dyslexia In Math Education	3
SPE-592	Dyslexia, Decoding, and the Dictionary: Phonetic Strategies for Literacy	3
SPE-593	Meaningful Integration of Learning Bridging Learning Strategies and Executive Function for Student Success	3
	Sub-Total Credits	9
	Total Credits	36
School	School of Education	
Academic Level	Graduate	

Leadership in Special Education - Exceptionalities

Degree Type
Master of Arts

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

Curriculum

Required Courses

Course Code	Title	Credits
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Elective Options		
Course Code	Title	Credits
SPE-518	Behavior Is Language	3
SPE-531	Autism Spectrum Disorder	1-3
SPE-590	Foundations of Language, Literacy and Dyslexia with Dyslexia	3
SPE-591	Understanding Dyscalculia and Dyslexia In Math Education	3
SPE-592	Dyslexia, Decoding, and the Dictionary: Phonetic Strategies for Literacy	3
SPE-593	Meaningful Integration of Learning Bridging Learning Strategies and Executive Function for Student Success	3
	Sub-Total Credits	15
	Total Credits	36
School	School of Education	
Academic Level	Graduate	

Leadership in Teaching

Degree Type
Master of Arts

Summary

Classroom teachers play a vital role in preparing students for the challenges and opportunities of the 21st century. The Master of Arts in Leadership in Teaching Program of Study provides advanced study for professionals who wish to become master teachers—leaders in the art and craft of teaching—with the commitment and skills to provide for the

success of their students and the leadership development of their peers. Through graduate study in leadership, in pedagogy, and in international education, the Program develops competencies essential for contemporary educators.

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

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

Program Objectives

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

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

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

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

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

Curriculum

Required Courses

Course Code	Title	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-559	Leadership Seminar II	3
EDU-567	Learning Theory and Practice	3
Sub-Total Credits		15

Select one of the following:

Course Code	Title	Credits
EDU-552	Global Perspectives in Teaching	3
EDU-674	Global and International Perspectives in Education	3
EDUC-514	Critical Theory in Education	3
Sub-Total Credits		3

Electives

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

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

Sub-Total Credits		18
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Total Credits		36
School	School of Education	
Academic Level	Graduate	

Leadership in Teaching: Administration and Supervision

Degree Type
Master of Arts

EDU-665	Digital Game-Based Learning and Design	3
	Sub-Total Credits	18

	Total Credits	36
School	School of Education	
Academic Level	Graduate	

Leadership in Teaching: Library Media Specialist

Degree Type
Master of Arts

Designed to broaden competencies in technology, decision-making, problem-solving and effective communication, the Master of Arts in Teaching: Library Media Specialist specialization prepares teachers to be leaders in the media field and to structure and manage today’s school library environment. *Certificate Programs also available.*

Curriculum

Course Code	Title	Credits
EDU-512	School Library Administration	3
EDU-514	Organization of Information	3
EDU-524	Topics in Education	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	Practicum II: School Library Media Specialist	3

	Total Credits	36
School	School of Education	
Academic Level	Graduate	

Leadership in Teaching: Literacy Specialist/Coach (Reading Specialist)

Degree Type
Master of Arts

The Master of Arts in Leadership in Teaching: Literacy Specialist/Coach Program is designed for elementary and secondary certified teachers who have taught three years and want to expand their knowledge of literacy theory and practices to become literacy leaders in K-12 settings.

Certificate programs also available.

Curriculum

Required Courses

Course Code	Title	Credits
EDU-543	Reading, Analyzing and Interpreting Educational Research	3
EDU-556	Technology for Instruction and Management	3
EDU-557	Leadership Seminar I	3
EDU-567	Learning Theory and Practice	3
EDU-584	Teaching Writing in the Elementary/ Middle School	3
EDU-586	Techniques of Teaching Reading and Writing to English Language Learners	3
EDU-612	Remedial Reading Instruction for Classroom and Clinical Settings	3
EDU-618	Resource Role of the Reading Specialist	3
EDU-629	Roles of the Literacy Coach	3
EDU-691	Practicum: Application of Remediation in a Clinical Setting	3
	EDU-542 or EDU-551	3
	Sub-Total Credits	33

Electives

Course Code	Title	Credits
	Prerequisites - Elementary	3
	Prerequisites - Secondary	3
	Sub-Total Credits	3

	Total Credits	36
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School	School of Education
Academic Level	Graduate

Leadership in Teaching: Mathematics Instructional Leader

Degree Type
Master of Arts

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

Curriculum

Mathematics Instructional Leader, Grades PreK-6

Course Code	Title	Credits
MAT-541	Number and Operations for Elementary School Educators	3
MAT-542	Number and Relationships for Elementary School Educators	3
MAT-543	Geometry and Measurement for Elementary School Educators	3
MAT-544	Data Analysis and Probability for Elementary School Teachers	3
MAT-545	Patterns and Algebraic Thinking for Elementary School Educators	3
MAT-546	Algebra for Elementary School Educators	3
EDU-543	Reading, Analyzing and Interpreting Educational Research	3
EDU-557	Leadership Seminar I	3
EDU-567	Learning Theory and Practice	3
EDU-583	Special Topics in Mathematics Education	3
EDU-616	Practicum: Leadership in Mathematics Practicum	3
EDU-665	Digital Game-Based Learning and Design	3
	Sub-Total Credits	36

Mathematics Instructional Leader, Grades 4-9

Course Code	Title	Credits
MAT-501	Number and Operations for the Middle School Educator	3
MAT-503	Fundamentals of Algebra for the Middle School Educator	3
MAT-507	Algebraic Functions for the Middle School Educator	3
MAT-521	Geometry and Measurement for the Middle School Educator	3
MAT-531	Data Analysis and Statistics for the Middle School Educator	3
MAT-532	Discrete Mathematics and Probability for the Middle School Educator	3
MAT-533	Calculus for Middle School Educators	3
EDU-543	Reading, Analyzing and Interpreting Educational Research	3
EDU-557	Leadership Seminar I	3
EDU-567	Learning Theory and Practice	3
EDU-616	Practicum: Leadership in Mathematics Practicum	3
EDU-583	Special Topics in Mathematics Education	3
	Sub-Total Credits	36

	Total Credits	36
School	School of Education	
Academic Level	Graduate	

Leadership in Teaching: STEM

Degree Type
Master of Arts

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

Curriculum

Course Code	Title	Credits
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Leadership in Teaching: Spanish

Master of Arts

Curriculum

EDU-676	Educational Applications of Multimedia	3
LSP-501	Topics in Spanish	3
LSP-528	Hispanic Linguistics	3
LSP-530	Perspectives on Spanish As a World Language	3
LSP-559	Contemporary Hispanic World	3
LSP-560	Advanced Oral Communication in Spanish (Praxis Prep)	3
Sub-Total Credits		30

Course Code	Title	Credits
LSP-501	Topics in Spanish	3
LSP-510	Survey of Masterpieces of Latin American Literature I	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-526	Hispanic Women Writers	3

Teaching

Master of Arts

Preparation of teachers to meet these challenges requires a combination of elements. A strong academic content background in the specific content area (if secondary) and in the liberal arts (if elementary) of appropriate breadth and depth is needed, together with research-based professional study of the following subjects: child and adolescent development, addressing the needs of diverse students (e.g., struggling readers, English language learners, those with special needs, gifted and talented), theories of behavior and learning styles, effective models of teaching, understanding of Maryland Common Core and national SPA

standards, methods of organizing and planning, strategies for managing disruptive behaviors, techniques for formative and summative assessment of student learning, analyzing and using student data to inform instructional practice, and the outcomes of instruction.

The Master of Arts in Teaching (MAT) Program at Notre Dame of Maryland University is designed to provide this comprehensive preparation. The Program requires strong liberal arts preparation as evidenced in prior graduate and/or undergraduate study, professional course work on the NDMU campus integrating research-based theory and practical application, and an extended internship, when possible, in a high performing, high needs professional development school under the tutelage of a university-selected mentor-teacher who has demonstrated the ability to impact student achievement.

Instructors in the Program are faculty from NDMU and successful, experienced educators and personnel from area schools and school systems.

MAT Certification Programs are offered in:

- **Secondary Education:** Business, Computer Science, English, History, Mathematics, Science, Social Studies, or Theatre.
- **Art, Music, or World languages (PreK-12):** **(Because NDMU's World Languages Program is nationally recognized by the American Council on the Teaching of Foreign Languages (ACTFL), teacher candidates who are seeking certification in Maryland for World Languages are required to achieve a passing score of "Advanced Low" or better on BOTH the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT), both of which are administered by an interviewer/proctor who is certified by ACTFL. Note that some teacher candidates in lieu of the OPI may elect to take the OPI(c) which is a computer version of the OPI. More information about these assessments can be found at www.languageTesting.com). Please see your School of Education advisor for information on registration and interview preparation.*
- **Early Childhood Education (PreK-3),** alone or as dual certification with Elementary Education
- **Special Education,** alone or as dual certification with Elementary (1-8) or Secondary Education (6 - Adult)
- **Elementary Education (1-6)**

All Programs meet the teacher education standards set forth in the Maryland Essential Dimensions of Teaching and are fully approved by the Maryland State Department of Education.

Programs of Study

Master of Arts in Teaching (MAT) students pursue the program on a full-time or a part-time basis. Many full-time students take advantage of the Graduate Education Intern program which is a ten-month accelerated opportunity for students to intern for two semesters in the morning while completing all course requirements in the afternoon/

evening. Part-time students take one or two courses a term and commit to the internship the second year; they will usually complete the program in two years.

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

The following degree requirements pertain to all MAT candidates:

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

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

Curriculum

Core Courses taken by all content fields

Course Code	Title	Credits
EDU-519	Human Development and Learning	3
EDU-538	English Language Learners for the Classroom Teacher	3
EDU-556	Technology for Instruction and Management	3
EDU-604	Analytic, Reflective and Research Seminar	3
SPE-526	Special Education for the Classroom Teacher	3
Sub-Total Credits		15

Secondary Education

Course Code	Title	Credits
EDU-551	Teaching Literacy and Writing in the Content Areas II	3
EDU-552	Global Perspectives in Teaching	3
EDU-544	Educational Assessment	3
EDU-580	Teaching Literacy and Writing in the Content Areas I	3
	Methods of Teaching in Secondary School (select one)	3
	EDU-601 or EDU-605	6
	Sub-Total Credits	21

Elementary Education

Course Code	Title	Credits
EDU-509	Processes and Acquisition of Reading	3
EDU-510	Elementary Reading Materials	3
EDU-511	Assessment of Reading	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	2-5
	Sub-Total Credits	20-23

Early Childhood with Elementary Education

[EDU-515](#): Taken concurrently with [EDU-602](#)

[EDU-513](#), [EDU-542](#), [EDU-592](#), [EDU-515](#): methods course; students must earn a grade of B or higher.

Course Code	Title	Credits
EDU-515	Curriculum and Methods in Early Childhood Education	3
EDU-603	Internship: Student Teaching in Early Childhood Education	2-5
	Sub-Total Credits	5-8

Special Education with Elementary or Secondary Education

Reading courses must be completed for appropriate grade level of certification

Course Code	Title	Credits
	SPE-543 or SPE-544	3
SPE-546	Methods of Teaching Students with Special Needs	3
	SPE-570 or SPE-571	3
SPE-576	Communication Skills for the School-Based Professional	3
SPE-601	Internship: Student Teaching in Special Education	2-5
	Sub-Total Credits	14-17

Taken concurrently with [EDU-601](#) or [EDU-602](#) if seeking dual certification

	Total Credits	36
School	School of Education	
Academic Level	Graduate	

Teaching English to Speakers of Other Languages

Degree Type
Master of Arts

Summary

The demand for teachers of English as a second or modern world language—both in the United States and abroad—is higher than ever. The Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) provides an advanced Program of Study for professionals who wish to pursue careers in teaching English as a second or modern world language. Through graduate study in pedagogy, linguistics, cross-cultural communication, and second language teaching methodology, this Program develops competencies essential for English as a Second Language/English as a Foreign Language (ESL/EFL) educators.

Courses in pedagogy introduce students to state-of-the-art practices in education, as well as relevant research in education, enabling students to build a research-based approach to language teaching. In addition, courses in linguistics introduce students to current knowledge with regard to both first and second language acquisition, which will allow students to develop a sound theoretical foundation for their future language teaching practices. Students also study specific issues in applied linguistics and sociolinguistics relevant to the ESL/EFL classroom, such as linguistic variation. Finally, through various

methodology and assessment courses, students develop practical skills required for excellence in teaching English as a second or foreign language.

The Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) consists of six core courses, which are required for all students enrolled in the Program. Students' additional course requirements depend on their choice of concentration.

Program of Study

The Program offers two concentrations. The first prepares students to teach ESOL in U.S. public schools (PreK-12). The second prepares students for teaching ESOL in post-secondary education, in addition to non-traditional educational settings, such as adult education ESL programs, or EFL (English as a Foreign Language) programs abroad.

PreK-12 Concentration

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

Post-Secondary Concentration

The Post-Secondary Concentration prepares students to teach ESOL in post-secondary education, in addition to non-traditional educational settings, such as adult education ESL programs, or EFL (English as a Foreign Language) programs abroad. Candidates pursuing the Post-Secondary Concentration will complete a 33-credit Program of Study including a practicum experience where they work with adult learners in the community.

MATESOL program requirements:

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

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

Education for Certification. Students will also be required to complete ePortfolio assignments and submit an edTPA portfolio documenting work completed during the internship semester.

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

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

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

MA in TESOL (Initial PreK-12 Certification)

Curriculum

Course Code	Title	Credits
EDU-508	Issues in TESOL	3
EDU-519	Human Development and Learning	3
	EDU-543 or EDU-604	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 English Language Learners	3
EDU-596	English Grammar for ESL Teachers	3
EDU-600	edTPA for Educators	1-3
EDU-611	Internship Tesol	2-5
SPE-526	Special Education for the Classroom Teacher	3
	Sub-Total Credits	39

MA in TESOL (Post-Secondary Education)

Curriculum

*If candidates obtain 150 documented hours of teaching adults in the community, they may choose an EDU 500 elective to complete the 33-credit program.

Course Code	Title	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 English Language Learners	3
EDU-596	English Grammar for ESL Teachers	3
	EDU-697 or EDU-698	3
EDU-595	Teaching Practicum	3
	Sub-Total Credits	33

[EDU-595](#): If candidates obtain 150 documented hours of teaching adults in the community, they may choose an EDU 500 elective to complete the 33-credit program.

Total Credits	33-39
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School	School of Education
Academic Level	Graduate

Higher Education Leadership for Changing Populations (online)

Degree Type
Ph.D.

Summary

The online Ph.D. in Higher Education Leadership for Changing Populations prepares effective leaders for increasingly diverse populations in higher education. The curriculum provides hands-on experience with education practice and policy with a focus on organizational management. The program requires coursework, comprehensive exams and a formal dissertation.

Curriculum

Changing Populations Core Courses

Course Code	Title	Credits
EDU-608	Teaching the Digital Generation in the Globalized Age	3
EDU-697	Language and Intercultural Communication for Changing Populations	3
EDU-715	Educator As a Change Leader	3
EDU-722	Education and Policy Analysis for Changing Schools	3
EDU-775	Democracy and Education: Philosophical Perspective	3
	Sub-Total Credits	15

Higher Education Core Courses

Course Code	Title	Credits
EDU-722	Education and Policy Analysis for Changing Schools	3
EDU-802	Organization and Governance in Higher Education	3
EDU-803	Assessment, Accreditation, and the Strategic Planning Process	3
EDU-804	Finance, Philanthropy, Budget and the Strategic Planning Process	3
EDU-805	Curriculum for Changing Populations	3

	Sub-Total Credits	15
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Research Core Courses

Course Code	Title	Credits
EDU-695	Research Design	3
EDU-701	Methods of Quantitative Research	3
EDU-703	Methods of Qualitative Research	3
	Sub-Total Credits	9

Dissertation Courses

Course Code	Title	Credits
EDU-705	Dissertation Seminar	3
EDU-706	Dissertation Seminar: Methodology	3
EDU-800	Dissertation Continuation	1-2
	Sub-Total Credits	7-8

Comprehensive Examinations

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

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

- Language and learning
- Philosophical perspectives
- Changing populations

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

Grades assigned to comprehensive examinations are:

- Pass (P)
- Fail (F)

Students are officially notified of the results by the Assistant Dean of the School of Education.

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

Dissertation

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

Dissertation Proposal

The student is assisted in the process of preparing a dissertation proposal through the Dissertation Seminar(s). To be eligible to enroll in the Dissertation Seminar, the student must have successfully completed all required courses, passed the written and oral comprehensive examinations, and be Good Academic Standing at the University.

The following courses are offered regarding Dissertation research:

- [EDU-705](#) Dissertation Seminar (required for students engaging in qualitative or quantitative research) (3 credits)
- [EDU-706](#) Dissertation Seminar: Methodology (required for students engaging in qualitative or quantitative research) (3 credits)
- [EDU-707](#) Dissertation Seminar: Historical Methods (required for students engaging in historical or philosophical research) (3 credits)

These courses assist the student in developing a dissertation proposal. During this time, the student confers with the Dean of the School of Education to select a Dissertation Committee (a Chair and two readers) who are subsequently appointed by the PhD committee.

After completing the Dissertation Seminar(s), students must enroll in [EDU-800](#) Dissertation Continuation (1-3 credit) for each academic semester (Fall, Spring and Summer) until they graduate.

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

Advancement to Candidacy

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

Submission of the Dissertation

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

Dissertation Defense

The candidate defends the dissertation before the PhD Committee in consultation with the advisor, readers and the candidate. The Committee includes faculty from the School of Education. Where relevant to the student’s research topic, the Committee may also include a faculty member from a complementary discipline. The dissertation defense must be successfully completed by these dates:

- April 1 for May graduation
- November 1 for December graduation

These are firm deadlines.

Dissertations are graded as follows:

- Pass with distinction
- Pass
- Fail

Candidates are expected to defend their dissertation within two years of being admitted to candidacy. If a candidate fails to defend a dissertation within this timeline, he/she must appeal to the Dean of the School of Education for an extension of time.

	Total Credits	45
School	School of Education	
Academic Level	Graduate	

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

Degree Type
Ph.D.

The online Ph.D. in Higher Education Leadership for Changing Populations with a concentration in Occupational Therapy is designed

for professionals with an OTD or a Master’s degree in OT who plan to be an administrator or teacher in OT programs or who wish to prepare for additional advancement in the field. This is a 54-credit program. Candidates may transfer up to 9 credits in Occupational Therapy to the degree.

Curriculum

Occupational Therapy

Course Code	Title	Credits
	Occupational Therapy (9 credits transferred)	9
EDU-697	Language and Intercultural Communication for Changing Populations	3
EDU-701	Methods of Quantitative Research	3
EDU-703	Methods of Qualitative Research	3
EDU-705	Dissertation Seminar	3
EDU-706	Dissertation Seminar: Methodology	3
EDU-715	Educator As a Change Leader	3
EDU-722	Education and Policy Analysis for Changing Schools	3
EDU-775	Democracy and Education: Philosophical Perspective	3
EDU-802	Organization and Governance in Higher Education	3
EDU-803	Assessment, Accreditation, and the Strategic Planning Process	3
EDU-804	Finance, Philanthropy, Budget and the Strategic Planning Process	3
EDU-805	Curriculum for Changing Populations	3
	Sub-Total Credits	45

Dissertation

Sub-Total Credits	9
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Comprehensive Examinations

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

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

- Language and learning
- Philosophical perspectives
- Changing populations

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

Grades assigned to comprehensive examinations are:

- Pass (P)
- Fail (F)

Students are officially notified of the results by the Assistant Dean of the School of Education.

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

Dissertation

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

Dissertation Proposal

The student is assisted in the process of preparing a dissertation proposal through the Dissertation Seminar(s). To be eligible to enroll in the Dissertation Seminar, the student must have successfully completed all required courses, passed the written and oral comprehensive examinations, and be Good Academic Standing at the University.

The following courses are offered regarding Dissertation research:

- [EDU-705](#) Dissertation Seminar (required for students engaging in qualitative or quantitative research) (3 credits)
- [EDU-706](#) Dissertation Seminar: Methodology (required for students engaging in qualitative or quantitative research) (3 credits)
- [EDU-707](#) Dissertation Seminar: Historical Methods (required for students engaging in historical or philosophical research) (3 credits)

These courses assist the student in developing a dissertation proposal. During this time, the student confers with the Dean of the School of Education to select a Dissertation Committee (a Chair and two readers) who are subsequently appointed by the PhD committee.

After completing the Dissertation Seminar(s), students must enroll in [EDU-800](#) Dissertation Continuation (1-3 credit) for each academic semester (Fall, Spring and Summer) until they graduate.

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

Advancement to Candidacy

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

Submission of the Dissertation

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

Dissertation Defense

The candidate defends the dissertation before the PhD Committee in consultation with the advisor, readers and the candidate. The Committee includes faculty from the School of Education. Where relevant to the student's research topic, the Committee may also include a faculty member from a complementary discipline. The dissertation defense must be successfully completed by these dates:

- April 1 for May graduation
- November 1 for December graduation

These are firm deadlines.

Dissertations are graded as follows:

- Pass with distinction
- Pass
- Fail

Programs

Candidates are expected to defend their dissertation within two years of being admitted to candidacy. If a candidate fails to defend a dissertation within this timeline, he/she must appeal to the Dean of the School of Education for an extension of time.

	Total Credits	54
School	School of Education	
Academic Level	Graduate	

Instructional Leadership for Changing Populations

Degree Type
Ph.D.

Summary

The Ph.D. in Instructional Leadership for Changing Populations prepares graduates to provide instructional leadership for linguistically and culturally non-mainstream learners and conduct research that will contribute to knowledge and practice in the field. This Program of Study applies the most current, relevant, contemporary scholarship to bear on creating learning environments that improve the academic performance of all students and meets the particular needs of these learners. The Program requires a knowledge core, a research core, comprehensive examinations, and a formal dissertation. The course content includes study of language, learning, and instruction; historical, global, and philosophical perspectives; change theory; and educational policy and legal issues.

Curriculum

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

Introductory Course (must be taken in the first or second semester of the program)

Course Code	Title	Credits
EDU-XXX	Research Writing for Doctoral Students	3
Sub-Total Credits		3

Language and Learning

Course Code	Title	Credits
EDU-624	Dialects in American Schools	3
EDU-698	Linguistic and Cultural Diversity	3
EDU-747	Learning, Language and the Brain	3
Sub-Total Credits		9

Philosophical Perspectives

Course Code	Title	Credits
EDU-674	Global and International Perspectives in Education	3
EDU-772	Changing School Population in Historical Perspective	3
EDU-775	Democracy and Education: Philosophical Perspective	3
Sub-Total Credits		9

Changing Populations

Course Code	Title	Credits
EDU-715	Educator As a Change Leader	3
EDU-722	Education and Policy Analysis for Changing Schools	3
EDU-760	Legislative and Legal Decisions Affecting Changing School Populations	3
Sub-Total Credits		9

Research Core

Course Code	Title	Credits
EDU-695	Research Design	3
EDU-701	Methods of Quantitative Research	3
EDU-703	Methods of Qualitative Research	3
Sub-Total Credits		9

Special Interest Area

Students select any two graduate level courses related to an area of special interest.

Sub-Total Credits		6
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Dissertation Courses

Course Code	Title	Credits
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EDU-705	Dissertation Seminar	3
	EDU-706 or EDU-707	3
EDU-800	Dissertation Continuation	1-2
	Sub-Total Credits	7-8

**Students requiring EDU 800 enrollment beyond four semesters must request extension through their advisor.*

Comprehensive Examinations

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

Written and oral examination s must be passed in the following areas:

- Higher education theory
- Philosophical perspectives of education
- Changing populations

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

Grades assigned to comprehensive examinations are:

- High Pass
- Pass
- Fail

Students are officially notified of the results by the Assistant Dean, School of Education. Students must complete the comprehensive examination requirement within two years of completing course work.

Dissertation

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

During the dissertation courses (705 and 706), the student confers with the Dean, School of Education, to select a Dissertation Committee (a Chair and two readers) who are subsequently appointed by the Ph.D. Committee.

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

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

Advancement to Candidacy

Once the School of Education Ph.D. Committee approves the dissertation proposal, the student is considered a Ph.D. Candidate. The student then applies to the University IRB for approval of the research. This approval must be granted before the candidate can conduct the research.

Submission of the Dissertation

The candidate submits drafts of the dissertation to the dissertation Chair and readers for suggestions and review throughout the process of reading and writing. When the candidate, advisors, and readers agree that the dissertation is ready for final review by the School of Education Ph.D. Committee, the candidate submits required copies to the Dean, School of Education. The School of Education Ph.D. Committee reviews the full dissertation and if the Committee finds the dissertation to be satisfactory, the Committee schedules the defense. Manuscripts must follow the format expectations set forth in the Dissertation Handbook or will not be accepted by the Committee.

Dissertation Defense

The candidate defends the dissertation before the Ph.D. Committee in consultation with the advisor and readers. The defense must be successfully completed by April 1 for May graduation or by November 1 for December graduation. These are firm deadlines.

Candidates are expected to defend their dissertation within two years of being admitted to candidacy. If a candidate fails to defend a dissertation within this timeline, the candidate must appeal to the Dean, School of Education, for an extension of time.

	Total Credits	45-60
School	School of Education	
Academic Level	Graduate	

Curriculum and Instruction

Degree Type
Post-Baccalaureate Certificate

Summary

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

The Post-baccalaureate Certificate in Curriculum and Instruction offers experienced teachers the opportunity to learn new ways to become more effective in the classroom through the use of new teaching techniques and a varied approach to curriculum development. The Program requires the completion of 15 graduate credits. Courses include student learning styles, school and family, program evaluation, global perspectives on education, and current issues and problems in schools. Courses taken in the Program may be applied to the Master of Arts in Leadership in Teaching Program.

Curriculum

Select five courses from the following:

Course Code	Title	Credits
EDU-544	Educational Assessment	3
EDU-552	Global Perspectives in Teaching	3
EDU-556	Technology for Instruction and Management	3
EDU-560	Legal Issues for Teachers and Administrators	3
EDU-563	Curriculum Development	3
EDU-567	Learning Theory and Practice	3
SPE-590	Foundations of Language, Literacy and Dyslexia with Dyslexia	3
SPE-591	Understanding Dyscalculia and Dyslexia In Math Education	3

	Total Credits	15
School	School of Education	
Academic Level	Graduate	

Enrollment Management

Degree Type
Post-Baccalaureate Certificate

Summary

The online PBC in Enrollment Management is designed as a pathway for two types of professionals: those already working in a university setting looking to advance to director-level positions, or those without higher education experience looking to break into the field. Courses cover a range of topics and how they work in tandem including admissions processes, financial aid modeling, marketing strategies, retention, and more. Through this certificate, professionals build the broad knowledge base and expertise at best practices, processes, and regulations needed to be successful in a college or university setting.

Required Curriculum

Course Code	Title	Credits
EDU-500	Gra Education Degree Audit	2-36
EDM-501	Financial Aid and Data Analytics for Enrollment Planning	3
EDM-502	Enrollment Marketing and Communications	3
EDM-503	Leadership and Strategic Planning for Enrollment Management Professionals	3
Sub-Total Credits		12

The PBC in Enrollment Management may be completed as a standalone credential or as an area of concentration in the Masters in Higher Education program.

	Total Credits	12
School	School of Education	
Academic Level	Graduate	

Leadership, Education, and Research in AI

Degree Type
Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate (P.B.C.) in Leadership, Education, and Research in AI empowers educators, instructional designers, and academic leaders to navigate and shape the future of learning in an AI-driven world. This four-course program explores the foundational concepts, instructional applications, ethical considerations, and leadership strategies necessary for responsible and innovative AI integration in educational settings. Participants will build fluency in key technologies such as machine learning, natural language processing, and generative AI, while gaining hands-on experience with tools that

improve professional productivity, personalize instructional delivery, enhance assessment processes, and support data-informed decision-making.

Designed with both practitioners and decision-makers in mind, the program promotes inclusive, ethical, and learner-centered design. Through real-world case studies, collaborative exploration, and applied research, participants will examine how AI can be used to close learning gaps, improve equity, and increase instructional efficiency. Graduates of the program will be prepared to lead AI integration efforts within their schools, districts, or institutions, while serving as advocates for equitable, forward-thinking practices in the education field.

EDU 608: Teaching the Digital Generations in a Globalized World (3 credits)
EDU XXX: Foundations of AI in Education (3 credits)
EDU XXX: Ethical Leadership, Research, and Policy in AI-Driven Education (3 credits)
EDU XXX: Designing AI-Driven Learning: Collaboration, Personalization, and Data-Informed Pedagogies (3 credits)
(The final two courses listed above can have their sequence switched if needed for scheduling purposes.)

	Total Credits	12
School	School of Education	
Academic Level	Graduate	

Mathematics Instructional Leadership

Degree Type
Post-Baccalaureate Certificate

Summary

The Mathematics Instructional Leader programs for grades PreK-6 and grades 4-9 will prepare current teachers for a role as a mathematics instructional leader. The program includes mathematics content coursework as well as courses in education and leadership. Courses integrate the Common Core State Standards (CCSS), Maryland College and Career Ready Standards (MCCRS) and will focus on the Standards for Mathematical Practice and the National Council of Teachers of Mathematics (NCTM) Effective Principles of Teaching and Learning.

Required Curriculum

Elementary School Teachers, Grades PreK-6

Course Code	Title	Credits
EDU-583	Special Topics in Mathematics Education	3

MAT-542	Number and Relationships for Elementary School Educators	3
MAT-543	Geometry and Measurement for Elementary School Educators	3
MAT-544	Data Analysis and Probability for Elementary School Teachers	3
Sub-Total Credits		12

Middle School Teachers, Grades 4-9

Course Code	Title	Credits
EDU-583	Special Topics in Mathematics Education	3
MAT-501	Number and Operations for the Middle School Educator	3
MAT-521	Geometry and Measurement for the Middle School Educator	3
MAT-531	Data Analysis and Statistics for the Middle School Educator	3
Sub-Total Credits		12

	Total Credits	12
School	School of Education	
Academic Level	Graduate	

Social Emotional Learning and Flourishing

Degree Type
Post-Baccalaureate Certificate

Notre Dame Maryland University is offering a new Post Bachelor’s Certificate (PBC) program in *Social Emotional Learning and Flourishing*. The program in will be a 15-credit-hour set of online and face-to-face courses that draw from existing curriculum and MA programs within the School of Education. The program will include highly engaging and experiential opportunities while building upon a strong foundation in liberal arts, the Catholic intellectual traditions and social teaching.

This certificate is a stackable credential that is non-residence-based, and aimed at the working professional.

Students will be able to complete the 15- credit-hour certificate efficiently in three (3) semesters. Each course will run for 8 weeks. Courses are offered every year; are developed and offered in an online compressed format; and run 8-weeks during fall and spring semester; and 1-week and 5-week sessions during the summer.

Curriculum

Course Code	Title	Credits
EDGT-501	Affective Characteristics of Diverse Gifted and Talented Learners	3
EDON-525	Traumatized Child: Effects of Stress	3
EDU-536	Social Emotional Learning and Flourishing	3
EDUC-511	Culturally Relevant Pedagogy	3
SPE-524	Topics in Special Education	3

	Total Credits	15
School	School of Education	
Academic Level	Graduate	

Accelerated Certification in Teaching

Degree Type
Post-Baccalaureate Licensure

Summary

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

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

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

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

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

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

Program of Study

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

Each student will develop a plan of study with the ACT advisor upon admission. In addition to the coursework in education, this plan requires the fulfillment of any undergraduate liberal arts content courses necessary for certification. These undergraduate liberal arts content courses may be taken concurrently with ACT courses at NDMU or at other colleges and universities. Frequent and consistent contact with the ACT advisor is expected of each student to assure steady progress in the Program.

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

Curriculum

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

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

Course Code	Title	Credits
EDU-519	Human Development and Learning	3
EDU-538	English Language Learners for the Classroom Teacher	3
EDU-544	Educational Assessment	3
EDU-551	Teaching Literacy and Writing in the Content Areas II	3
EDU-556	Technology for Instruction and Management	3
EDU-580	Teaching Literacy and Writing in the Content Areas I	3
SPE-526	Special Education for the Classroom Teacher	3
	Methods of Teaching in Secondary School (select one)	3
	Sub-Total Credits	24

Required for Certification in Elementary Education

Course Code	Title	Credits
EDU-509	Processes and Acquisition of Reading	3
EDU-510	Elementary Reading Materials	3
EDU-511	Assessment of Reading	3
EDU-513	Science and Social Studies in the Elementary School	3
EDU-519	Human Development and Learning	3
EDU-538	English Language Learners for the Classroom Teacher	3
EDU-542	Instruction in Reading	3
EDU-556	Technology for Instruction and Management	3
EDU-592	Mathematics in the Elementary School	3
EDU-600	edTPA for Educators	1-3
EDU-602	Internship: Student Teaching in the Elementary School	2-5
SPE-526	Special Education for the Classroom Teacher	3
	Sub-Total Credits	33-38

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

Course Code	Title	Credits
EDU-515	Curriculum and Methods in Early Childhood Education	3
EDU-600	edTPA for Educators	1-3
EDU-603	Internship: Student Teaching in Early Childhood Education	2-5
	Sub-Total Credits	6-11

Required for Certification in Secondary Special Education

Course Code	Title	Credits
EDU-519	Human Development and Learning	3
SPE-526	Special Education for the Classroom Teacher	3
EDU-538	English Language Learners for the Classroom Teacher	3
	Methods of Teaching in Secondary School (select one)	3
EDU-551	Teaching Literacy and Writing in the Content Areas II	3
EDU-556	Technology for Instruction and Management	3
EDU-580	Teaching Literacy and Writing in the Content Areas I	3
SPE-543	Assessment of Special Needs Populations (Secondary)	3
SPE-546	Methods of Teaching Students with Special Needs	3
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	2-5
EDU-600	edTPA for Educators	1-3
EDU-601	Internship: Student Teaching in Secondary School	2-5
	Sub-Total Credits	38-46

Required for Certification in Elementary Special Education

Course Code	Title	Credits
EDU-519	Human Development and Learning	3
EDU-556	Technology for Instruction and Management	3

SPE-526	Special Education for the Classroom Teacher	3
EDU-538	English Language Learners for the Classroom Teacher	3
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
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
SPE-576	Communication Skills for the School-Based Professional	3
SPE-601	Internship: Student Teaching in Special Education	2-5
EDU-600	edTPA for Educators	1-3
EDU-602	Internship: Student Teaching in the Elementary School	2-5
Sub-Total Credits		44-52

Required for certification in ESOL PreK-12

Course Code	Title	Credits
EDU-508	Issues in TESOL	3
EDU-545	Principles of Linguistics	3
EDU-546	Methods and Materials for TESOL	3
EDU-547	Assessing Second Language Acquisition	3
EDU-548	Language Learning	3
EDU-586	Techniques of Teaching Reading and Writing to English Language Learners	3
EDU-556	Technology for Instruction and Management	3
EDU-519	Human Development and Learning	3
SPE-526	Special Education for the Classroom Teacher	3
EDU-600	edTPA for Educators	1-3
EDU-611	Internship Tesol	2-5

Sub-Total Credits	30-35
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Field Experience and Student Teaching

Some courses may include observation and participation activities in schools. Upon completion of prescribed courses, supervised student teaching in the appropriate area(s) of certification for a total period of 20 weeks will satisfy the student teaching requirement. See description of internships [EDU-601](#) through [EDU-611](#) and [SPE-601](#) under School of Education Course Descriptions.

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

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

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

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

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

ACT Program Requirements

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

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

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

	Total Credits	0
School	School of Education	
Academic Level	Graduate	

Dyslexia, Dysgraphia, and Dyscalculia Certificate

Degree Type
Post-Master's Certificate

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

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

Required Courses

Course Code	Title	Credits
SPE-590	Foundations of Language, Literacy and Dyslexia with Dyslexia	3
SPE-591	Understanding Dyscalculia and Dyslexia In Math Education	3
SPE-592	Dyslexia, Decoding, and the Dictionary: Phonetic Strategies for Literacy	3
SPE-593	Meaningful Integration of Learning Bridging Learning Strategies and Executive Function for Student Success	3
Total Credits		12
School	School of Education	
Academic Level	Graduate	

Exceptionalities Certificate

Degree Type
Post-Master's Certificate

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

Curriculum

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

Required Courses

Course Code	Title	Credits
SPE-518	Behavior Is Language	3
SPE-530	Attention Deficit/Hyperactivity Disorder	1-3
SPE-531	Autism Spectrum Disorder	1-3
SPE-581	Evidences Based Practices to Support Students with Dysgraphia	3
SPE-582	Evidenced Research-Based Practices to Support Students with Dyscalculia	3
SPE-583	Evidence Based Practices to Support with Dyslexia	3
SPE-650	Enhancing Structured Literacy Opportunities within the Learning Environment	3
Sub-Total Credits		17-21

Total Credits	15
School	School of Education
Academic Level	Graduate

Administration and Supervision

Degree Type

Post-Master’s Licensure

Post-Master’s Graduate Certificate Programs at Notre Dame of Maryland University are available in professional and academic subjects. Certificate Programs do not equate to a graduate degree program but rather demonstrate mastery in a specific area of interest or topic. Students must have earned both the Baccalaureate and Master’s degree before admission to this Program of Study is granted.

Students who have a Master’s degree and desire to obtain a Certificate in Administration and Supervision should enroll in the following courses:

Course Code	Title	Credits
EDU-557	Leadership Seminar I	3
EDU-560	Legal Issues for Teachers and Administrators	3

EDU-563	Curriculum Development	3
EDU-569	Supervision: Empowering Teachers	3
EDU-688	Practicum: School Administration and Supervision Part I	3
Sub-Total Credits		15

Note: Open only to students seeking the Administration and Supervision Certification

Course Code	Title	Credits
EDU-690	Practicum in School Administration and Supervision Part II	3
Sub-Total Credits		3

Prerequisite: An assessment course.

EDU-688: Course needed for School Administration and Supervision Certification

Total Credits	18
School	School of Education
Academic Level	Graduate

Gifted and Talented

Degree Type

Post-Master’s Licensure

Post-Master’s Graduate Certificate Programs at Notre Dame of Maryland University are available in professional and academic subjects. Certificate Programs do not equate to a graduate degree program but rather demonstrate mastery in a specific area of interest or topic. Students must have earned both the Baccalaureate and Master’s degree before admission to this Program of Study is granted.

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

Course Code	Title	Credits
EDGT-500	Foundations of Gifted and Talented Education	3
EDGT-501	Affective Characteristics of Diverse Gifted and Talented Learners	3
EDGT-502	Curriculum for the Gifted and Talented	3

Programs		
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
Total Credits		18
School	School of Education	
Academic Level	Graduate	

Library Media Specialist

Degree Type
Post-Master’s Licensure

Post-Master’s Graduate Certificate Programs at Notre Dame of Maryland University are available in professional and academic subjects. Certificate Programs do not equate to a graduate degree program but rather demonstrate mastery in a specific area of interest or topic. Students must have earned both the Baccalaureate and Master’s degree before admission to this Program of Study is granted.

Students who have a Master’s degree and desire to obtain a Certificate of Library Media Specialist should enroll in the following courses:

Course Code	Title	Credits
EDU-512	School Library Administration	3
EDU-514	Organization of Information	3
EDU-524	Topics in Education	3
EDU-556	Technology for Instruction and Management	3
EDU-575	Information Literacy Resources	3
EDU-577	Internet in Teaching and Learning	3
EDU-610	Practicum II: School Library Media Specialist	3
Total Credits		21
School	School of Education	
Academic Level	Graduate	

Mathematics Instructional Leader (Pre K - Grade 6 or Grade 4 - 9)

Degree Type
Post-Master’s Licensure

Post-Master’s Graduate Certificate Programs at Notre Dame of Maryland University are available in professional and academic subjects. Certificate Programs do not equate to a graduate degree program but rather demonstrate mastery in a specific area of interest or topic. Students must have earned both the Baccalaureate and Master’s degree before admission to this Program of Study is granted.

Students who have a Master’s degree and desire to obtain a Certificate of Mathematics Instructional Leazer should enroll in the following courses:

Mathematics Instructional Leader, Grades PreK-6

Course Code	Title	Credits
MAT-541	Number and Operations for Elementary School Educators	3
MAT-542	Number and Relationships for Elementary School Educators	3
MAT-543	Geometry and Measurement for Elementary School Educators	3
MAT-544	Data Analysis and Probability for Elementary School Teachers	3
MAT-545	Patterns and Algebraic Thinking for Elementary School Educators	3
MAT-546	Algebra for Elementary School Educators	3
EDU-583	Special Topics in Mathematics Education	3
EDU-616	Practicum: Leadership in Mathematics Practicum	3
Sub-Total Credits		24

Mathematics Instructional Leader, Grades 4-9

Course Code	Title	Credits
MAT-501	Number and Operations for the Middle School Educator	3
MAT-503	Fundamentals of Algebra for the Middle School Educator	3
MAT-507	Algebraic Functions for the Middle School Educator	3
MAT-521	Geometry and Measurement for the Middle School Educator	3

MAT-531	Data Analysis and Statistics for the Middle School Educator	3
MAT-532	Discrete Mathematics and Probability for the Middle School Educator	3
MAT-533	Calculus for Middle School Educators	3
EDU-583	Special Topics in Mathematics Education	3
EDU-616	Practicum: Leadership in Mathematics Practicum	3
Sub-Total Credits		27

Total Credits	24-27
School	School of Education
Academic Level	Graduate

Reading Specialist

Degree Type
Post-Master's Licensure

Post-Master's Graduate Certificate Programs at Notre Dame of Maryland University are available in professional and academic subjects. Certificate Programs do not equate to a graduate degree program but rather demonstrate mastery in a specific area of interest or topic. Students must have earned both the Baccalaureate and Master's degree before admission to this Program of Study is granted.

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

Course Code	Title	Credits
EDU-586	Techniques of Teaching Reading and Writing to English Language Learners	3
EDU-612	Remedial Reading Instruction for Classroom and Clinical Settings	3
	EDU-542 or EDU-551	3
EDU-629	Roles of the Literacy Coach	3
EDU-618	Resource Role of the Reading Specialist	3
EDU-691	Practicum: Application of Remediation in a Clinical Setting	3
Sub-Total Credits		18

Prerequisites - Elementary:

Course Code	Title	Credits
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
Sub-Total Credits		12

Prerequisites - Secondary:

Course Code	Title	Credits
EDU-580	Teaching Literacy and Writing in the Content Areas I	3
EDU-551	Teaching Literacy and Writing in the Content Areas II	3
Sub-Total Credits		6

Total Credits	18
School	School of Education
Academic Level	Graduate

STEM

Degree Type
Post-Master's Licensure

Post-Master's Graduate Certificate Programs at Notre Dame of Maryland University are available in professional and academic subjects. Certificate Programs do not equate to a graduate degree program but rather demonstrate mastery in a specific area of interest or topic. Students must have earned both the Baccalaureate and Master's degree before admission to this Program of Study is granted.

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

Course Code	Title	Credits
EDST-502	Application of Design, Technology, and Engineering: Content and Instruction Strategies for K-8 Educators	3
EDST-503	Practicum: STEM for Teachers PreK-8	3
EDST-504	STEM Curriculum Development	3

EDST-506	Introduction and Exploration of Design, Technology, and Engineering: Content and Instruction Strategies	3
EDST-508	Technology for STEM Educators	3
EDU-583	Special Topics in Mathematics Education	3
ENV-560	Sustainability for Teachers Grades PreK-8	3
PHY-561	Earth and Space Science for Teachers K-8	3
PHY-562	Physical Science for Teachers Grades K-8	3
	STEM Electives	3

	Total Credits	30
School	School of Education	
Academic Level	Graduate	

Special Education

Degree Type
Post-Master’s Licensure

Post-Master’s Graduate Certificate Programs at Notre Dame of Maryland University are available in professional and academic subjects. Certificate Programs do not equate to a graduate degree program but rather demonstrate mastery in a specific area of interest or topic. Students must have earned both the Baccalaureate and Master’s degree before admission to this Program of Study is granted.

Students who have a Master’s degree and desire to obtain a Certificate of Special Education should enroll in the following courses:

Course Code	Title	Credits
SPE-526	Special Education for the Classroom Teacher	3
	SPE-543 or SPE-544	3
SPE-546	Methods of Teaching Students with Special Needs	3
	SPE-570 or SPE-571	3
SPE-576	Communication Skills for the School-Based Professional	3

	Total Credits	15
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School	School of Education
Academic Level	Graduate

Teaching English to Speakers of Other Languages (TESOL)

Degree Type
Post-Master’s Licensure

Post-master’s graduate certificate programs at Notre Dame of Maryland University are available in professional and academic subjects. Certificate programs do not equate to a graduate degree program but rather demonstrate mastery in a specific area of interest or topic. Students must have earned both a Baccalaureate and Master’s degree before admission to this program.

Students who have a Master’s degree and desire to obtain a Certificate of TESOL should enroll in the following courses:

Course Code	Title	Credits
EDU-508	Issues in TESOL	3
EDU-545	Principles of Linguistics	3
EDU-546	Methods and Materials for TESOL	3
EDU-547	Assessing Second Language Acquisition	3
EDU-548	Language Learning	3
EDU-586	Techniques of Teaching Reading and Writing to English Language Learners	3
EDU-596	English Grammar for ESL Teachers	3
EDU-692	Practicum in TESOL Leadership	3
	Sub-Total Credits	24

Prerequisites: Six credits in a second language are required by completion of the program. Courses may be taken at the undergraduate level.

	Total Credits	24
School	School of Education	
Academic Level	Graduate	

English (Grad)

English Department

Evelyn Spratt, Ph.D., *Interim Dean*, School of Arts, Sciences and Business
Kate Bossert, Ph.D., Chair
William A. Davis Jr., Ph.D.
Jeana DelRosso, Ph.D
Margaret Ellen Mahoney, SSND, Ph.D.

Campuses

Main Campus

Summary

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

Program Objectives

The curriculum focuses on breadth of content, providing broad surveys of English, American and World Literature while also requiring a depth of knowledge in literary research, history and interpretation. Students will hone their critical thinking and writing skills as they master the concepts and theories central to the study of literature. The Program of Study, while comprehensive in scope, is distinctive in its emphasis on gender: Notre Dame's mission focuses on women's ability to transform the world through education and all courses in this Program include literature by women and issues of women in literature.

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

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

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

Post-Baccalaureate Department

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

Campuses

Main Campus

Summary

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

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

English Literature

Degree Type

Master of Arts

Curriculum

Required Core Courses

Course Code	Title	Credits
ENG-501	Research Methodologies Of Literary Criticism	3
ENG-508	Contemporary Literary Theory	3
Sub-Total Credits		6

Literary Movements Courses

Course Code	Title	Credits
ENG-518	Medievalism	3
ENG-519	Renaissance and Neoclassicism	3

Programs		
ENG-528	Romanticism	3
ENG-529	Realism and Victorianism	3
ENG-538	Modernism and Postmodernism	3
ENG-547	"New Woman" Literature	3
Sub-Total Credits		18

Topics Seminars and Other Courses

Course Code	Title	Credits
EDUC-507	The Pedagogy of Creative Writing	3
ENG-511	Topics in Literature	3
ENG-527	Study Tour: London	3
ENG-548	Classical World Literature	3
ENG-549	Modern World Literature	3
ENG-551	Literary Utopias	3
ENG-558	Multicultural American Literature	3
ENG-698	Independent Study: Eng	1-3
Sub-Total Credits		24

Total Credits		48
School	School of Arts, Sciences and Business	
Academic Level	Graduate	

English Literature

Degree Type

Post-Baccalaureate Certificate

Required Courses

Select one of the following:

Course Code	Title	Credits
ENG-501	Research Methodologies Of Literary Criticism	3
ENG-508	Contemporary Literary Theory	3
Sub-Total Credits		3

Electives

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

Course Code	Title	Credits
Literary Movements Courses		12
Topics Seminars and Other Courses		12
Sub-Total Credits		12

Total Credits		15
School	School of Arts, Sciences and Business	
Academic Level	Graduate	

Nursing (Grad)

Graduate School of Nursing

Notre Dame’s mission and specifically, the SSND charism of unity through diversity, transformation, and building a better world through education is a good fit for and model for the Master of Science in Nursing, which prepares nurse educators and administrators to excel in their healthcare profession. Graduates of this program are prepared to lead in a healthcare system that is changing dramatically. The program stresses competencies and way of being in administrative and educational praxis, presence, advocacy, scholarship, technology, and self-care. Leadership in nursing is emphasized throughout the curriculum.

MS in Nursing (MSN)

Kathleen Wisser, PhD, RN, CNE, *Dean, School of Nursing*
Kathryn Handy, DNP, RN, CNE, Associate Dean, Undergraduate and Graduate Programs
Rachel Crowe, DNP, RN, CPNP-AC, Director, Graduate Programs
Katelyn Quarry, DNP, RN, CCRN, CNE, Director, Entry-Level Nursing Programs
Amy Rohrs, BS, Dean’s Assistant and Clinical Placement Coordinator

Faculty Teaching in MSN Programs

Jane Balkam, PhD, APRN, CPNP, IBCLC
Bernice Horton-Gee, DNP, RN, WHNP-BC
Lisa Lorden, PhD, MS, CRNP, ACNP-BC, PMHNP-BC
Mary Packard, PhD, RN
Jenell Steele, MSN, RN

Center for Caring with Technology

Jeanie Anastasi, MSN, RN, Clinical Simulation Lead Educator
Zane Hunter, AA, Simulation and Technology Specialist

Advisors

Maria Marzi, Academic Success and Advising Professional II
Melissa Wengler, Academic Success and Advising Professional I

Campuses

Main Campus

Summary

The Master of Science in Nursing has two concentrations, Leadership in Nursing Education and Leadership in Nursing Administration, and two primary care nurse practitioner tracks—Adult-Gerontology Primary Care and Family Nurse Practitioner. For details about the nurse practitioner programs refer to:

- Master of Science in Nursing (MSN) Adult-Gerontology Primary Care Nurse Practitioner
- Master of Science in Nursing (MSN) Family Nurse Practitioner

Leadership in Nursing Education. Grounded in caring science, the Master of Science in Nursing, Leadership in Nursing Education concentration examines the field of curriculum and pedagogy from a variety of research and curriculum perspectives—technical, interpretive/practical, and critical/emancipatory—through directed readings, critical reflective narrative, and a classroom context for scholarly discourse.

Leadership in Nursing Administration. This concentration, also grounded in caring science, encompasses analyzing research, policy, legal, and ethical problems, understanding the dynamics of finance, strategic planning, and marketing while implementing innovations to address quality and safe patient care, change management, decision-making, and creating a healthy work environment. Students are admitted to the program as members of a cohort, progressing together in a supportive environment. The format is designed to meet the needs of busy working nurses who choose part-time study but want to finish in the same amount of time as a full-time student. The School of Nursing offers courses sequentially and one at a time. Class sessions are generally on the same day of the week and same four-hour period, throughout the program, with some virtual/remote and/or online class sessions.

RN to BSN students at NDMU will be considered for provisional early admission to the MSN Program during their final semester. NDMU RN to BSN graduates may be able to substitute the MSN Leadership course, NUR-510 and the MSN Informatics course, NUR-520 with similar courses completed in the RN to BSN program.

To qualify for admission to the Master of Science in Nursing program, students must have:

- A Bachelor of Science degree in Nursing from an accredited college or university, or an equivalent degree from a comparable foreign institution.

- An undergraduate cumulative grade point average of at least 3.0 Grade Point Average (GPA)based on a 4-point scale.
- Completion of an undergraduate or graduate level Statistics course, or an equivalent course, with grade of C (70%) or better
- Unencumbered State of Maryland or compact state RN license.

The Master of Science in Nursing degree program is accredited by the: Commission on Collegiate Nursing Education
55 K Street, NW, Suite 750
Washington, DC 20001

Adult-Gerontology Primary Care Nurse Practitioner

Degree Type
Master of Science in Nursing

The NDMU Adult-Gerontology Nurse Practitioner (A-GNP) program prepares advanced practice nurses to manage care for adolescents through older adults in primary care settings. With caring at the center of nursing practice, you will learn to promote health, prevent illness, and manage acute and chronic conditions with consideration for the whole person. Beyond managing disease, our program emphasizes wellness coaching to reduce the risk for chronic diseases linked to lifestyle choices.

Curriculum

Core Courses

Course Code	Title	Credits
NUR-500	Introduction to Scholarly Caring Inquiry	3
NUR-501	Theoretical Foundations of Nursing	3
NUR-510	Contemporary Leadership in Nursing	2
NUR-542	Advancing Caring Science through Scholarly Inquiry	3
Sub-Total Credits		11

Core Advanced Practice Courses

Course Code	Title	Credits
NUR-545	Family Theory and Dynamics	2
NUR-546	Advanced Health Assessment and Diagnostic Reasoning	3
NUR-547	Pathophysiology for Advanced Practice	3
NUR-548	Advanced Clinical Pharmacology	3

Programs		
NUR-549	Population Health for Advanced Nursing Practice	3
NUR-632	Transition for the Advanced Practice Nurse	2
Sub-Total Credits		16

Adult-Gerontology Nurse Practitioner Track Specialty

Course Code	Title	Credits
NUR-630	Primary Care I: Adults in the Community	3
NUR-631	Primary Care II: Adolescents to Adult Gerontology	3
NUR-634	Advanced Primary Care of the Frail Elderly	2
Sub-Total Credits		8

Corresponding Practicum Courses

Course Code	Title	Credits
NUR-635	Advanced Primary Care Practicum I	2
NUR-636	Advanced Primary Care Practicum II	3
NUR-637	Advanced Primary Care Practicum III	3
NUR-638	Advanced Primary Care Practicum IV	4
Sub-Total Credits		12

Students enrolled in the Adult-Gerontology Primary Care Nurse Practitioner track and the Family Nurse Practitioner track will take many courses together, including the MSN Core Courses, Core Advanced Practice Courses, NUR-630 Primary Care I: Adults in the Community and NUR-631: Adolescents to Adult-Gerontology. Students in the Family Nurse Practitioner track will take NUR-633: Advanced Primary Care of Infants and Children, while students in the Adult-Gerontology Primary Care Nurse Practitioner track will take NUR-634: Advanced Primary Care of the Frail Elderly. Students in both nurse practitioner tracks will enroll in the same Practicum Courses, but the practicum sites and patient populations will differ based on the population-focused specialty track. If a student wishes to change population-focused specialty tracks after being accepted to the university, the student must notify the School of Nursing advisor and Director of Graduate Programs, then re-apply and receive acceptance to the desired population-focused specialty track. Any change in population-focused specialty track must be fully executed prior to taking NUR-637 and either NUR-633 or NUR-634.

	Total Credits	47
School	Graduate School of Nursing	
Academic Level	Graduate	

Family Nurse Practitioner

Degree Type

Master of Science in Nursing

The NDMU Family Nurse Practitioner (FNP) program prepares advanced practice nurses to manage care for individuals of all ages in primary care settings. With caring at the center of nursing practice, you will learn to diagnose and manage acute and chronic conditions with consideration for the whole person. Beyond managing disease, our program emphasizes wellness coaching to reduce the risk for chronic diseases linked to lifestyle choices.

Curriculum

Core Courses

Course Code	Title	Credits
NUR-500	Introduction to Scholarly Caring Inquiry	3
NUR-501	Theoretical Foundations of Nursing	3
NUR-510	Contemporary Leadership in Nursing	2
NUR-542	Advancing Caring Science through Scholarly Inquiry	3
Sub-Total Credits		11

Core Advanced Practice Courses

Course Code	Title	Credits
NUR-545	Family Theory and Dynamics	2
NUR-546	Advanced Health Assessment and Diagnostic Reasoning	3
NUR-547	Pathophysiology for Advanced Practice	3
NUR-548	Advanced Clinical Pharmacology	3
NUR-549	Population Health for Advanced Nursing Practice	3
NUR-632	Transition for the Advanced Practice Nurse	2
Sub-Total Credits		16

Family Nurse Practitioner Specialty Courses

Course Code	Title	Credits
NUR-630	Primary Care I: Adults in the Community	3
NUR-633	Advanced Primary Care of Infants and Children	2
	Sub-Total Credits	5

Corresponding Practicum Courses

Course Code	Title	Credits
NUR-635	Advanced Primary Care Practicum I	2
NUR-636	Advanced Primary Care Practicum II	3
NUR-637	Advanced Primary Care Practicum III	3
NUR-638	Advanced Primary Care Practicum IV	4
	Sub-Total Credits	12

Students enrolled in the Adult-Gerontology Primary Care Nurse Practitioner track and the Family Nurse Practitioner track will take many courses together, including the MSN Core Courses, Core Advanced Practice Courses, NUR-630 Primary Care I: Adults in the Community and NUR-631: Adolescents to Adult-Gerontology. Students in the Family Nurse Practitioner track will take NUR-633: Advanced Primary Care of Infants and Children, while students in the Adult-Gerontology Primary Care Nurse Practitioner track will take NUR-634: Advanced Primary Care of the Frail Elderly. Students in both nurse practitioner tracks will enroll in the same Practicum Courses, but the practicum sites and patient populations will differ based on the population-focused specialty track. If a student wishes to change population-focused specialty tracks after being accepted to the university, the student must notify the School of Nursing advisor and Director of Graduate Programs, then re-apply and receive acceptance to the desired population-focused specialty track. Any change in population-focused specialty track must be fully executed prior to taking NUR-637 and either NUR-633 or NUR-634.

	Total Credits	47
School	Graduate School of Nursing	
Academic Level	Graduate	

Nursing
Degree Type

Master of Science in Nursing

Concentration in Leadership in Nursing Education

Course Code	Title	Credits
NUR-500	Introduction to Scholarly Caring Inquiry	3
NUR-501	Theoretical Foundations of Nursing	3
NUR-502	Technology in Nursing Education: A Caring Practice	3
NUR-503	Assessment of Student Learning in Nursing Education	3
NUR-504	Holistic Approaches to Transforming Direct Care	2
NUR-510	Contemporary Leadership in Nursing	2
NUR-512	Issues and Trends in Nursing Education	3
NUR-513	Curriculum and Evaluation Grounded in Caring	4
NUR-535	Advanced Health Assessment for Nurse Educators	3
NUR-537	Advanced Pathophysiology and Pharmacology for Nurse Educators	3
NUR-542	Advancing Caring Science through Scholarly Inquiry	3
NUR-605	Teaching in Nursing Education Seminar and Practicum	4
	Sub-Total Credits	36

Concentration in Leadership in Nursing Administration

Course Code	Title	Credits
NUR-500	Introduction to Scholarly Caring Inquiry	3
NUR-501	Theoretical Foundations of Nursing	3
NUR-510	Contemporary Leadership in Nursing	2
NUR-515	Issues and Trends in Nursing Administration	3
NUR-516	Nursing Administrative Theory and Practice	4
NUR-518	Health Policy	3
NUR-520	Nursing Informatics	2
NUR-542	Advancing Caring Science through Scholarly Inquiry	3

NUR-620	Leadership and Administration in Nursing Seminar and Practicum	4	NUR-620C	Leadership and Administration in Nursing Seminar and Practicum (Certificate)	3
BUS-521	Health Care Economics	3	BUS-521	Health Care Economics	3
BUS-522	Essentials of Healthcare Financing	3		Post-MSN Electives	3
BUS-523	The Business of Healthcare	3		Sub-Total Credits	12
	Sub-Total Credits	36			

Nurse Administrator

Post-Master's Licensure

The Post-Master Certificate program allows nurses who are pursuing a graduate nursing degree or have a graduate degree in nursing to enroll in the nurse educator or nurse administrator certificate programs of study. To be considered for admission, applicants must have:

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

Curriculum

Course Code	Title	Credits
NUR-516C	Nursing Administrative Theory and Practice (Certificate)	3

Prerequisite

The 12-credit Post-MSN Nurse Administrator is available to students already holding an MSN, DNP, or PhD or currently enrolled in an MSN program at NDMU.

Nursing Educator

Post-Master's Licensure

The Nurse Educator Certificate Program offers graduates of a Master of Science degree program in nursing an opportunity to engage in scholarly inquiry related to nursing education grounded in caring science. Theory-guided, reflective practice informs curriculum understandings and educational praxis in a variety of settings. Practicum experiences are available in colleges and universities, clinical professional development in acute care and community settings, simulation sites, and other teaching and learning environments to meet the students needs.

The Post-Master Certificate program allows nurses who are pursuing a graduate nursing degree or have a graduate degree in nursing to enroll in the nurse educator or nurse administrator certificate programs of study. To be considered for admission, applicants must have:

- An Master's of Science in Nursing, Doctor of Nursing Practice, or Ph.D. in Nursing from an accredited college or university with a Cumulative GPA of 3.0 on a 4-point scale.
- Unencumbered State of Maryland or compact state RN

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

The Master of Science in Nursing degree program is accredited by the:
Commission on Collegiate Nursing Education
55 K Street, NW, Suite 750
Washington, DC 20001

Curriculum

Required Courses

Course Code	Title	Credits
NUR-502	Technology in Nursing Education: A Caring Practice	3
NUR-512	Issues and Trends in Nursing Education	3
NUR-513C	Curriculum and Evaluation Grounded in Caring Science (certificate)	3
NUR-605C	Teaching in Nursing Education Seminar and Practicum (Certificate)	3
Sub-Total Credits		12

Prerequisite

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

Total Credits		12
School	Graduate School of Nursing	
Academic Level	Graduate	

Occupational Therapy (Grad)

Occupational Therapy Department

Ivelisse Lazzarini, EdD, OTD, OTR/L, *Director*
Tamerill Faison, OTD, MS, OTR/L
Theresa Smith, PhD, OTR, CLVT
Kiticia Williams, OTD, OTR/L

Campuses

Main Campus

Summary

The professional, entry-level Occupational Therapy Doctorate (OTD) pathway is a three-year, 104-credit, full-time program completed over nine semesters, including summers. The curriculum comprises traditional, hybrid, and fully online courses in a close-knit, cohort-based model, highlighting the importance of hands-on applications and

training. Across the curriculum, students benefit from Level I and Level II clinical experiences. The OTD program culminates in a Scholarly Project Implementation Experience (SPIE), incorporating a 14-week student-designed research project and public presentation to facilitate, promote, and sustain research agendas and evidence-based occupational therapy practices.

Commitment

The NDMU-OTD aims to prepare the next generations of occupational therapy practitioners to apply in-depth knowledge and skills of inclusive, equitable, client-centered, evidence-based, culturally competent, distinctive, and sustainable healthcare practices. As a rehabilitation profession, the NDU-OTD is driven by the frameworks and models of rehabilitation science articulated by the American Occupational Therapy Association (Moyers & Dale, 2007), the World Health Organization's International Classification of Functioning–Disability and Health (2001), the United Nations Sustainable Development Goals (SDGs), and the National Center for Medical Rehabilitation Research of the National Institutes of Health. Occupational therapy aims to optimize clients' occupational performance within their social, economic, and environmental spaces. The quintessential goal of OT interventions is to facilitate sustainable approaches to achieving health, well-being, and participation in life through engagement in occupations (AOTA, 2014). The OTD program envisions that effective, sustainable development practices will benefit all people and the planet, affording prosperity to improve individuals' lives and well-being. The previous statement reflects the occupational therapy doctorate program's philosophical underpinnings and provides the curriculum design foundations.

Fieldwork

Opportunities for clinical experiences are built into the curriculum to provide gradually increased levels of responsibility and experience in occupational therapy settings under the guidance and supervision of a qualified occupational therapist.

- **Level I Fieldwork** provides an introductory experience where you can become more comfortable with client needs in a supervised setting. It helps to enrich didactic coursework by seeing firsthand the concepts discussed in class. It also provides an opportunity to explore different practice settings. At NDMU, level I fieldwork includes placements related to physical dysfunction; mental health; pediatrics; and education, wellness, community, and emerging trends.
- **Level II Fieldwork** provides more in-depth experiences working directly with clients to enhance your skills as a practitioner. The NDMU curriculum includes two full-time placements.

Capstone

The capstone is the culmination of your OTD studies and is comprised by:

- Two Research Courses
- Five Capstone Planning Courses
- Capstone Presentation
- Capstone Doctoral Rotation

Planning for the doctoral capstone requires collaboration with faculty and a mentor to prepare for the experience. You will develop in-depth skills in areas such as practice, research, administration, leadership, program and policy development, advocacy, education, and theory development.

The Capstone Experience occurs over a minimum of 14 weeks or 560 hours under the supervision of a mentor, who may or may not be an occupational therapist depending on the expertise needed to provide appropriate direction. No more than 20% of the 560 hours may occur off-site from the mentored practice experience. Time spent off-site may include independent study activities, such as research and writing.

Program Accreditation

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

NOTE: A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 12 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

Occupational Therapy

Degree Type

Occupational Therapy Doctorate

Year 1

Fall Semester

Course Code	Title	Credits
OTD-532	Foundation & Theories	4
OTD-534	Neuroscience for Rehabilitation	3
OTD-536	Population Health and Occupational Justice	2
OTD-537	Research I - Quantitative & Qualitative Methods	3
OTD-538	Healthcare Ethics, Policy and Advocacy	3
Sub-Total Credits		15

Spring Semester

Course Code	Title	Credits
OTD-542	Immersive I - Mental Health in OT	4
OTD-543	Cognition Across the Lifespan	2
OTD-544	Low Vision Practice in OT	2
OTD-545	Level I-A Fieldwork Mental Health	0.5
OTD-546	Research II Mix Methods/Stats	3
OTD-548	Clinical Medicine & Pharmacology	3
OTD-549	Interprofessional Healthcare Engagement	1
Sub-Total Credits		15.5

Summer Semester

Course Code	Title	Credits
OTD-551	Immersive II - Physical Rehabilitation I	4
OTD-552	Anatomy and Biomechanics	3
OTD-553	Upper Extremity OT Rehabilitation	2
OTD-554	Level I-B Fieldwork Physical Disabilities	0.5
OTD-555	Captstone Planning	1
Sub-Total Credits		10.5

Year 2

Fall Semester

Course Code	Title	Credits
OTD-601	Immersive Iii: Pediatrics and Youth	4

Programs		
OTD-602	Contemporary Issues in School-Based Practice	2
OTD-603	NeuroRehabilitation	3
OTD-605	Assistive Technology in Populations	2
OTD-608	Capstone Planning II	2
OTD-611	Level I-C Fieldwork Pediatrics	0.5
	Sub-Total Credits	13.5

Spring Semester

Course Code	Title	Credits
OTD-612	Level I-D Fieldwork Emerging Areas	0.5
OTD-621	Leadership and Management in Occupational Therapy	3
OTD-623	Aging and Wellness	2
OTD-625	Quality Improvement Through Translational Science	3
OTD-627	Business Plan and Business Development in OT	3
OTD-628	Capstone Planning III	1
	Sub-Total Credits	12.5

Summer Semester

Course Code	Title	Credits
OTD-631	Advanced Practice in OT: Borders and Barriers	3
OTD-633	OT Instructional Design, Strategies and Delivery Methods	3
OTD-635	Capstone Planning IV	2
OTD-638	Professional Seminar	1
	Sub-Total Credits	9

Year 3

Fall Semester

Course Code	Title	Credits
OTD-642	Capstone Planning V	1
OTD-650	Level II A Fieldwork	8
	Sub-Total Credits	9

Spring Semester

Course Code	Title	Credits
OTD-700	Doctoral Experiential Seminar	1
OTD-660	Level II B Fieldwork	8
	Sub-Total Credits	9

Summer Semester

Course Code	Title	Credits
OTD-721	Capstone Presentation	1
OTD-720	Doctoral Rotation/Residency	9
	Sub-Total Credits	10

	Total Credits	104
School	School of Pharmacy and Health Sciences	
Academic Level	Graduate	

Pharmacy (Grad)

Pharmacy

Degree Type
Doctor of Pharmacy

School of Pharmacy Curriculum*

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

Year P1

Fall Semester (16.5 credits)

Course Code	Title	Credits
PHRD-321	Calculations I: Fundamentals	2
PHRD-323	Pharmaceutics I	3
PHRD-325	Principles of Biochemistry and Pharmacology	4
PHRD-327	Human Physiology and Pathophysiology	3
PHRD-329	Introduction to Commonly Used Medications	1
PHRD-331	Pharmacy Fundamentals I: Professional Identity	2

Programs					
PHRD-333	Pharmacist Care Lab I	1	Sub-Total Credits		18.5-20.5
PHRD-801	Professional Development and Engagement I	0.5			
	Sub-Total Credits	16.5			

Spring Semester (18.5 credits)

Course Code	Title	Credits
PHRD-322	Calculations II: Compounding	2
PHRD-324	Pharmaceutics II	4
PHRD-324L	Pharmaceutics II Lab	0
PHRD-326	Principles of Immunology	2
PHRD-328	Nonprescription Therapy and Self-Care	3
PHRD-338	Commonly Used Medications II	1
PHRD-332	Pharmacy Fundamentals II: Operations Management	2
PHRD-334	Pharmacist Care Lab II	1
PHRD-802	Professional Development and Engagement II	0.5
PHRD-330	Medicinal Chemistry and Drug Action	3
	Sub-Total Credits	18.5

Year P2

Fall Semester (17.5-20.5 credits)

Course Code	Title	Credits
PHRD-404	Pharmacists Care Lab III	1
PHRD-415	Pharmacotherapeutics: Pulmonary, Ophthalmic & Dermatologic Disorders	2
PHRD-417	Pharmacaotherapeutics IV - Infectious Diseases	4
PHRD-423	Calculations III: Biophrmaceutics and Pharmacokinetics	3
PHRD-427	Commonly Used Medications III	1
PHRD-441	Introductory Pharmacy Practice Experience I: Community Pharmacy Practice	4
PHRD-803	Professional Development and Engagement III	0.5
PHRD-425	Pharmacy Fundamentals III: Leadership Development	2
	Professional Elective***	1-3

Sub-Total Credits		18.5-20.5
Spring Semester (15.5-18.5 credits)**		
Course Code	Title	Credits
PHRD-406	Pharmacist Care Lab IV	1
PHRD-418	Pharmacotherapeutics V - Gastrointestinal Disorders	2
PHRD-420	Pharmacotherapeutics VI - Immunologic, Hematologic, Rheumatologic and Neoplastic Disorders	4
PHRD-401	Clinical Research Design	3
PHRD-428	Commonly Used Medications IV	1
PHRD-442	Introductory Pharmacy Practice Eperience II: Health-System Pharmacy Practice	4
PHRD-804	Professional Development and Engagement IV	0.5
	Professional Elective***	1-3
Sub-Total Credits		16.5-18.5

Year P3

Fall Semester (17.5-20.5 credits)**

Course Code	Title	Credits
PHRD-504	Pharmacist Care Lab V	1
PHRD-510	Longitudinal Care	1
PHRD-525	Calculations IV: Clinical Applications	2
PHRD-514	Pharmacotherapeutics VIII - Cardiovascular Disorders	4
PHRD-515	Pharmacotherapeutics IX - Renal Disorders	2
PHRD-516	Pharmacotherapeutics X - Endocrine Disorders and Women's Health	2
PHRD-527	Commonly Used Medications V	1
PHRD-805	Professional Development and Engagement V	0.5
	Professional Elective***	1-3
PHRD-442	Introductory Pharmacy Practice Ecperience II: Health-System Pharmacy Practice	4
	Sub-Total Credits	18.5-20.5

Spring Semester (17.5-20.5 credits)

Course Code	Title	Credits
PHRD-506	Pharmacist Care Lab VI	1
PHRD-521	Pharmacy Law and Ethics	3
PHRD-509	Evidence Based Practice	2
PHRD-518	Pharmacotherapeutics XI - Central Nervous System Disorders	4
PHRD-519	Advanced Pharmacotherapeutics	4
PHRD-520	Advanced Pharmacotherapeutics	4
PHRD-528	Commonly Used Medications VI	1
PHRD-806	Professional Development and Engagement VI	0.5
	Professional Elective***	1-3
	Sub-Total Credits	20.5-22.5

Year P4

Summer/Fall/Spring (39.5 credits)****

Course Code	Title	Credits
	PHRD-700/760	5-6
	PHRD-701/761	5-6
	PHRD-702/762	5-6
	PHRD-703/763	5-6
	PHRD-704/764	5-6
	PHRD-705/765	5-6
	PHRD-706/766	5-6
PHRD-710	NAPLEX Review I	0.5
PHRD-711	NAPLEX Review II	2
PHRD-807	Professional Development and Engagement VII	0.5
PHRD-808	Professional Development and Engagement Viii	0.5
	Sub-Total Credits	38.5-45.5

*All Pharmacotherapeutics courses are taught sequentially within a semester.

**Students take [PHRD-442](#) Health System Introductory Pharmacy Practice Experience in either P2 Spring or P3 Fall. For the semester that the student is not taking [PHRD-442](#), subtract 3 credits from the total stated for the semester in the chart.

***Students are required to complete a minimum of 6 credit hours of professional electives for graduation, which must be accomplished over a minimum of three (3) courses, with only one research elective to satisfy the requirement.

****All APPE are five weeks in duration except for one APPE Block which is 6 weeks.

	Total Credits	147.5-162.5
School	School of Pharmacy and Health Sciences	
Academic Level	Graduate	

Physician Assistant Studies (Grad)

Department

Solaide Akintade, *Medical Director*
Jack Goble, Jr, *Director of Master of Science in Physician Assistant Studies Program (Developing)*
Annie Herold, *Administrative Coordinator for Physician Assistant Studies Program*
Jennifer Norris, *Didactic Director, Assistant Professor, Physician Assistant Studies Program*
Wendy Riekers, *Clinical Director/Assistant Professor, Physician Assistant Studies Program*

Campuses

Main Campus

Summary

The Physician Assistant Studies program at NDMU endeavors to attract compassionate and intellectually curious applicants who will be mentored and educated to become exceptional Physician Assistants who practice collaboratively, thereby demonstrating professional excellence and social responsibility, while serving their communities.

Physician Assistant Studies

Degree Type
Master of Science

Didactic Courses

Fall Semester I

Course Code	Title	Credits
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Programs					
PAS-501	Anatomy	3	PAS-532	-Patient Evaluation and Clinical Reasoning III	2
PAS-504	Physiology and Pathophysiology	3	PAS-528	Clinical Specialty: Women's Health, Reproductive Health, Genetics	3
PAS-502	Patient Evaluation and Clinical Reasoning I	3	PAS-531	Clinical Specialty-Pediatrics	2
PAS-514	Behavioral Medicine I	2	PAS-533	Transition to Clinical Year	1
PAS-506	Clinical Medicine I	4		Sub-Total Credits	14
	Sub-Total Credits	15			

Winter Semester

Course Code	Title	Credits
PAS-515	Evidence Based Medicine/Research Methods	2
PAS-500	Medical Law/Ethics/PA History	2
	Sub-Total Credits	4

Spring Semester

Course Code	Title	Credits
PAS-512	Clinical Medicine II	6
PAS-507	Patient Evaluation and Clinical Reasoning II	2
PAS-509	Pharmacology I	3
PAS-510	Clinical Lab Medicine: Diagnostic Skills-Imaging/EKG/Labs	2
PAS-519	Behavioral Medicine II	2
	Sub-Total Credits	15

Summer Semester

Course Code	Title	Credits
PAS-511	Pharmacology II	3
PAS-530	Clinical Specialty-Geriatrics	2
PAS-517	Clinical Specialty - Surgery/ICU	2
PAS-513	Clinical Skills - Procedures and Emergency Rm	2
PAS-503	Public Health	2
	Sub-Total Credits	11

Fall Semester II

Course Code	Title	Credits
PAS-516	Clinical Medicine III	6

Clinical Year Courses

Spring Semester

Course Code	Title	Credits
PAS-522	Family Medicine Clinical Course	6
PAS-520	Internal Medicine Clinical Course	6
PAS-521	Surgery Clinical Course	6
	Sub-Total Credits	18

Summer Semester

Course Code	Title	Credits
PAS-527	Capstone I	1
PAS-524	Emergency Medical Clinical Course	6
PAS-523	Women's Health Clinical Course	6
	Sub-Total Credits	13

Fall Semester

Course Code	Title	Credits
PAS-526	Pediatric Medicine Clinical Course	6
PAS-525	Behavioral Health Clinical Course	6
PAS-536	Elective Clinical Course	6
PAS-529	Capstone II	1
PAS-534	Professional Seminar & Summative Evaluation	1
PAS-535	Transition to Professional Practice	1
	Sub-Total Credits	21

Successful Completion of all required curricular and administrative components of the NDMU PA Studies Program will lead to the granting of a Master of Science in Physician Assistant Studies degree.

	Total Credits	111
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School	School of Pharmacy and Health Sciences
Academic Level	Graduate

Courses

Acupuncture and Herbal Medicine Department

ACP-601A: Hist Classic: Acup China to Am

Students learn the ancestral as well as contemporary roots, historical and cultural influences, in the development of acupuncture. [1.25 credits]

ACP-818: Theory: Senior Elective

The purpose of this course is to offer students in their last trimester an opportunity to choose an area of interest that will deepen and enrich their studies of theory, techniques or advanced clinical application. Topics will build on and further material that is offered in the curriculum. [2 credits]

Ayurveda Department

AYUR-630: Foundations of Ayurveda

This course provides the history and philosophies that serve as the foundation for Ayurveda. Students will understand the basics of Ayurvedic theory, including the five elements and the doshas, and learn how these theories and principles support the practices of Ayurveda. Basic Ayurvedic anatomy and physiology, concepts of mind body layers, tissues, systems, and channels will be introduced, as well as relevant terms in Sanskrit. [3 credits]

AYUR-631: Ayurveda and the Mind

This course introduces Ayurvedic perspectives on the structure and function of the mind, including states of balance and imbalance and the role the mind plays in creating health and wellness. Students learn how awareness of Ayurvedic concepts of the mind can support a shift in one's approach to life's challenges. The importance of Ayurvedic wellness techniques, including daily movement and breathing practices, mantras and meditation, are introduced. Prerequisite: [AYUR-630](#). [3 credits]

AYUR-633: Ayurvedic Nutrition and Herbs

Students learn and practice Ayurvedic approaches to food selection and preparation, understand how personalized food choices can support an individual's health and wellness, and how food energetics are tailored to support the doshas. Students will be introduced to healing properties of culinary herbs, three primary non-culinary Ayurvedic herbs/compounds and the primary media used to deliver herbs for healing. Students will learn to safely and effectively teach others about Ayurvedic approaches to herb selection and food preparation. Prerequisite: [AYUR-630](#). [3 credits]

AYUR-635: Ayurvedic Lifest Skills&Self-C

Students will learn how to design individual plans of care based on the flow of the day and the flow of the seasons using Ayurvedic wellness practices. Limitations of the practices described here will be addressed, and the students will learn how to apply their studies to their own lives, and in wellness plans with others. Prerequisites: [AYUR-630](#), [AYUR-631](#) and [AYUR-633](#). [3 credits]

Herbal Medicine-GRD

HRB-638: Exploring Sustainable Herbal Supply Chains

Sustainable herbal supply chains are essential to creating reliable and ethical herbal products. Production, purchasing and processing of raw herbs represents the initial stage of herbal supplement manufacture. Students apply principles of botany, chemical ecology, and conservation to explore sustainable production via small and large-scale cultivation and wild plant stewardship. Assignments investigate not only functional production but also the business elements necessary to run a successful enterprise. Prerequisite: HRB-605. [3 credits]

Integrative Health Studies-GRD

INHS-500: Student Success Seminar

This comprehensive course introduces incoming School of Integrative Health students to campus services, resources, and student life. Utilizing the institution's Learning Management System (LMS) Canvas, it is a self-paced designed around you the new student, assisting you in learning the answers to questions you may have, and providing you with a chance to meet the connect with other new students as well. All new School of Integrative Health students are strongly encouraged to register and participate in this course. [0 credits]

ISCI-632B: Found of Health & Wellness II

RSCH-550: Academic Research and Scholarship

This full online, self-paced course is designed to prepare students to engage in graduate-level scholarship with a focus on the utilization of resources available at or through the library. Modules cover the Association of College and Research Libraries information literacy threshold concepts in higher education. These concepts are: Scholarship as Conversation, Research as Inquiry, Authority is Constructed and Contextual, Information Creation as a Process, Searching as Strategic Exploration, and Information Has Value. [0 credits]

Nutrition and Integrative Health -GRD

NUTR-689: Applied Culinary Nutrition

Knowledge and skills in food selection and meal preparation are essential to translating dietary recommendations into meaningful and sustainable lifestyle changes. Students explore the food supply chain factors that affect food quality and build skills in the selection and preparation of whole-food ingredients. Adapting food choices and preparation techniques is emphasized to meet the needs of different clinical, socioeconomic, and cultural populations. Students apply essential cooking skills to create appetizing and nutritious meals and develop educational resources to empower clients to make healthy dietary changes. Prerequisite: NUTR-0501 ServSafe. [2 credits]

Pharmaceutical Science-GRD

PHSC-551: Research Orientation I

The course is designed to introduce students to the diverse landscape of pharmaceutical sciences bench research. Through this series of courses, students will participate in faculty's research group and be exposed to an in-depth understanding of various research topics within the field. At the end of this course, students will have a foundational experience in bench research that will help students identify future research directions. [1 credit]

PHSC-553: Introduction to Biomedical Sciences

Introduction to Biomedical Sciences is designed to provide students with a comprehensive understanding of general principles in pharmacodynamics, with a specific focus on drugs affecting various organ systems. This course lays the groundwork for advanced studies in pharmaceutical sciences, offering an in-depth exploration of drug actions on major human organ systems. The course emphasizes the integration of theoretical knowledge with practical applications, fostering critical thinking and analytical skills essential for future research and professional endeavors. [3 credits]

PHSC-555: Principles of Pharmacology and Medicinal Chemistry I

Principles of Pharmacology and Medicinal Chemistry I is the first of the 2-course series, designed to provide students with a fundamental understanding of the mechanisms of drug action, chemical properties of medicinal agents, the relationships between drug structure and pharmacological activity and absorption, distribution, metabolism and excretion. Through lectures, case studies and assignments, students will gain insights into the key concepts of drug mechanisms, design and development. At the end of the course, students will have a comprehensive understanding of medicinal chemistry and drug action in context of contemporary pharmaceutical sciences. [3 credits]

PHSC-557: Ethics in Research

Ethics in Research is an essential course for graduate students, providing a solid foundation for ethical decision-making in the complex landscape of scientific inquiry. This is an introductory graduate-level course designed to introduce students to the ethical considerations inherent in scientific research and aims to cultivate a culture of integrity, responsibility, and ethical conduct among future researchers and professionals in the field. The course provides a foundational framework for understanding and recognizing the ethical dimensions surrounding a variety of issues in scientific inquiry. Through exploration of current debates and case studies, students will engage in critical discussions on topics such as misconduct in research, conflicts of interest, scientific objectivity, publication ethics, peer review, intellectual property, and ethical decision-making. [1 credit]

PHSC-559: Experimental Methods in Pharmaceutical Sciences

This course offers a comprehensive exploration of experimental methods in pharmaceutical sciences, focusing on didactic theoretical concepts of fundamental laboratory techniques crucial to the disciplines of pharmaceutical sciences. Through a combination of theoretical knowledge and practical interpretations, students will develop proficiency in understanding essential experimental methodologies. This course is designed to provide a solid foundation in analytical methodologies and prepare students for research and professional roles in pharmaceutical and biotechnological sciences. [2 credits]

PHSC-561: Pharmaceutical Sciences Journal Club I

Pharmaceutical Sciences Journal Club I is a dynamic and interactive graduate-level course that immerses students in contemporary pharmaceutical research through critical analysis and discussion of current literature. I provides a collaborative and intellectually stimulating environment for students to delve into cutting-edge pharmaceutical research. This course is designed to enhance students' understanding of the latest advancements, methodologies, and trends in pharmaceutical sciences. The course serves as a platform for continuous learning, skill development, and networking within the broader scientific community. Through active participation, students will refine their analytical and communication skills, fostering a deeper appreciation for the research landscape within the discipline. [1 credit]

Art (Grad)

ART-509: Graduate Photography Workshop

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

ART-510: Graduate Ceramics Workshop

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

ART-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]

ART-520: Visual Culture

Introduces a critical knowledge and understanding of images, their history, and their permeation of contemporary culture. Through historical and theoretical approaches, students gain skills necessary to analyze and interpret images and visual information. [3 credits]

ART-525: Graduate Mixed Media Workshop

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

ART-541: The City As Art

Cities form the environment in which a person lives, grows and defines self and society. The study of cityscapes from ancient walled cities to contemporary centers suggests the impact of architecture, city patterns, planned environments and habits, on urban residents. Baltimore, with its rich heritage and current renaissance, serves as a laboratory.

Art Therapy (Grad)

ATP-501: History and Theory of Art Therapy

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

ATP-502: Professional Ethics and Legal Issues

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

ATP-503: Human Development and Art Therapy

Examines the stages of human growth and development and offers students opportunity to scaffold assessment and treatment of typical and atypical individuals across the lifespan. Study of normative developmental stages of art will provide students a contextual lens for assessing and considering how atypical development might be therapeutically addressed. Students will additionally consider the influences of culture upon an individual or family's growth and development. Students will gain and demonstrate understanding of development as a continuum and clients' capacity for growth within the continuum across the lifespan. Prerequisite: Enrolled in Graduate Art Therapy Program (MA). ATP-502 taken previously or concurrently. [3 credits]

ATP-504: Art Therapy in Counseling

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

ATP-505: Internship I

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

ATP-506: Internship II

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

ATP-507: Assessment, Testing and Evaluation

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

ATP-508: Psychopathology: Art and Diagnosis

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

ATP-509: Process: Art Therapy and Counseling Techniques

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

ATP-510: Creative Techniques and Materials of Art Therapy

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

ATP-511: Art Therapy with Children and Adolescents

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

ATP-512: Internship III

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

ATP-513: Art Psychotherapy and Trauma

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

ATP-514: Group Therapy Techniques in Art Therapy

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

ATP-515: Research Methods

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

ATP-516: Art Therapy and Substance Use Disorder Counseling

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

ATP-517: Marital and Family Art Therapy

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

ATP-518: Internship IV

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

ATP-519: Social and Cultural Diversity in Art Therapy

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

ATP-520: Art Therapy and Transformative Practice for Social Justice

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

ATP-521: Career Counseling

Explores ethical and culturally relevant methods aimed at supporting clients to positively impact their career development through identification, engagement and development of aptitudes and skills. Students will be introduced to theories, models, and tools of career planning and decision making, as well as methods of assessment. Strategies for facilitating diverse clients' discernment of career paths that are well matched to lifestyle, roles, and health will be shared. Strategies for advocacy related to diverse clients' career and educational development development and opportunities in a global economy will also be addressed. This course shall satisfy a state licensing board requirement for art therapy graduate training. Prerequisites: ATP-502; ATP-503; ATP-504; ATP-507. [3 credits]

ATP-522: Elective Graduate Art Therapy Internship

Engages student in a further honing of professional competency post completion of Internship course series I-IV. Course focuses on advancing competency in: diagnostic formulation and informed, collaborative treatment planning; critically constructing, conducting, and evaluating outcomes of art therapy treatment; critical observational and listening skills; clear, professionally collaborative communication skills, including facilitation of art based dialogue, documentation, and presentation; cultural considerations; and critical evaluation of the dynamics of the treatment milieu and maintaining the role of art therapy with the setting. Skill development in these areas is steadily promoted and consolidated through continued on-site clinical supervision. Weekly, individual clinical supervision is provided directly at the internship site by a licensed art therapist (LCPAT) or related licensed mental health professional. On campus, students will benefit from further integration of knowledge and skills during the seminar course taught by art therapy faculty. Prerequisites: ATP-505, ATP-506, ATP-512, ATP-518 and technical standards as evaluated by the Program Director. [1 credit]

ATP-601: Thesis Project Graduate Seminar

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

ATP-602: Thesis Project Continuation and Advisement

Supports student completion of written thesis, documenting a culminating, in-depth project reflective of the literature and direction of the current research in the discipline, begun within ATP-601, Thesis Project Graduate Seminar. Having completed the Thesis Project Graduate Seminar, students in this continuation and advisement course will benefit from faculty support toward full completion of their written thesis that demonstrates thorough integration of art-based clinical skills, art therapy theory, art therapy science, and art therapy practice. Prerequisites: ATP-501; ATP-502; ATP-503; ATP-504; ATP-505; ATP-506; ATP-507; ATP-508; ATP-509; ATP-510; ATP-512; ATP-514; ATP-515; ATP-517; ATP-518; ATP-519; ATP-601. [1 credit]

Biology (Grad)

BIO-503: The Wetlands for Educators

Within an ecosystem context, study 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

Link 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

Comprehensive exploration of 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

Master 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

Following the course of the Potomac, hydrology, soils, biota, and physio-chemical relationships of the major geologic provinces will be studied, compared and contrasted. [3 credits]

BIO-560: Biology for Teachers Grades K-8

This course presents an introduction to fundamental concepts and practical applications of biology. Students will learn engaging, inquiry based strategies to explore matter, energy, and organization in living systems; cellular biology; the molecular basis of heredity; and mechanisms for evolution. Mathematical content and skills are integrated throughout. [4 credits]

BIO-560L: Lab: Biology Methods for the Middle School Educator

Models of teaching and appropriate techniques for instruction of middle school students in cell and molecular biology with emphasis on scientific inquiry. Application of teaching-learning theory to cell and molecular biology in planning, motivation, instruction, questioning, discussion and assessment. Co-requisite: BIO-560

BIO-561: Biology II for the Middle School Educator: Body Systems and Ecosystems

An introduction to the study of the relationships that occur within organisms and between organisms and their living and nonliving environments. Biology content includes a study of organismal systems in plants and animals and a study of environmental systems in populations, communities and ecosystems. Lecture and lab. Prerequisite: BIO-560; Co-requisite: BIO-561L. [3 credits]

BIO-561L: Lab: Biology Methods for the Middle School Educator

Models of teaching and appropriate techniques for instruction of middle school students in organismal and environmental biology with the emphasis on scientific inquiry. Application of teaching-learning theory to organismal and environmental biology in planning, motivation, instruction, questioning, discussion and assessment. Co-requisite: BIO-561

BIO-562: Science Seminar for the Middle School Educator

A study of the integration of multiple branches of science in the development of a scientific theory. Science content includes the development of the asteroid-impact theory to explain the extinction of the dinosaurs. Lecture and lab. Prerequisite: BIO-561; Co-requisite: BIO-562L. [3 credits]

BIO-562L: Lab: Integrative Science Methods for the Middle School Educator

Models of teaching and appropriate techniques for instruction of middle school students in topics that integrate branches of science with emphasis on scientific inquiry. Application of teaching-learning theory to integrative science in planning, motivation, instruction, questioning, discussion, and assessment. Corequisite: BIO 562.

BIO-570: Physiology of Aging I

Students will explore the nature of changes in human physiology from early adulthood to old age in two courses BIO570 and 571. In Physiology of Aging I, topics to be covered include: 1) perspectives and methodologies in physiological aging research; 2) theories of aging processes; 3) physiological change and pathology in major organ systems with age; and 4) nutrition and pharmacology of aging.

BIO-571: Physiology of Aging II

Physiology of Aging II is a continuation of Physiology of Aging I. The course will examine the following topics: 1) neurobiology of aging; 2) aging of hormonal systems; 3) factors affecting health and longevity; and 4) emerging trends in the prevention and treatment of disease in later stages of the life course.

Business (Grad)

BUS-500: Human Resource Management

Examines basic human resource management issues--strategic human resource planning, recruitment and selection, training and development, performance management and compensation and benefits. Learners apply the theories of each of these areas to developing a portfolio of practical, useful human resource applications. [3 credits]

BUS-501: Managing in Complex Environments

Presented through competing viewpoints of management, managers, and managerial criticism, learners examine and reimagine traditional management functions of planning, organizing, leading as well as the paradoxes these ideas present when applied to the complex environment faced by today's organizations. Resources and assignments facilitate both the comprehension and application of management theories to contemporary situations as students develop strong scholarship habits that form the basis of the program. Must be taken within the first 9 credits of the program. [3 credits]

BUS-502: Managing Together

Apply management theories to dynamic risk situations. Identify best practices in organizational management including collaborative approaches to planning and process administration with an emphasis on communication, risk mitigation and organizational health. [3 credits]

BUS-503: Adaptive Leadership

Apply leadership, followership, and interpersonal relations theories to risk management and change. Develop situational leadership savvy across the full range of leadership practices from transactional to transformational. Refine interpersonal skills and stakeholder influence in dynamic situations. MA in the following areas may take this course as an elective: Leadership and Management, Contemporary Communications and MS in Analytics in Knowledge Management. [3 credits]

BUS-511: Topics in Leadership

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

BUS-513: Topics in Health Care

A selection of health care related courses geared to specific interests of students and/or issues that are of current interest in the field. [3 credits]

BUS-515: Topics in Marketing

A selection of marketing courses geared to specific interests of students and/or specific issues in the field. 3 credits.

BUS-521: Health Care Economics

Introduces students to economic theory as it relates to the delivery of health care services. Topics include the role of health insurance financing for medical services including managed care, and its influence on consumer and provider behavior relative to the demand and supply of healthcare services. Additional topics include competition in the delivery of health care services, the role of government and regulation, whether greater expenditures on health care insures better health, cost shifting, and the challenge of measuring value in healthcare outcomes. [3 credits]

BUS-522: Essentials of Healthcare Financing

Introduces the learner to the basics of accounting and financial management; enables students to read and analyze operating and capital budgets. This course is designed for the non-financial healthcare manager who must be able to understand and effectively use financial concepts and tools. [3 credits](MSN students only)

BUS-523: The Business of Healthcare

Introduces the language and theory of customer service, negotiation and the marketing process. Students will examine the framework and components of customer service and negotiation as applied to the healthcare industry. Students will also study core healthcare marketing concepts and the important role a marketing plan plays in supporting the implementation of an organization's strategic plan. This course is highly interactive and utilizes role play, case analysis, and group/team assignments. [3 credits]

BUS-525: Health Services Financing

Introduces the student to public and private forms of financing health care services in the United States. Topics include employer-sponsored health insurance, Medicare, Medicaid, and managed care. Special focus will be given to the Maryland all-payer rate system and the Patient Protection and Affordable Care Act. [3 credits]

BUS-527: Business Study Tour

Tours to various parts of the world designed to combine study and travel. Examines the interplay of culture, politics, economics, and society of tour country; compares approaches to economic and social policies in tour country and the United States; examines how tour country's awareness and public perceptions of environmental issues have changed over time; explores how different economic and cultural systems in the U.S. and tour country affect life in the other countries. Organized and directed by members of the department. Serves as a 500 level business elective for graduate students. [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 waiver of BUS-537 based on business experience and previous course studies. [3 credits]

BUS-533: Advanced Financial Analysis

Provides in-depth analysis of financial management decisions and decision-tools. Topics may include capital structure and capital issuance, dividend policy, corporate financial planning, derivatives for hedging stock volatility, derivatives for hedging interest rate risk, and financial institutions. Students will complete a research project and develop strategies to manage an external environment challenge. Projects involve written and oral reports. Prerequisite: BUS-530. [3 credits]

BUS-536: Cases in Finance

Explores the role of finance in organizational planning, structure, and decision making. Learners work individually and in small groups analyzing practical case scenarios. Communicating financial information is a major emphasis. Prerequisite: BUS-530 or permission of instructor. [3 credits]

BUS-537: Aspects of Financial Reporting

The focus of this course is not how accountants create financial statements; the focus is how a manager uses financial statements in business decision-making. Orients learners to financial accounting practices, leading to the preparation of financial statements. Learners acquire 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-538: Data Driven Business Decisions

Introduces the role that data plays in understanding business outcomes, including uncertainty, the relationship between inputs and outputs, and complex decisions with tradeoffs. Students work with real-life examples to interpret statistical distributions, understand hypothesis testing and evaluate reliability. [3 credits]

BUS-540: Human Resource Training and 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

Describes the purposes and criteria for effective performance management systems including the major approaches and techniques used in each approach. Evaluates the advantages and disadvantages of different methods and reinforces the importance of integration with corporate management strategy. Uses readings, case analyses, and experiential activities to examine different elements of performance management. [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-550: Business and Economics

Apply management theories to dynamic risk situations. Identify best practices in organizational management including collaborative approaches to planning and process administration with an emphasis on communication, risk mitigation and organizational health. [3 credits]

BUS-551: Leadership's Dark Side

Goes beyond the usual concepts of business ethics and leadership prescriptions 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. Students develop strategies as they study historical and present day leaders and followers whose unethical, immoral or incompetent behaviors have damaged lives and organizations. [3 credits]

BUS-554: Women in Leadership

Increases the learner's awareness of societal expectations, pitfalls, and opportunities faced by women. Emphasizes the role of women leaders, deciphering the code of the workplace, and confronting female collusion in silencing women's ways of knowing. Often cross-listed with undergraduates to promote cross-generational mentoring. [3 credits]

BUS-558: Leadership and Leading

Develops learners' personal capacities to lead others and manage leadership development. Learners grapple with current leadership issues applying theory and extending lessons provided by cases and ideas of leaders both past and present. Personal leadership and interpersonal skill are developed through guided exercises in group interaction, emotional intelligence, self-awareness, and reflection. Prerequisite: BUS-501 or NPM-510 and a minimum of 9 credits completed in either MA in Leadership and Management, MA in NPM or graduate certificate program. Students who are at least midway through other graduate programs are welcome to attend with permission of the instructor. [3 credits]

BUS-560: Marketing Management

Examines the concepts and processes used in designing and implementing marketing-driven strategies. Students will learn a marketing strategy decision making process which takes full advantage of secondary data resources. Case studies, in-class discussions and a semester-long project provide students with an opportunity to design marketing strategies utilizing 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-580: Coached Leadership Practicum

Offers students an individualized, real-world and impactful leadership learning experience which provides a hands-on opportunity to apply what has been learned in leadership courses. Each student will develop and submit a semester-long project proposal to be carried out in her or his social or business community requiring personal leadership responsibilities. Once the project proposal is approved, the student will carry out the project supported by an appropriate professionally-trained volunteer coach and the Program Director. The course will conclude with a reflective assessment of the student's leadership of the project and the lessons learned therefrom to be applied in future leadership opportunities. Prerequisites: BUS-558 or NPM-510. [3 credits]

BUS-640: Managing Projects in Contemporary Organizations

Provides a socio-technical perspective to the management of projects and explores major concepts through multiple lenses, not only the professional focus of Project Management Institute. Project managers as well as others interested in project management gain tools to add the appropriate level of structure and rigor to their own practice. Includes planning, scheduling, organizing and implementing projects with an emphasis on the project management process and tools used in project management. Online learning experience. Prerequisite: Willingness to learn the basics of Microsoft Project. [3 credits]

BUS-651: Strategic Organizational Leadership

Clear strategic thinking and innovative implementation are critical to successful leadership in today's highly unstable and increasingly competitive business environment. Leading strategically means much more than strategic planning--it means taking a broad holistic and socially just view, identifying and analyzing competing interests, communicating effectively, and rapidly making mid-course corrections. This class takes a multi-disciplinary approach to strategic planning, communication, and implementation, drawing on ideas from the social sciences, leadership and management studies, and social justice and sustainability models. Prerequisites: BUS-530, BUS-558, BUS-560 and completion of 21 graduate level credits. [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]

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]

NPM-501: Strategic Planning in the Nonprofit Sector

Explores strategic and operational planning in 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. Corequisites: NPM-510, NPM-531. [3 credits]

NPM-510: Leadership and Organizational Development in Nonprofits

This course develops learners' personal capacities to lead others and manage leadership development. Learners grapple with current leadership issues applying theory and extending lessons provided by cases and ideas of leaders both past and present. Personal leadership and interpersonal skill are developed through guided exercises in group interaction, emotional intelligence, self-awareness, and reflection. Prerequisite: NPM-502 and a minimum of 9 credits completed in either MA in Leadership and Management, MA in NPM or graduate certificate program. Students who are at least midway through other graduate programs are welcome to attend with permission of the instructor. [3 credits]

NPM-511: Topics: Nonprofit Mgmt

Provides students an opportunity to study a variety of current issues related to nonprofit management. Recent topics have included: grant writing, nonprofit marketing and fundraising strategies, and planning for service. [3 credits]

NPM-517: Negotiation & Conflict Resol

Development of a working knowledge of the nature, strategies, tactics and skills needed in contract negotiation and conflict resolution. This course helps students develop an effective approach to analyzing and managing the negotiation process. The class is highly interactive and provides hands-on experience through a series of simulation exercises. 3 credits.

NPM-520: Board Development and Human Resource Management in Nonprofits

In this course students apply knowledge of employment laws and practices for nonprofit recruitment and selection, managing employees and volunteers, and monitoring performance, diversity, and intercultural competency, compensation and benefits, training and development, labor relations, and health and safety. Students also apply theories and practices of nonprofit governance to effectively manage board members and volunteers. Students complete a talent development plan for a nonprofit organization. Prerequisite: NPM-502. [3 credits]

NPM-525: Starting a Nonprofit Organization

Engages learners determining whether they should create a new 501 (c) (3) nonprofit corporation. Learners explore the nuts and bolts of what would be involved from the Articles of Incorporation to the ways to dissolve a nonprofit. Engages learners in comparing the legal structures of nonprofit versus for profit entities, exploring state and federal requirements for creating a nonprofit, and learning how to develop a business plan that includes fundraising, marketing and program development. [3 credits]

NPM-531: Managing Financial Resources in Nonprofits

This course applies critical financial concepts and generally accepted accounting principles (GAAP) practices in order for organizations to establish and maintain realistic budgets, internal controls, financial statements, financial statement analysis, cash flow maintenance, audits, and tax reporting. Learners complete a financial sustainability plan for a nonprofit organization. Prerequisite: NPM-502. [3 credits]

NPM-540: Efficient Resource Use

This course provides a sound conceptual basis in the economic concepts that are fundamental to all nonprofit organizations. The emphasis is on resource allocation. Price formation, production and costs, and economic impact analysis. Students will explore the trade-offs nonprofit organizations face and methods for evaluating them. The economic impact of nonprofit organizations on the people and communities which they serve will be developed conceptually. [3 credits]

NPM-545: Fundraising and Grant Writing

Explores the various methods that nonprofits use to raise funds to support the organization's operations and programs. Addresses basic grant acquisition methodologies including conducting grant research, making contacts, and creating standard and comprehensive case statements. Learners complete a fundraising plan or write a grant for a nonprofit organizations. Corequisite: NPM-502. [3 credits]

NPM-551: Government-Nonprofit Relationships

Explores the relationship between the public sector including how each sector influences the other. The inquiry reviews the development and implementation of public policy and how nonprofits influence government. Learners track a specific issue of their choice. [3 credits]

NPM-552: Networking, Partnership and Mergers In Nonprofit Sector

The environment of nonprofit organizations has become increasingly complex. Interrelationships among different nonprofit organizations are evolving rapidly with alliances, joint ventures, and mergers becoming increasingly frequent. The complex and dynamic interactions within these nonprofit coalitions and the business and government sectors will be the focus of this course. [3 credits]

NPM-570: Nonprofit Marketing

Focuses on the complementary aspects of marketing and communications for a non-profit organization. Topics include segmentation, branding, and membership recruitment. This course also explores the roles of public relations, advertising and social media, as well as the process of preparing persuasive communication for target markets. Learners prepare a case statement, communications and social media strategy for an organization or program. Prerequisite: NPM-502. [3 credits]

NPM-580: Program Evaluation and Research Methods

Learners are introduced to quantitative and qualitative research methods to identify, measure and present program and organizational performance information. Learners create logic models, perform data-based decision making, feasibility projects, and continuous improvement plans for effective management. Prerequisite: NPM-502. [3 credits]

NPM-690: Master's Project Seminar

Takes a multidisciplinary approach to strategic planning, communication, and implementation, drawing on ideas from the social sciences, leadership and management studies, and social justice and sustainability models. Students learn how clear strategic thinking and innovative implementation are critical to successful leadership in today's highly unstable and increasingly competitive business environment. Leading strategically means much more than strategic planning—it means taking broad holistic and socially just view, identifying and analyzing competing interests, communicating effectively, and rapidly making mid-course corrections. Prerequisites: NPM-502, NPM-520, NPM-510, NPM-520 and 30 credits. [3 credits]

NPM-691: Master's Project Seminar II

Continues NPM-690 for particularly comprehensive projects. [3 credits]

PLAN-501: Principles of Philanthropic Development

Explores the history of philanthropy and the role of religious and cultural traditions, as well as structural and regulatory influences of philanthropic and voluntary behavior, in national and global contexts. Analyzes the evolution of the field of fundraising, philanthropy and grant-making. Investigates the impacts that global social, economic and political trends have on volunteerism, philanthropy, the nonprofit sector, and civil society at large. [3 credits]

PLAN-502: Communications and Branding in Philanthropy

Explores the principles of branding and marketing in philanthropic organizations. Analyzes necessary and essential communications to reflect an organization's mission and strategic plans in order to devise a coherent fundraising campaign. [3 credits]

PLAN-503: Cultivation & Donor Relations

Examines donor motivations and relationship-building as influential factors in the philanthropic process. Analyzes the psychological theories and practices behind donor solicitation and recognition. Justifies ethical practices in donor research and solicitation. Interprets and predicts prospect research, donor identification and retention, CRM systems and strategies and problems that build relationships. Determines generational and cultural differences in giving, as well as implications for fundraising. [3 credits]

PLAN-504: Research Trends in Philanthropy

Examines current research in philanthropy including the impact and trends from national organizations such as the Giving Institute. Creates metrics for the evaluation of fundraising strategies. Explores the role of on-line giving, the use of social media and crowdsourcing strategies in fundraising effectiveness. In the culminating project, students will summarize and complete a research paper on a new trend in philanthropy. [3 credits]

RIS-501: Risk Management

Provides an introduction to the risk analysis paradigm where organizations intentionally manage, assess and communicate about risk. Risk management is about making effective decisions under conditions of uncertainty. A generic risk management model is introduced and developed. Students learn to apply several risk management methodologies. [3 credits]

RIS-502: Risk Assessment

Provides an introduction to a generic and generalizable risk assessment model as well as to several qualitative risk assessment techniques. Students learn to apply qualitative techniques. [3 credits]

RIS-601: Uncertainty

Surveys epistemic and aleatory uncertainty. Explores the use of probability distributions to address these sources of uncertainty. Explores the use of probability to represent uncertainty using probability distributions. [3 credits]

RIS-602: Quantitative Risk Assessment

Introduces deterministic and probabilistic risk assessment. Students learn to build and use probabilistic risk assessment models. Emphasis is placed on communicating uncertainty to decision makers. [3 credits]

RIS-603: Risk Communication

Prepares students to respond professionally to the special challenges of coordination among risk managers and risk assessors and focuses primarily on risk and crisis communication where there is considerable uncertainty. Students learn how to map risk communication messages. [3 credits]

RIS-604: Enterprise Risk Management (ERM)

Prepares students to successfully embed risk management in an organization. This course provides a detailed introduction to the discipline-free practice of Enterprise Risk Management. It includes a special emphasis on the process and techniques available for the successful establishment of a risk appetite as well as risk assessment and risk treatment at the enterprise level. [3 credits]

RIS-605: Decision Making Under Uncertainty

Prepares students to make decisions under conditions of uncertainty. This course provides a background in the most current principles, methods and techniques of decision analysis for making decisions under uncertainty. It also offers a very practical approach for risk managers and others who must make critical decisions when uncertain. Prerequisite: Candidates who have met the admission requirements of the MS in degree in Risk Management. [3 credit]

RIS-630: Ethics and Risk Governance

Examines the ethical issues and social responsibility related to risk problems through the lens of current events. Topics include such things as ethical principals in the face of system collapse, protecting the most vulnerable, the public's role in decision making, and managing risk for development. [3 credits]

Chemistry (Grad)**CHM-560: Chemistry for Teachers Grades K-8**

This course presents an introduction to fundamental concepts and principles of chemistry. Chemistry content includes chemical bonding, properties, and reactions; atomic and molecular structure; states of matter and solutions; basic thermodynamics and kinetics; acids and bases; and descriptive and quantitative aspects of chemistry appropriate for educators in grades K-8. Mathematical content incorporated includes: study of patterns, functional relationships/graphing, expressions, equations, inequalities, and variables. [3 credits]

CHM-560L: Lab: Chemistry Methods for the Middle School Educator

Models of teaching and appropriate techniques for instruction of middle school students in chemistry with emphasis on scientific inquiry. Application of teaching-learning theory to chemistry in planning, motivation, instruction, questioning, discussion and assessment. Co-requisite CHM-560.

Communication (Grad)

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-507: Film Themes

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

COM-509: Media Criticism and Theory

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

COM-511: Communication Issues

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

COM-515: Cross-Cultural Communication

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

COM-517: Communication and Gender

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

COM-520: Digital Asset Management

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

COM-527: Study Tour

COM-530: Independent Study

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

COM-535: Organizational Assessment

An examination of issues surrounding the topic of organizational effectiveness and development of knowledge and skills involved in the assessment process, including gathering information in a reliable and valid manner, analyzing data and reporting results. Additional topics will include research and evaluation with respect to personnel and the conduct of needs-assessment research in different contexts. Individual projects will be used to provide practice in applying course concepts. [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: Research Methods for Professionals

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

COM-565: Campaign Design and Execution

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

COM-610: Social Media for Professional

Explores the practical uses of, and rationale behind the strategic uses of various social media platforms in businesses and organizations. Students will engage in hands-on activities while developing a broad understanding of how social media can play a strategic role in developing an organization's mission and communication goals and objectives. [3 credits]

COM-620: Public Relations Management

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

Computer Studies (Grad)

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-515: Technology in Contemporary Communication

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

CST-530: Foundations of Analytics

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

CST-531: Data Design and Management

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

CST-532: Data 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. Prerequisite: CST-531. { 3 credits }

CST-540: Data Visualization

Explores the field of data visualization, including data types and visualization categories such as time-series, statistics, maps, hierarchies, and networks. Includes a study of visualization tools, infographics, and other issues related to the display of "big data." [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-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 nonprofit organization. [3 credits]

CST-595: Digital Design

Explores strategic uses of various developmental platforms in businesses and organizations. Students will engage in hands-on activities while developing a broad understanding of how digital media can play a strategic role in developing an organization’s communication goals and objectives. [3 credits]

CST-610: Critical Inquiry Capstone

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. Prerequisite: MAT-575. [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]

Economics (Grad)

ECO-511: Special Topics in Economics

Examines special topics and issues in economics. Course content changes to address contemporary thinking and issues. Course may be taken more than once under different topics. [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]

Education (Grad)

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]

EDGT-506: Theory and Development of Creativity

Participants will explore psychological aspects of creativity and ways to nurture creative behavior in their students. This course will provide opportunities for graduate students to examine various theories and definitions of creativity and recognize characteristics and traits of creative individuals. Participants will learn about the creative process, various creative thinking strategies, barriers to creativity in the elementary and secondary classroom. This course is also designed to help educators reflect on their own creativity and practice effective strategies that increase creative thinking. [3 credits]

EDM-500: Principles of Enrollment Management and Retention

The course explores research, trends and techniques related to strategic university-wide retention and enrollment management planning. Topics will also include admission and recruitment processes and regulations, searches as well as the application and use of data analytics. The course employs a number of evidence-based learning methods and is highly interactive. [3 credits]

EDM-501: Financial Aid and Data Analytics for Enrollment Planning

This eight week course is divided into two parts. Weeks one through four provide an overview of financial aid for higher education leaders in the context of strategic enrollment management. Topics include: trends in financial aid; impact of financial aid on recruitment, retention and completion for students; understanding legislation; and the basics of institutional compliance and audits. Weeks five through eight topics include; data analytics and predictive modeling; leveraging technology; maximizing aid while effectively balancing Net Tuition Revenue; and developing the financial aid section of a strategic enrollment plan. [3 credits]

EDM-502: Enrollment Marketing and Communications

This course provides an overarching perspective on the role of Marketing and Communication in Enrollment Management. Curriculum will emphasize market structure and position through the context of demand and supply among eligible prospective students while considering indicators of enrollment demand and finance that frame the comparative place where institutions stand in the market relative to one another. Marketing will be positioned as a tool that combines with other factors in the SEM cycle to enhance and strengthen recruitment and enrollment, with an emphasis on strategy and the communication pathways that facilitate this strategy. [3 credits]

EDM-503: Leadership and Strategic Planning for Enrollment Management Professionals

Students explore concepts of leadership, team building, working with internal and external constituents, organizational structure and strategic planning for the enrollment management areas in the context of the higher education environment. Design of a strategic enrollment and retention plan. [3 credits]

EDON-501: Infant and Toddler Mental Health: Issues & Information for Educators

A self-paced or online course,designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is designed to help educators achieve a better understanding of infant and toddler mental health, child development, and strategies that can be used to promote positive relationships with children and their families. This course provides information that will help the learner understand and identify his or her role as a child care provider, educator, and early childhood professional. Infant & Toddler Mental Health provides research-based information on child development, attachment, temperament, and curriculum. This course also lists resources for both teachers and parents who would like more help or information about infant and toddler mental health. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-502: Early Childhood: Family-Centered Services

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive environments for diverse learning populations. This course is designed to give you a new perspective on serving the needs of young children and their families. In this course you will learn what is meant by family-centered services as it applies to diverse systems of care, gain an understanding of family diversity, and explore the major stress factors facing families today. We will discuss the theoretical basis for family-centered services, as well as reflect on current research and best practice. Family-Centered Services will also examine the role of early childhood educators and explore ways to build partnerships with parents and create communities of care-for the benefit of our children, and ultimately society as a whole. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-503: Early Childhood: Observation And Assessment

A self-paced or online course,designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course explores observation and assessment instruments, as well as recommended practices and available resources for infants, toddlers, and preschoolers. Content includes an emphasis on observing young children and assessing their early childhood learning environments. [3 credits]

EDON-504: Early Childhood: Program Planning

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is designed to give you a new perspective on planning and implementing developmentally appropriate programs for young children from birth through age eight. In this course you will learn what is meant by curriculum, assessment, evaluation, and program planning as these terms apply to early childhood education. We will discuss several historical perspectives and theories of child development, and examine best practice for early childhood education. We will also examine key concepts and specific activities for teaching various curricular content areas including language and literacy, mathematics and science, and the expressive arts. [3 credits]

EDON-505: Early Childhood: Typical & Atypical Development

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course explores contemporary best practice and perspectives on early childhood development. Content includes patterns and sequences of typical development for children from birth to six years. Emphasis is on individual differences, cultural influences, and the impact of developmental delay and disability during infancy, toddlerhood, and the preschool years. Discussion will also include instructional technology (IT) and assistive technology (AT) applications for this population. [3 credits]

EDON-506: Supporting At-Risk Young Learners and Their Families

Supporting At-Risk Young Learners and Their Families is an interactive computer-based instruction course designed to help teachers identify and effectively teach At-Risk students under 8 years of age. This course discusses the reasons some children are considered at risk of not reaching their full potential and how educators can reverse negative trends. The course discusses the external situations that cause risk, such as poverty, family dysfunction, and environmental influences such as violence, in addition to the internal factors, such as temperament, being a second language learner, and having a disability or mental health concern. A major emphasis for the class is on how to work with families to provide the resources the family needs to provide healthy and developmentally appropriate experiences for young children. Interventions for both the child and the family are included, as are the hallmarks of excellent early childhood programs. [3 credits]

EDON-510: Educational Technology

Technology integration doesn't have to be hard. In fact, it should be easy! Regardless of your skill level, this course will walk you through innovative technology that will inspire your creativity and elevate the way you share information and ideas. Students will learn how to select and evaluate technology tools to align to current curriculum. You will gain knowledge and skills to effectively pursue professional growth in educational technology. Through discovery, reflection, and analysis you will realize practical applications of interactive digital tools. You will have the opportunity to explore easy to learn internet-based multimedia that can be integrated inside and outside of the classroom. This course will also provide pathways for you to improve your practice through self-reflection. You will leave with a toolbox of strategies and ideas to transform everyday content into extraordinary products. After you have completed your studies in the chapters on Educational technology in the classroom, you will be presented with various classroom scenarios in which you will be able to practice and hone your skills for creating a digital culture, integrating practical strategies based on standards, and implementing educational technology in our classroom. [3 credits]

EDON-511: Harassment, Bullying and Cyber-Intimidation in Schools

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. Harassment, Bullying & Cyber-Intimidation in Schools will discuss 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. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-512: English Language Learner: Methods and Materials

English Language Learner: Methods & Materials was written to help teachers understand concepts and terms related to educating students whose first language is not English. This course discusses how to apply instructional methods in creating lessons; how to create a motivating and caring learning environment; how to integrate teaching, reading, writing, speaking, and listening skills; how to differentiate instruction for English language learners; and how to identify culturally appropriate curriculum and instructional resources. This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. [3 credits]

EDON-513: English Language Learner: Linguistics

This course discussed how to understand theoretical foundations of linguistics and how to apply the knowledge and skills in linguistics in ELL classrooms and content classrooms. Learners will analyze the nature and structure of language and compare the development of first and second languages. This course includes the knowledge and skills to create morphological trees and use the International Phonetic Alphabet. A focus will be on phonetics, phonology, morphology, syntax, semantics, and pragmatics. Learners will apply their knowledge about language and linguistics, best practices, and current research in identifying learning barriers and meeting the various needs of second language learners including verb formation and verb tenses, types of nouns, and other applicable grammar points. [3 credits]

EDON-514: English Language Learner: Evaluation and Assessment

English Language Learner: Evaluation and Assessment was written to help teachers understand concepts and terms related to evaluating and assessing students whose first language is not English. This course discusses high-quality assessment and the scope of assessments, including initial placement, annual assessments, and exit assessments. This course ends with a discussion of classroom assessments, including accommodations for those who need language assistance. This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. [3 credits]

EDON-515: English Language Learner: Language Acquisition

English Language Learner: Language Acquisition was written to help teachers understand concepts and term related to educating students whose first language is not English. This course discusses developmental theories and how they apply to English language learners. The focus of this course is on the process of second language acquisition and the role of the classroom teacher. Included in this course is information about literacy development, integrating language, co-teaching, ELL instructional needs and the legal obligations of schools and teachers to provide services and about the types of programs schools might provide. Also included is information on communicating with parents/guardians. This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. [3 credits]

EDON-517: Advanced Classroom Management: Children As Change Agents

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. Geared primarily for professionals (e.g., regular or special educators, instructional assistants, school psychologists, counselors) serving children and youths presenting behavior problems in the school or community, this course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric "social skills") with an emphasis on teaching students how to change and manage their own behavior. Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that you take an introductory behavior management course to learn the basic terms and concepts of behavior management prior to taking this advanced course. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-518: Behavior Is Language

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is designed to give the learner a new perspective on student behavior and effective tools to facilitate positive student change. Taught by Mick R. Jackson MS/ED, this course 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]

EDON-519: Drugs and Alcohol in Schools: Understanding Substance Use & Abuse

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is designed to help the learner gain a more comprehensive understanding of alcohol, drugs, and their influences in the classroom. It provides a contextual framework for understanding what students may be experiencing either through their own substance use or as a result of the substance use of persons close to them and provides a basic historical perspective of substance use along with the biological, psychological, and social factors that comprise the disease of addiction. Upon course completion, the learner will better understand the complex dynamics that contribute to this biological and social phenomenon. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-520: Functional Analysis**EDON-521: Harrassment in Schools****EDON-522: Learning Disabilities**

A self-paced or online course designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course describes diverse theoretical approaches to handling learning disabilities in the classroom. Taught by Dr. Bob Pillay, it lays the foundation for sensitive, appropriate assessment and evaluation of students. In addition, this course covers program planning and implementation, stresses the importance of a close, positive partnership with parents or alternative caregivers, and explores methods for ensuring that the home-school axis is effective and meaningful. Major trends and unresolved issues in the field of learning disabilities are also discussed. [3 credits] NOTE: This course includes a final case study paper in addition to the assignments in the syllabus.

EDON-523: Talented and Gifted: Working With High Achievers

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is designed to help the learner gain a more comprehensive understanding of alcohol, drugs, and their influences in the classroom. It provides a contextual framework for understanding what students may be experiencing either through their own substance use or as a result of the substance use of persons close to them and provides a basic historical perspective of substance use along with the biological, psychological, and social factors that comprise the disease of addiction. Upon course completion, the learner will better understand the complex dynamics that contribute to this biological and social phenomenon. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-524: Teaching Diversity: Influences & Issues In the Classroom

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. Designed to give the learner the knowledge, tools, and dispositions to effectively facilitate a diverse classroom, this course teaches how to understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning. An emphasis in this course is on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, and family and community values. The learner is challenged to apply knowledge of the richness of contributions from our diverse society to the teaching field. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-525: Traumatized Child: Effects of Stress

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is designed to help classroom teachers, school counselors, and other educational personnel gain strategies to reach and teach students who have been affected by stress, trauma, and/or violence. Participants will learn the signs and symptoms of stress and trauma and explore how stress, violence, and trauma affect a student's learning, cognitive brain development, and social-emotional development. The short- and long-term consequences of being exposed to stress, trauma, or violence, as well as the social and family causes, will be reviewed. The dynamics of domestic violence and community violence are also discussed, as is the educator's role in the intervention and prevention of violence. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-526: Violence in Schools: Identification, Prevention & Intervention Strategies

A self-paced or online course designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is designed to give participants an understanding of school violence and increase intervention strategies. The course provides an overview of violence and the motivational purposes behind aggression. The correlation and impact of the media, community, and family upon violence is investigated. The learner will gain an understanding of identification and intervention approaches to working with out-of-control behaviors. In addition, information about the national resources available for both parents and teachers is covered. Upon successful completion of this course, participants will have a better understanding of violence and the motivations behind its use, as well as specific strategies to minimize the occurrence of violence in the school and community. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-527: Ethics and Safety for Schools

A self-paced or online course designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. Ethics & Safety in Education is a prevention course developed to help educators reduce and eliminate violations of ethics and professional conduct codes. The course is intended to keep ethical teachers ethical and to be a part of a larger school district plan to protect the district's teachers, staff, and students. The course's central premise is that the vast majority of ethics and boundary violations occurring in schools today are being committed by competent and ethical educators who, for reasons to be discussed, are making very poor decisions during susceptible periods in their careers. All professionals have the potential to commit an ethics/boundary violation. Understanding and addressing one's violation potential before a violation occurs is essential in protecting students, careers, and the teaching profession's integrity. It is easier to anticipate and not commit a violation than to correct one after the fact. [3 credits] NOTES: This course includes a final case study paper in addition to the assignments in the syllabus.

EDON-530: Why DI Instruction

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is an interactive computer-based instruction course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. In this course you will learn what is meant by Differentiated Instruction (DI) and the common myths associated with creating the differentiated classroom. We will discuss the legal, theoretical, and pedagogical foundations in the field of education that support the utilization of differentiated instructional practices and principles. We will reflect on best practices and national trends in the design of the educational setting to meet the needs of a diverse learning population. Why DI?: An Introduction to Differentiated Instruction will also provide connections to a variety of concepts, variables, and resources that will assist practitioners in aligning their own professional practices with those found in the differentiated classroom. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-531: Try DI

In this course on Differentiated Instruction, the emphasis is on providing examples of strategies and methods associated with a DI approach. The course has been organized to ensure that each strategy, or idea on "how to" implement DI, is an extension of the DI approach as a whole and not just presented as a disjointed list of ideas to try. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-540: Response to Intervention

This course provides an introduction to the Response to Intervention Process for special education teachers, general classroom teacher, parents and related professionals. Students will understand the essential elements and barriers for an effective RTI program. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-541: Six Traits of Writing Model: Teaching & Assessing

This course will discuss why writing is important and why teachers should include writing as often as possible in all content areas. The course will also include practical applications for assessing and teaching writing, including teaching students how to self-assess their own writing. Throughout the course, we will look at practical ways to use this model in your classroom. ONLINE course. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-542: Teaching Secondary Math Conceptually

This course is designed to explain and connect the major concepts, procedures, and reasoning processes of mathematics. Current standards and practices in math education will be discussed to outline a teaching methodology that is conceptual, contextual, and constructive. Activities are presented to explain underlying concepts, and illustrate constructive teaching. Emphasis is on exploring how to develop mathematical understanding in learners. ONLINE course. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-544: Educational Assessment: Assessing Student Learning in the Classroom

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals, and implement meaningful instructional strategies for effective learning by students with special needs. The focus of the course is on assessment for instructional programming and will outline procedures for designing or selecting, administering, and interpreting a variety of informal assessment measures typically used in schools. The presentation of assessment information in an acceptable format to parents and teachers is also addressed. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-550: Build School Communities: Brain Smart Classroom Management

Students will learn how to differentiate for classroom management and discipline similarly to differentiating for students' diverse academic needs. One size does not fit all, but all sizes can fit together. This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDON-580: Literacy in the Content Areas 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 development independent learning strategies and literacy for life. Includes preparation of instructional materials and activities, as well as strategies for organizing and managing literacy instruction in the content areas. [3 credits]

EDON-592: Teaching Elementary Math Conceptually: A New Paradigm

The course Teaching Elementary Math Conceptually: A New Paradigm is designed to explain and connect processes of mathematics. Current research and trends in math education will be discussed to outline a teaching methodology that is conceptual, contextual, and constructive and supports learning mathematics standards, such as the Common Core State Standards (CCSS). Activities are presented to explain underlying concepts and illustrate constructive teaching. The course has been divided into four chapters covering four math topics: number sense, addition and subtraction, multiplication and division, and fractions. Emphasis is on exploring to develop mathematical understanding in learners. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

EDST-500: Introduction to Design, Technology and Engineering Content and Instructional Strategies for K-8 Educators

This course will introduce teachers to the content, skills and instructional strategies associated with disciplines of Design, Technology and Engineering Education. Through instruction and direct experience, participants will develop knowledge and skills related to: (1) "technology" as processes, knowledge and skills focused on meeting human needs and wants; (2) "engineering" as the focused application of science, technology and math knowledge and skill, through systematic problem-solving processes; (3) "design" as a creative and innovative process that lays the basis for the making of all objects or systems. [3 credits]

EDST-501: Exploration in Design, Technology, and Engineering: Content and Instruction Strategies for K-8 Educators

This course will extend teacher knowledge in the areas of Design, Technology and Engineering. Through instruction and direct experience, participants will develop, extend and apply knowledge and skills related to: (1) Design as a creative and innovative technological process; Technology as processes, knowledge and focused on meeting human needs and wants; (3) Engineering as the focused application of science, technology and math knowledge and skill, through systematic problem-solving processes. [3 credits]

EDST-502: Application of Design, Technology, and Engineering: Content and Instruction Strategies for K-8 Educators

This course will focus on teachers' application of the content base for Design, Technology, and Engineering (DTE) as educational instructional areas. Participants will apply the application of science, technology, and math knowledge and skills, through the construction of original operating models, products, systems and environments that demonstrate solutions to problems. Prerequisites: EDST-506, PHY-561, PHY-562, and ENV-560. [3 credits]

EDST-503: Practicum: STEM for Teachers PreK-8

The capstone experience of the program is a field-based practicum that integrates the course work and standards of practice of STEM education. During the practicum, students will be asked to put into practice a thoughtful and effective vision of STEM education. Through direct supervision by program faculty and participation in a weekly seminar, students will work to pull together their program experiences and apply them to an authentic education context. The practicum will provide students the opportunity to reflect on the direction of their professional career as a STEM educator through portfolio assessment. Prerequisite: Completion of 27 STEM credits. [3 credits]

EDST-504: STEM Curriculum Development

This course presents teachers with the fundamentals to enact a STEM curriculum. The course focuses on using an integrated approach to implementing STEM standards of practice into pre-existing curriculum as well as designing new curriculum which incorporates Next Generation Science Standards, Common Core Standards and Maryland State STEM Standards of Practice. This will be a highly interactive course where teachers will engage in numerous activities and discussions as they progress through an exemplar STEM unit. Prerequisites: EDST-506, PHY-561, PHY-562, ENV-560, and one of the following: ENV-561, ENV-562, or EDST-505. [3 credits]

EDST-505: STEM Curriculum and Implementation in the Early Childhood Classroom

This course presents teachers with the fundamentals to enact a STEM curriculum in the early childhood classroom setting. This course focuses on using an integrated approach to implementing STEM standards of practice into already existing and new teacher developed curriculum. Teachers will learn how to appropriately incorporate Next Generation Science Standards, Common Core State Standards and Maryland State STEM Standards of Practice into their own professional experiences. This will be a highly interactive course where teachers will engage in numerous activities and discussions as they progress through examples of early childhood STEM lessons and activities. [3 credits]

EDST-506: Introduction and Exploration of Design, Technology, and Engineering: Content and Instruction Strategies

This course will introduce and expand on knowledge of Design, Technology, and Engineering (DTE) as educational content areas. Through instruction and direct experience, participants will develop knowledge and skill related to: (1) design as a creative and innovative technological process; (2) technology as processes, knowledge and skills focused on meeting human needs; and (3) engineering as the focused application science, technology, and math knowledge and skills through systematic problem solving processes. Learning activities will be based on the DTE problem solving process and will address a variety of learning styles through the construction of operating models, products, systems, and environments that demonstrate solution to problems. [3 credits]

EDST-508: Technology for STEM Educators

This course will introduce teachers to a variety of high-tech and low-tech technologies that can be utilized to reach students in new ways in the classroom. Teachers will receive hands-on experience with technology tools such as 3D Printers, microcontrollers, and website coding. Through instruction and hands-on direct experience, participants will develop knowledge and skills related to: (1) technology as a tool for teaching rather than a topic for teaching; (2) implementation of technology tools in a variety of subjects and content areas; and (3) methods for supporting creating technology heavy subjects. [3 credits]

EDU-500: Graduate Education Degree Audit

This course is a holding number for the degree audit program

EDU-502: American Education in Historical Perspective

Surveys major developments in the history of American education from colonial times to the present. Examines influential persons, ideas and institutions in the context of American society. Education and public policy, legal issues, priorities and innovations in American education reviewed from a critical perspective. [3 credits]

EDU-504: Adolescent Literature

Provides an interactive learning environment that will enable students to acquire knowledge, skills and abilities required for selecting, reading, analyzing, evaluating, and promoting young adult literature. Students participate in and learn how to facilitate student-centered discussions, learning how adolescents discover and develop their own reading interests. Students read book-length works from multiple genres that are written for and accessible to adolescents. Students examine what qualities make these works applicable and appropriate to the age, as well as what literary merit they carry for classroom use, collection development, and independent reading. Professional journals and websites are utilized. [3 credits]

EDU-506: Advanced Strategic Algebra**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-511E: Assessment of Reading for Early Childhood Educators

This course is designed to assist pre-service and in-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction will focus on building knowledge of the purposes of assessment, types of assessment tools, how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills, how to effectively interpret the results of assessments, and how to communicate assessments results in a variety of contexts. Participants will work with an individual struggling reader to show that they can use assessment data based on the components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to guide instructional decisions. Throughout the course, participants will demonstrate their knowledge by selecting, administering, and/or interpreting assessments appropriate for screening, progress monitoring, diagnosing, and outcomes measurement. Course assessments will be applicable to all students of diverse ages and abilities. [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-522: Psy Foundations of Education

Basic theories of learning and teaching and their application to classroom situations. Models of teaching; developmental stages of the cognitive, affective and physical domains; individual differences; evaluation of students; principles of motivation, interaction, and classroom management. Analysis of research reports and findings. 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

Students examine selected issues in education. Topics change to reflect developments in the field. [3 credits]

EDU-525: Master Latin Teacher Workshop

This course in classics pedagogy will focus 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 into 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]

EDU-530: Methods of Teaching Art N-12 in Secondary School

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-531: Methods of Teching English in Secondary School

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-532: World Languages

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-533: Methods of Teaching Mathematics in Secondary School

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-535: Methods of Teaching Music in Secondary School

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-536: Social Emotional Learning and Flourishing

This course addresses the theories, frameworks, and practices of social emotional learning (SEL) and human flourishing to enable educators and leaders in the creation of classrooms and schools that support the comprehensive well-being of individuals within the school community. Students in this course will learn how to implement strategies to support the social, emotional, and mental health of individuals within schools. This course will focus on developing essential skills for the classroom and beyond. [3 credits]

EDU-537: Methods of Teaching Science in Secondary School

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-538: English Language Learners for the Classroom Teacher

This course equips mainstream classroom teachers with the knowledge and skills required to address the linguistic needs of students whose language is one other than English. After reviewing recent demographic trends and legal mandates as they pertain to English Language Learners (ELLs) in public schools, this course analyzes factors that influence the challenges of ELLs in K-12, including prior education, first language literacy skills, English proficiency, and cultural issues. Special emphasis will be placed on the linguistic demands of the K-12 curriculum and effective pedagogical approaches for ELLS. [3 credits]

EDU-539: Methods of Teaching Social Studies In Secondary School

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 decisionmaking. 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. [3 credits]

EDU-547: Assessing Second Language Acquisition

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

EDU-548: Language Learning

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

EDU-551: Teaching Literacy and Writing in the Content Areas 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-555: Tools for Innovative Leadership

Explores the tools required by today's innovative school leadership to drive student achievement. Designed in partnership with New Leaders, this course leverages their EPIC Knowledge System and Urban Excellence Framework to provide aspiring school leaders with skills and competencies necessary to deliver high quality education. By exploring topics such as aligned staff, culture, and operations and systems, this course will utilize case studies, classroom artifacts, and professional development deliverables to reveal the practice that lead to school-wide success for diverse student populations. Through this unique lens, aspiring leaders will be introduced to processes, structures and systems that are essential to establish and maintain a nurturing and rigorous school environment. [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. [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-561: Methods of Teaching Interdisciplinary Environmental Science

Through multi-disciplinary, hands-on lessons which are aligned with the Maryland Learning Standards K-12 for Science, Math, Language Arts and Social Studies, as well as the new Environmental Literacy Standards, teachers will gain content knowledge, learn about scientific practices of resource professionals, and learn about different methods to investigate Maryland related resource issues. Teachers will learn about student engagement in environmental education action projects and where to get funding in Maryland to do these projects with their students. [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 interrelated 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-574: Meth/Mat for Yng Child**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 telecollaborative 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 wakes 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-578: School Technology Planning

Participants will develop and produce a three-year technology implementation plan for a school. Issues to be addressed include budgeting, hardware and software acquisition and use, integration into the curriculum, staff development, and facility planning. Investigations will also include management issues and effectiveness of technology on student achievement. [3 credits]

EDU-580: Teaching Literacy and Writing in the Content Areas 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-583: Special Topics in Mathematics Education

This course will examine effective instruction in the elementary and middle school mathematics classroom. Instruction will focus on studying how students learn mathematics and the pedagogical knowledge specific to mathematics teaching and learning. Candidates will analyze the mathematical thinking of students, integrate technology into mathematics instruction, and support a positive disposition toward mathematical processes and mathematical learning. The National Council for Teachers of Mathematics (NCTM) Standards, Maryland Common Core Curriculum including the Standards for Mathematical Practices, and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments will be addressed. Problem solving approaches, authentic tasks, and active learning strategies will be included. This is web-assisted course in which participants will use various websites for the completion of some assignments. [3 credits]

EDU-584: Teaching Writing in the Elementary/ Middle School

This course is designed to assist literacy specialist/coach candidates and classroom teachers prepare for the teaching of writing to elementary and middle school students. Participants will learn writing theories, approaches, strategies, and activities that range from the emergent foundations of writing to more complex skills of writing within the genres of narrative and informational communication. Participants will examine the interrelated nature of reading and writing as it applies to ALL students, including those identified as struggling learners, gifted learners, English Language Learners. Since students and their teachers learn to write by writing, the participants in this course will themselves write and develop a community of writers. All aspects of the course will be linked to the Common Core State Standards of Writing. [3 credits]

EDU-585: Practicum in Culturally Proficient Leadership

The Practicum is the capstone experience of the Cultural Proficiency Leadership Master's Program. It is a field-based experience that incorporates the essential elements of cultural competence in leading for equity and excellence in PK-12 schools. During this practicum, you will work under the supervision of a school administrator and will function as an equity leader in the building. You will be challenged to put into practice a reflective vision of culturally responsive practices and equity-focused policy development. You will also be responsible for planning and implementing professional development opportunities for faculty members, and developing a program that will involve families and the school community in a way that is culturally responsive. The practicum will support the development of your expertise as an equity leader in gaining the skills needed to advance in your professional practice in positions of leadership such as administration, equity specialization, curriculum development, instruction, and assessment. [3 credits]

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

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

EDU-590: Computer Hardware and Software Concepts

This course provides an introduction to computer and network systems in educational facilities. Participants will learn essential information on major hardware issues as well as basic troubleshooting strategies. Whenever possible, hands-on training will be given in hardware, peripheral and network components. The materials presented in this course will be sufficiently similar to newly developing products to allow participants to deal with technology issues in their current facilities. [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. [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-597L: Education Academic Skills Enrichment Lab (GRD)

The purpose of this course is to provide academic skills support to students in the SOE LEADS ACT cohorts. Emphasis will be on enrichment activities related to scholarly writing, APA standards, critical thinking and argument development, use of sources and research as evidence, clarity and organization when constructing academic response, and related activities. Enrollment by faculty referral only. [0 credits]

EDU-598: Topics in Applied Linguistics: Variation in English

Examines the variations that exist in English. Analyzes factors that contribute to linguistic variation, both from a diachronic as well as a synchronic point of view. This course explores variation as it is found in American English, and it includes a detailed analysis of African-American vernacular English. In addition, participants discuss various other varieties of English around the world, including English-based Creole languages. An important emphasis in this course is on the implications of variation in English for the ESL/EFL classroom. [3 credits]

EDU-599: Practicum: Admin/Supervision I

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

EDU-600: edTPA for Educators

This course is designed for education students going through their internship. It prepares them for the submission of the required national teaching portfolio. Students are mentored through the process by School of Education faculty mentors. [variable credit 1-3]

EDU-601: Internship: Student Teaching in Secondary School

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. [variable credits: 2-5 credits] Note: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 2-5 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the Education Department.

EDU-601L: Part Time Mat Internship: Student Teaching Secondary School

Provides a part-time 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. Prerequisite: Permission Director of Clinical Field Experience. [variable credits: 1-3 credits] NOTE: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 1-3 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the School of Education.

EDU-602: Internship: Student Teaching in the Elementary School

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. [Variable credits: 2-5 credits] Note: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 2-5 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the Education Department.

EDU-602L: Part Time Mat Internship: Student Teaching Elementary School

Provides a part-time 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 reaching. 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. Prerequisite: Permission Director of Clinical Field Experience. [variable credits: 1-3 credits] NOTE: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 1-3 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the School of Education.

EDU-603: Internship: Student Teaching in Early Childhood Education

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. [variable credits: 2 - 5 credits] Note: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 2-5 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the Education Department.

EDU-603L: Part Time Mat Internship: Student Teaching Early Childhood

Provides a part-time 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 reaching. 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. Prerequisite: Permission Director of Clinical Field Experience. [variable credits: 1-3 credits] NOTE: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 1-3 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the School of 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-605: Internship: Student Teaching in Art N-12

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. [variable credits: 2-5 credits]

Note: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 2-5 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the Education Department.

EDU-605L: Part Time Mat Internship: Student Teaching Art N-12

Provides a part-time 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 reaching. 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. Prerequisite: Permission Director of Clinical Field Experience. [variable credits: 1-3 credits]

NOTE: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 1-3 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the School of Education.

EDU-607: Intern: Stu Tch/Instrum Music

Full-time internship in the appropriate subject and grade level in public schools. Gradual induction 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. Prerequisite: Permission of department chair. 6 credits.

EDU-608: Teaching the Digital Generation in the Globalized Age

In this course, learners will explore emerging issues related to teaching, learning and assessment in the 21st century. They will explore the pervasive nature of disruptive innovation and identify the essential skills needed by students to survive in the new workforce. [3 credits]

EDU-609: Tools for Digital Learning

Digital learners have completely different learning attributes than past generations, but many teachers use traditional methods to teach untraditional students. In this course, educators will become familiar with the new learning attributes of the digital generations and explore, reflect and plan upon the use of digital tools with students to access their learning preference. [3 credits]

EDU-610: Practicum II: School Library Media Specialist

The course is the second phase of the year-long internship in library media specialist. This course is designed as a culminating experience for students preparing for Library Media Specialist Certification. The course blends leadership theory with practice and focuses on the ongoing professional growth and development of students by assisting them to improve skills, techniques and behaviors which are related to effective school library medial specialists. [3 credits]

EDU-611: Internship Tesol

Provides a full-time internship in TESOL education in public schools. Gradual introduction into teaching. Builds upon and extends activities of the clinical field experiences in observing and analyzing student behaviors; learning about the school; establishing professional relationships with students, parents, staff; observing and analyzing teaching. Interns begin by planning and teaching specific skills (for example, the inquiry method) with one or more classes, analyze progress with the guidance of the supervising teacher, and gradually assume responsibility for the entire teaching schedule. Interns are expected to demonstrate skill in: long range and daily planning, uses of technology, use of teaching strategies identified in the Maryland Instructional Frameworks (critical thinking, problem solving, inductive thinking, questioning, reading and writing for meaning, constructing meaning), and in instructing and assessing English language development for students of other languages with limited English proficiency. Supervision by master teacher and college supervisor. [Variable credits: 2-5 credits] NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the Education Department.

EDU-611L: Part Time Mat Internship: Student Teaching Tesol

Provides a part-time 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 reaching. 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. Prerequisite: Permission Director of Clinical Field Experience. [variable credits: 1-3 credits] NOTE: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 1-3 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the School of Education.

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-614: The Online Learning Environment: Design and Implementation

Participants explore an effective level of online interaction and collaboration, and the role of evaluation and assessment in the online environment. They examine strategies for teaching diverse learners. Participants plan, design, and produce projects that support the instructional needs of learners in grades P-16 as they relate to the target content area. The projects encompass skills in the use of a variety of 21st century technologies to support and enhance learning. Participants explore learning theories and best practices for the integration of technology into daily instruction and are exposed to state and national technology standards as well as content standards. [3 credits]

EDU-615: Educator As a Change Leader

Explores the dynamics of innovation and change in organizations and institutions, the conceptualization, planning, and management of innovation and change, and various decision-making and problem-solving strategies. [3 credits]

EDU-616: Practicum: Leadership in Mathematics Practicum

This course will provide students experiences in mathematics leadership. The candidate will work under the supervision of a building administrator and will function as a mathematics leader in the building. During class, candidates will define the role of a mathematics leader, learn about models of professional development and identify strategies for improving student achievement in mathematics. In the practicum, candidates will be responsible for planning, implementing professional development opportunities for faculty members and develop a program that will involve families in the mathematics education program. Candidates will learn about the Maryland Common Core State Curriculum, Standards for Mathematical Practices, and PARCC assessments (as they become available). This is a hybrid course in which participants will meet for five in-class sessions and participate in five online classes. [3 credits]

EDU-617: Educational Leadership and Technology: Preparing School Administrators for the Digital Age

Technology leadership in the digital age goes beyond mandating the use of instructional and information technologies and services in schools. Technology leadership in today's schools promotes change and empowers change agents to take action and access others to work towards a shared vision. Technology leaders must understand, reflect, and encourage the effective use of technology in pedagogy, professional productivity, management, and most importantly student learning. School leaders are expected to oversee curriculum development programs for their faculties. Course participants will examine the characteristics of an effective leader, reflect upon their personal leadership qualities and devise a plan to cultivate these qualities, assess the current state of the shared technology vision, and design a technology implementation plan to work towards the shared vision. [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-619: Practicum in Digital Learning Technology

As a capstone for the digital Technology leadership program, this practicum is an opportunity for participants to: reflect on their experience in the digital Technology Leadership program, select an area of interest, design, implement, and oversee an 8-week an 8-week project in digital technology and showcase the project and its impact on faculty and/or student growth in a multimedia presentation in consultation with the instructor and/or under the supervision of a self-selected mentor. [3 credits]

EDU-620: Sociolinguistics

This course provides an introduction to the basic concepts and issues in sociolinguistics, or the study of language in its social context. We examine various factors that can result in linguistic variation, such as gender, social class, and ethnicity. Other topics covered include the difference standard and non-standard language, and language change. Emphasis will be placed on sociolinguistic issues as they relate to the (second) language classroom. 3 credits.

EDU-621: Bilingualism

This course examines bilingualism both as a societal and an individual phenomenon. Thus, one part of the course focuses on societal multilingualism, and includes topics such as factors contributing to societal multilingualism, patterns of societal multilingualism, language maintenance vs. language shift, linguistic minorities, and attitudes towards bilingualism. Another part of the course focuses on the bilingual individual, and includes topics such as the mental representation of bilingualism, the effect of parental input on child bilingualism, and code-switching. Also included will be a discussion of bilingual education, both from a linguistic perspective as well as a political perspective. 3 credits.

EDU-623: Research-Based Strategies for Teacher Retention and Leadership

In this course, students analyze research-based strategies to improve teacher retention and develop teacher leaders. They explore national and international promising practices for teacher retention and teacher leadership, examining the conditions that enable success at both the primary and secondary levels, as well as the impact on student outcomes. Participants then describe how these strategies can be applied to fit the unique contexts of their schools to enhance teacher retention and foster teacher leadership. Throughout the course, participants reflect on how applying these strategies can strengthen their own leadership practices and contribute to a more effective educational environment. [3 credits]

EDU-624: Dialects in American Schools

This advanced course examines the effects of linguistic variation in K-12 classrooms. Various factors will be analyzed that can result in linguistic variation, such as social class and ethnicity. Students examine nonstandard language varieties of English, including African American Vernacular English, and World English varieties. An important focus of the course will be effect of nonstandard English on the development of literacy skills. The course will also address unique pedagogical strategies for teaching speakers of nonstandard varieties of English. Students will complete individual research projects, in which they analyze the language development of K-12 students. [3 credits]

EDU-626: Computer Assisted Instruction for Language Learning

Rapid changes in technology and software development are providing K-12 educators with exciting opportunities to improve, enhance and customize the learning environment. Both new technologies and adaptations of older ones can be especially powerful learning tools for culturally and linguistically diverse students. The primary focus of this course will be to examine best practices with learning technologies used to improve language and literacy skills among diverse populations. The course will also familiarize students with current research in this area, which may include: software designed for the limited English proficient (LEP) student, Internet projects fostering global exchanges and software tools and Web projects, commonly found in the mainstream classroom, that are adapted for use by LEP students. [3 credits]

EDU-629: Roles of the Literacy Coach

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-638: Foundations in AI in Education

Through case studies and practical examples, learners will analyze the profound implications of AI on Teaching, learning, and assessment. Special emphasis will be placed on ethical considerations, such as bias, equity, and data privacy, to ensure responsible and inclusive use of AI in educational contexts. By the end of the course, participants will have the knowledge and tools to critically evaluate AI technologies and design thoughtful strategies for integrating AI into learning environments. Prepare to gain the insights and skills needed to lead the way in leveraging AI to enhance education and empower learners in a rapidly evolving digital age. Prerequisite: EDU-608. [3 credits]

EDU-639: Designing AI-Driven Learning: Collaboration, Personalization, and Data-Informed Pedagogies

Participants will explore AI-powered tools for personalized learning, adaptive assessments, and differentiated instruction, emphasizing their practical application in real-world classrooms. They will also examine the role of educators as partners with AI, balancing human expertise with machine intelligence to foster student growth. The course includes hands-on practice with data analytics tools to identify learning gaps, predict outcomes, and make informed decisions to support diverse learners effectively. Special attention will be given to ethical and inclusive considerations, ensuring AI is used responsibly to promote equity, accessibility, and student success. By the end of the course, participants will have developed actionable strategies and AI-enhanced learning designs that empower learners and position educators as leaders in a data-driven educational landscape. Prerequisite: EDU-608. [3 credits]

EDU-640: -Ethical Leadership, Research, and Policy in AI-Driven Education

This course prepares educators and leaders to navigate complex ethical, equity, and policy challenges posed by AI in education. Participants will explore algorithmic bias, accessibility for diverse learners, data privacy, and security. Through research-driven inquiry and collaborative projects, learners will critically evaluate AI's impact on education, using AI-powered analytics and qualitative research methodologies. Participants will examine policy development processes, funding considerations, and advocacy techniques to champion ethical and equitable AI use in learning institutions. By the end of the course, students will conduct an AI-related research study and develop a policy proposal for AI integration in education. Prerequisite: EDU-608. [3 credits]

EDU-645: Technology in Education

Focusing on technology as both an issue and a tool, students will examine current topics affecting schooling in American society. Issues of public policy, curricular interventions and materials, media literacy, programming provisions, parental participation, business partnerships and change will be considered around the central theme of technology. Topics such as technology equity, censorship vs. freedom of speech, control of broadcast and cable delivery systems will be addressed. The course will assist students in locating current resources related to technology topics, such as the Internet, online services, computers, television and print materials. Additional issues may be discussed as a result of student interest or inquiry. The course requires both oral and written discussion, with an emphasis on student participation. [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-inaction 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-665: Digital Game-Based Learning and Design

The evolution of information and communication technologies has fundamentally shifted how people, big business, and governments communicate and conduct business. The modern world is experiencing disruptive innovation, however, schools and higher education institutions have not experienced the same philosophical and technological shift as the rest of the world. Many of the pedagogical practices and instructional resources have remained unchanged for far too long. Learners entering the globalized workforce are ill-prepared. In essence, schools must prepare learners for their futures, not our past. In this course, learners will explore merging issues related to teaching, learning and assessment in the 21st century. They will explore the pervasive nature of disruptive innovation and identify the essential skills needed by students to survive in the new workforce. [3 credits]

EDU-670: Sociological and Cultural Foundations of Education

The purpose of this class is to encourage the examination of educational ideas from a sociological perspective. The course focuses both on how schools function as part of society and how schools function as organizations. Special attention will be paid to inequalities and the social structures that perpetuate those inequalities. The first half of the course will cover major sociological theories such as those concerning social mobility, theories of capital and systems theories. The second half of the course will cover application of those theories to contemporary educational issues such as race, class and gender. [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-673: Soc Persp/School Populations

John Dewey has defined the school as a society in miniature. This course introduces key concepts from the discipline of sociology as tools to assist educators in analyzing and understanding the issues confronted by students new to American language and culture. Topics include issues confronting students in the larger society as well as within the school environment: learning differences, gender, race, ethnicity, class, family, and social structures. The course focuses on dynamics of group and individual interactions as multi-cultural and multilingual teachers, staff, parents, community leaders, and others seek to create schools as learning communities.

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-677: Student Affairs: Planning, Policy and Practice

This course provides a comprehensive and inclusive overview of student affairs in higher education; systems and processes for planning, policy, and practice of student affairs administration; and patterns and standards in student affairs at a variety of institutions and location. The course also presents methods and models for developing effective student affairs programs and policies, and prepares the student for implementation. [3 credits]

EDU-688: Practicum: School Administration and Supervision Part I

Begins the first phase of a year-long internship in school administration and supervision. This course blends leadership theory and practice and focuses on the ongoing professional growth and development of students by assisting them to improve leadership skills, techniques and behaviors that are related to effective school leadership. Students participate in an in-school practicum experience with their assigned administrators. Specific experiences will address various dimensions of effective school leadership (visionary leadership, instructional leadership, organizational leadership, community leadership, ethical leadership and political leadership). A seminar class complements the in-school practicum experience. Seminar readings and discussions focus on the conceptualization, planning, and management of innovation and change. Students are required to develop an analytic project in which they identify a particular problem and plan an effective strategy. Students are supervised, assessed and evaluated by a college supervisor and a school administrator. [3 credits]

EDU-690: Practicum in School Administration and Supervision Part II

Initiates the second phase of the year-long internship in school Studentsadministration 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 oingong 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 policital leadership). Students are supervised, assessed and evaluated by a college supervisor and a school administrator. [3 credits]

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]

EDU-692: Practicum in TESOL Leadership

This course will provide students experiences in TESOL leadership. The candidate will work under the supervision of a building administrator and will function as a TESOL leader in the building. During class, candidates will define the role of a TESOL leader, learn about models of professional development and identify strategies for improving student achievement in English language learning. In the practicum, candidates will be responsible for planning and implementing professional development opportunities for faculty members, advocating for multilingual families, and coaching content-area teachers in providing language support to their specific multilingual students. Candidates will learn about the Maryland Common Core State Curriculum, WIDA Standards, and PARCC assessments. This is an asynchronous online course. [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-696L: Education Academic Skills Enrichment Lab (PhD)

The purpose of this course is to provide academic skills support to students in the PhD programs as they prepare to research and write their dissertation. Emphasis will be on enrichment activities related to scholarly writing at the doctoral level, literature review and synthesis, APA standards, critical thinking and argument development, use of sources and research as evidence, clarity and organization when constructing academic response, and related activities. Enrollment by faculty referral only. [Variable 0-3 credits, P/F]

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-699: Independent Study: Education

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

EDU-700: Professional Internship

The student will complete, with approval from the Dean, a culminating professional internship related to the student's area of profesional expertise in higher education. This occurs during the student's final semester in the program. [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-702: Introduction to Scholarly Inquiry for Doctoral Students

This course introduces the doctoral student to the expectations of the PhD program, including, but not limited to: academic writing and scholarship, research paradigms, methods, data representation. Emphasis is on critical reading and writing skills at the doctoral level, reading for research, critical analysis of research, writing conventions for the dissertation, APA style, and related topics. Students will have the opportunity to review and critique published dissertations, and other scholarly inquiry, and to provide and receive peer and mentor feedback on critical writing skills. Course must be completed within the first two terms of the program. [3 credits]

EDU-703: Methods of Qualitative Research

Explores qualitative methods currently used in educational research. Students examine the paradigms drawn from philosophy, history, sociology, anthropology and comparative studies as they rely on narrative rather than quantitative ordering of data. [3 credits]

EDU-705: Dissertation Seminar

Supports each degree candidate in identifying a dissertation topic, conducting a comprehensive review of the literature relevant to the topic, and developing the dissertation proposal. The proposal presents the formal plan for research and includes an introduction, review of the literature and research methodology. In this collegial setting, seminar members present their findings, share research data and dilemmas, and participate in critically examining and analyzing their own and one another's progress. [3 credits]

EDU-706: Dissertation Seminar: Methodology

The overall goal of this course is to provide the student with the opportunity to extend skills learned in prior coursework in the dissertation program, and their prior experiential learning, leading to the development of a dissertation proposal. Student will extend prior coursework in theory, skills at developing literature reviews, and the appropriate use of research designs to develop a research design assessing the efficacy of an educational or educationally related project targeted to the student's substantive question of inquiry. Attention will be focused upon developing the skills and knowledge needed to formulate dissertation research questions in order to design a piece of research that is original, credible and important to the field. [3 credits]

EDU-707: Dissertation II: Historical Methods

This course is designed to introduce the dissertation student to the complex methods of completing historical research. The course will focus on the fundamentals of historical research and writing, and consider the differences between historical dissertations/research projects and other types of dissertation work. The course will orient students toward critical thinking, source analysis and criticism and historical interpretation. The course will focus on how to formulate a research project including an historiography and annotated bibliography. In addition to understanding how to assess secondary sources, students will consider how to examine and determine the viability of primary sources for a research project. Students will have time to consider topics of interest and work towards a proposal for a substantial research project. [3 credits]

EDU-715: Educator As a Change Leader

Explores the dynamics of innovation and change in organizations and institutions, the conceptualization, planning, and management of innovation and change, and various decision-making and problem-solving strategies. [3 credits]

EDU-722: Education and Policy Analysis for Changing Schools

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

EDU-747: Learning, Language and the Brain

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

EDU-760: Legislative and Legal Decisions Affecting Changing School Populations

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

EDU-772: Changing School Population in Historical Perspective

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

EDU-775: Democracy and Education: Philosophical Perspective

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-800: Dissertation Continuation

Throughout the writing of the dissertation, PhD candidates are expected to continually document progress toward completion of the dissertation and receive continuous feedback from their dissertation chair and readers. [Variable credits - 1.0 to 2.0 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.

EDU-802: Organization and Governance in Higher Education

The purpose of this course is to provide a comprehensive introduction organization and governance in higher education. Content covered in this course will include a review of the models of governance and systems of organization at colleges and universities in the United States. Theories of organization and organizational development will be incorporated, as well the practice of organizational behavior, models of faculty shared governance, and examples of governance that provides a shared voice for faculty, staff and students. [3 credits]

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

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

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

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

EDU-805: Curriculum for Changing Populations

This course focuses first on the changing student population entering higher education today. More than ever, students represent a broad diversity on campuses, and the learning environment must respond to meet their needs and promote their success. The course then explores various curricular models that constitute best practice, from identifying learning outcomes to mapping curriculum to achieve them, from effective teaching strategies to assessment practices that enhance learning. A variety of curricular models, like case studies, problem-based learning, online, integrative learning, and team-based learning will demonstrate the pros and cons of various delivery modes. Critical to creating a successful learning environment is promoting intellectual engagement outside as well as inside the classroom. Service learning, internships, student organizations, and other forms of experiential learning will be explored. [3 credits]

EDU-807: Internship in Higher Education Leadership

The Internship in Higher Education course is intended to help students integrate theoretical and research coursework with the practice of higher education administration and to reflect on their own development as educators and professionals. [3 credits]

EDU-808: Internship/Higher Education Leadership, Part 2

The Internship in Higher Education course is intended to help students integrate theoretical and research coursework with the practice of higher education administration and to reflect on their own development as educators and professionals. Prerequisite: Ph.D. student status.[3 - 9 credits]

EDUC-501: The 21st Century Elementary Classroom

This course will provide participants with an overview of current and emerging technologies in education, so that they can develop the ability to align instructional technology to standards based instruction; teach problem-solving and higher-order thinking skills; promote cooperative learning; and use reflective teaching and inductive approaches to assessment to increase student achievement. [3 credits]

EDUC-507: The Pedagogy of Creative Writing

Can creative writing be taught? And if so, how can we help students develop productive writing habits and utilize their own life experiences? This course will review advantages and disadvantages of various ways of organizing creative writing units and of evaluating student writing. Students will learn about techniques to help students become expert readers and engage in exercises to help writers become more self-aware, craft-conscious, and self-critical. [3 credits]

EDUC-510: Introduction to Cultural Competency and Educational Equity

This course challenges candidates to reflect on their individual beliefs in relationship to social justice teaching. Candidates will gain a comprehensive understanding of the historical struggles for equity and excellence. Using Freire's (1970) philosophy of social justice teaching as a context, candidates will analyze their relationship to issues related specifically to race, class and language diversity and examine how these categories intersect to reproduce inequality. The concepts of social justice, race, ethnicity, culture, privilege, institutional racism, poverty and wealth will be explored. In addition, the course will examine the effect of public school students' self-perceptions in relation to how they are institutionally disenfranchised. This course will explore several theoretical frameworks related to social justice teaching, and use approaches such as multiple perspective-taking, and self-actualization to help candidates develop new approaches to their teaching and interactions that facilitate a positive reframing of student self-perception. [3 credits]

EDUC-511: Culturally Relevant Pedagogy

This course challenges candidates to evaluate curriculum, pedagogy, and the school environment to determine how curricular and pedagogical choices can reproduce inequalities or promote success for all students. [3 credits]

EDUC-511E: Culturally Relevant Pedagogy for Early Childhood Educators

This course challenges candidates to evaluate curriculum, pedagogy, and the school environment to determine how curricular and pedagogical choices can reproduce inequalities or promote success for all students. [3 credits]

EDUC-512: Research/Cultural Relev Pedagogy

This course seeks to integrate concepts learned in earlier courses and provides candidates with tools to forward their practice as culturally competent practitioners of social justice teaching. Candidates will learn how to use educational research methods to develop their own plans to promote educational equity and excellence. [3 credits]

EDUC-513: Practicum: Engaging Students: Heart, Mind and Body

This course examines strategies designed to increase both student engagement and student thinking in the classroom. Participants will investigate elements fundamental to true engagement, classroom activities which foster higher order thinking, and questioning strategies which will enable teachers to probe the thinking of each learner. [3 credits]

EDUC-514: Critical Theory in Education

This course offers an in-depth exploration of critical theory as it relates to education, schooling, and broader social structures. Drawing from foundational and contemporary thinkers in the critical tradition--including Paulo Freire, bell hooks, Pierre Bourdieu, Gloria Ladson-Billings, and others--students will examine how power, ideology, race, class, gender and other axes of identity intersect in educational contexts. Students will critically engage with key concepts such as hegemony, social reproduction, cultural capital, intersectionality, critical pedagogy, and decolonial thought. The course emphasizes both theoretical rigor and practical application, enabling students to analyze educational policies, curricula, institutional structures, and pedagogical practices through a critical lens. In extension, the course supports the development of critical consciousness and research that challenges dominant narratives and works toward equity and social justice in education. [3 credits]

EDUC-515: Coaching for Equity to Support Radical Instructional Change

This course focuses on principles of effective coaching to actualize equitable access for students in PK-12 schools. Candidates will explore an assessment of their personal levels of critical consciousness as this impacts the ability to effectively interact with normalized systems of oppression in teaching and learning. Using the theory of intersectionality, candidates will assess their ability to develop transformational relationships that sustain challenging conversations about racism, ableism, gender exclusion, classism, etc. for the purposes of de-centering dominant practices that marginalize students experience in schools. Additionally, candidates will examine a step-by-step framework for agenda setting as they onboard the coaching relationship. Confidentiality, assessment of progress, and maintaining multiple relationships of accountability with integrity will also be explored. [3 credits]

EDUC-516: Restorative Justice in Education

Restorative justice and practices create the space for "transformative learning communities offering unique opportunities to practice freedom, justice, and democratic engagement that transforms participants' ways of engaging and relating to other participant stakeholders (Winn, 2018, pg. 48)." This course provides an introduction and exposure to the principles and practices of restorative justice in the education grounded in the wisdom of the African Diaspora and American Indian peoples. It explores the needs and roles for key stakeholders (i.e. people's roles in circle, communities, education, and justice systems), examines the values and assumptions of the movement, including its spiritual and religious roots, and introduces current restorative justice and practice programs at community, state and international levels. Students will evaluate the potential of restorative justice to transform school communities by exploring research on restorative justice in education; implementation strategies; use of circles' and restorative approaches adapted by school leadership. Students will adopt a race conscious approach to restorative justice in addressing interpersonal conflict/harm marked by white supremacy, capitalism, imperialism, and patriarchy which often results in human conflict, oppression, power imbalance, and harm (i.e. adultification of Black youth, hate crimes, etc.). Finally, students will examine the empirical evidence for restorative justice and practice, identify critical issues including gaps in theory or practice, and critique its integrity and overall direction in supporting the transformation of education-based communities and their members. [3 credits]

EDUC-517: Leading for Inclusion and Systems Transformation

This course focuses on principles of equity leadership in the context of 21st century environmental challenges. From interrupted education to artificial intelligence (A.I.) to significant trends in population migration, school leaders are navigating significant complexity as they endeavor to support a quality learning environment for students. Using an intersectional racial equity lens, candidates in this course will consider the aforementioned factors and others as we de-construct traditional practices which marginalize and exclude many student groups. Candidates will explore equity principles such as power sharing, forming community that is collectivist in orientation, moving from practices that reinscribe scarcity over those that support opportunity abundance and other critical tenets of cultural transformation that support inclusion. Candidates will explore ways of being essential to leader competency when engaging in transformative practices. [3 credits]

EDUC-520: Coordination of Work-Based Learning

The mission, trends, and current practices in work-based learning programs will be examined in this course. A variety of methods and techniques of work-based coordination in comprehensive and part-time programs at the secondary and adult levels are studied. Types of WBL programs, career development, all aspects of the industry, SCANS, Skills for Success, training plan, V-TECS, safety, marketing WBL programs and career portfolios are some of the topics covered in this comprehensive course. Emphasis will be placed on the new Career Research and Development program in Maryland. [3 credits]

EDUC-521: Instructional Analysis and Curriculum Development

This course is intended for career and technology education (CTE) teachers and work-based learning (WBL) coordinators to learn strategies that support career and college readiness for all students. This performance-based course assists learners in designing unit and lesson plans founded on the research-based, instructional methods called Universal Design for learning (UDL), Understanding by Design (UBD) and Defferentiated Instruction (DI). Emphasis is on integrating appropriate standards from the Maryland Common Core State Standards (MCCSS) for Literacy Integration, CTE Programs of Study (POS), the Maryland Career Development Framework (MCDF) and the Maryland Skills for Success (SFS) including 21st Century Skills. [3 credits]

EDUC-522: American Industry and Global Competition

This course is designated to be highly interactive. With presentations and site-visits to many industrial sectors, participants learn the triumphs and challenges of entrepreneurship, management, maintaining a highly skilled work-force and making sure the bottom line increases. The ever-challenging process of identifying and keeping qualified employees will remain a mantra throughout the course. Leadership, human resource management, organizational performance, strategic planning and customer satisfaction are major themes throughout the site-visits and class presentations. A strong emphasis is placed on employees' skills for success. By the end of the course, participants will become thoroughly familiar with the skills that all employers need to operate a successful and profitable business. [3 credits]

EDUC-523: Executive Functioning and Critical Thinking Skills for College and Career Readiness

This course is focused on a deep understanding of executive functioning and critical thinking skills. We will explore various definitions and perspectives including development and problems associated with deficits. The main perspective will be an educational approach in order to apply strategies to support and strengthen skill development with an emphasis on helping children to achieve college and career readiness. Through course activities and assignments, participants will have the opportunity to practice and experience effective instructional approaches. [3 credits]

EDUC-524: Engagement Strategies for Diverse Student Populations

This course examines the role that culture plays in teaching and learning and how members of a learning community are impacted by their own perspectives, biases, and experiences as well as those of other members in the learning community. Participants in this course will explore culturally responsive teaching practices rooted in neuroscience research and will make connections between their understanding of the research and their experience of culturally responsive practices modeled during face-to-face class sessions. Students will be equipped with high-engagement teaching and learning strategies that will allow them to interpret predictable opportunity gaps and achievement gaps in K-12 education. [3 credits]

EDUC-530: Coaching and Mentoring for School Administrators

Examines the purpose, role, skills, and objectives associated with coaching and mentoring aspiring school leaders. The first of a two-course sequence, students will review the major theories and research on coaching and mentoring. Coaching and mentoring models and strategies will be critically examined for their applicability to the school setting. Through observation and self-reflection, students will analyze their potential to serve as a coach and mentor. Obstacles that may impede and resources that may foster coaching and mentoring in the school setting will be discussed. [3 credits]

EDUC-531: Coaching and Mentoring for School Administrators II

Builds from the knowledge and insights gained in the first course of a two-course sequence on coaching and mentoring for school administrators. Students will construct an understanding of coaching and mentoring as it applies to developing the leadership potential of aspiring school leaders in their school. Students will select an aspiring school leader to coach or mentor for the duration of the course. In their coaching or mentoring relationship, students will apply their understandings and skills and identify school leadership opportunities for their aspiring school leader and journal their experiences. Students will reflect on their experiences to analyze their skill level and role as a coach and mentor. Informed by the literature on past and present coaching and mentoring programs, students will formulate a proposal for a coaching and mentoring program initiative in their school. [3 credits]

EDUC-600: National Board Certification and Component 1: An Overview of the Certification Process and Content Knowledge in C1

This course has been designed to guide students through the basic process of National Board Certification. Component 1, the NBCT Content Knowledge assessment, will also be discussed. Specifically, processes of navigating NBCT requirements will be a key focus and candidates will have the opportunity to explore portfolio requirements and specific content standards that address individual content area focus for achieving National Board Certification. [1 - 3 credits]

EDUC-601: National Board Certification and Component 2: Diving into Differentiation of Instruction

This course has been designed to guide students through the basic process of National Board Certification and Component 2: Differentiation of Instruction. Specifically, processes of navigating NBCT requirements will be a key focus and candidates will have the opportunity to explore portfolio requirements and specific content standards that address individual content area focus for achieving National Board Certification. [1 - 3 credits]

EDUC-602: National Board Certification and Component 3: Teaching Practice and Learning Environment

This course has been designed to guide students through the basic process of National Board Certification and Component 3: Teaching Practices and Learning Environment. Specifically, processes of navigating NBCT requirements of this Component will be a key focus and candidates will have the opportunity to explore portfolio requirements (required videos of lessons and written commentary) and specific content standards that address individual content area focus for achieving National Board Certification. [Variable credit 1-3]

EDUC-603: National Board Certification and Component 4: Effective and Reflective Practitioner

This course has been designed to guide students through the basic process of National Board Certification and Component 4: Effective and Reflective Practitioner. Specifically, processes of navigating NBCT requirements of this Component will be a key focus and candidates will have the opportunity to explore portfolio requirements (knowledge of students and collaboration with others to advance student learning and growth) and specific content standards that address individual content area focus for achieving National Board Certification. [Variable credits 1-3]

EDUC-808: Internship/Higher Ed Leadership, Part 2

The Internship in Higher Education course is intended to help students integrate theoretical and research coursework with the practice of higher education administration and to reflect on their own development as educators and professionals. Prerequisite: Ph.D. student status.[3 - 9 credits]

ENV-500: James River Tidal Exploration

Natural beauty and ecological diversity are abundant in the Tri-Cities area of Virginia. How can we use these amazing outdoor spaces as classrooms that spark wonder and curiosity in learning? Join the Chesapeake Bay Foundation for three full days of field-based studies where we will explore habitats along the James River and their connection to our students in and out of the classroom. Experience the wonder of watershed ecology firsthand while studying the plants and animals that call the Tri-Cities area home. Learn how humans impact the environment, and which actions can improve and strengthen our relationship with the natural world. Find joy in outdoor discovery with a community of educators and support the development of school environmental literacy plans in your own community. [3 credits]

ENV-501: Montgomery County Exploring Climate and Environmental Justice

Engage students in the story of a changing climate and environmental justice in Montgomery County and the Chesapeake Bay. Join the Lathrop E. Smith Environmental Education Center and the Chesapeake Bay Foundation in this study of our local environment and the people who call it home. This five-day experience is a hands-on exploration of the ecological and social impacts of climate change and community resiliency surrounding climate change and will model the practice of student inquiry and problem-solving. Montgomery County teachers in all content areas and grade levels are encouraged to participate to enhance the cross curricular experience. [3 credits]

ENV-502: Wicomico County Watershed: Inspiration For Learning and Leading

Experience the joy of learning and design opportunities to connect students to outdoor investigations and community actions on this five-day immersive learning experience. This course will investigate the connections between nature, culture, and history of Wicomico County using interdisciplinary and multimodal approaches. Together we will develop creative practices to foster environmental literacy and student engagement in the classroom. This course will include two days of local exploration then the chance to travel to the Blackwater Wildlife Refuge to investigate the salt marshes and Chesapeake Bay. [3 credits]

ENV-503: Capital Area Watershed Exploration

In this innovative 5-day professional learning experience, teachers will investigate the dynamic relationships between city landscapes and water systems while exploring D.C.'s unique watershed environments. Reignite your curiosity through hands-on field experiences, expert-led investigations, and meaningful discussions about urban environmental challenges, and environmental justice. Through a blend of virtual learning and field experiences, cultivate a deeper understanding of how urban watersheds function, the varied impacts of human activity, and authentic actions that can create positive change in our classrooms, homes, and communities. Work alongside local experts to discover effective ways of engaging students in watershed education and environmental stewardship that connects them to their local environment. [3 credits]

ENV-504: Montgomery County Thinking Like a Watershed

Tell the story of your local environment. Discover who the characters are, what the plotline is, how points-of-view shift the narrative, and what themes and settings connect to your community. Join the Lathrop E. Smith Center and the Chesapeake Bay Foundation for five full days of outdoor learning with two days of local discovery and three days of Bay exploration and curriculum connections. Field-based investigations will introduce you to the plants and animals that share our watershed. Dive into the past, present, and future while learning how to elevate student voices as the storytellers of their local environment and community. Montgomery County teachers in all content areas and grade levels are encouraged to participate to enhance the cross-curricular experience. [3 credits]

ENV-506: Chesapeake Bay Exploration: Science and Mindfulness

As the largest estuary in the country, the Chesapeake Bay is a vast outdoor classroom abundant in wildlife, habitats, and teachable moments. Join the Chesapeake Bay Foundation for a five-day study of the science and mindfulness found at the heart of the Bay. Participants will spend two days in a virtual class setting learning introductory Bay science, mindfulness applications for the classroom, and the Meaningful Watershed Educational Experience framework. The final three days of the course will take place on Smith Island, a historic fishing village in the heart of the Bay. Through hands-on, place-based field investigations, participants will experience the beauty and challenges facing the Chesapeake all while learning the benefits environmental education has on student engagement, mental health and wellbeing, and community connection. [3 credits]

ENV-507: Prince George's County Climate Action Chesapeake Exploration

Immerse yourself in the Chesapeake Bay's diverse ecosystems through a transformative blend of hands-on exploration with cutting-edge climate science in partnership with Prince George's County Public Schools and the Chesapeake Bay Foundation. From salt marsh investigations in Blackwater National Wildlife Refuge to collaborative research with University of Maryland scientists, you will gain practical field techniques and classroom strategies that bring environmental education alive. Through boat-based water quality testing, marsh walks, and expert-led discussions, you will develop a deeper understanding of the climate change impacts on local ecosystems while building a toolkit of classroom-ready resources. This unique five-day experience, split between UMD College Park, CBF's Karen Noonan Memorial Environmental Education Center, and a virtual curriculum-focused session, will empower you to connect your students with authentic environmental challenges and solutions in their own backyard. [3 credits]

ENV-508: Lancaster Watershed Exploration

How can we inspire student action that conserves and protects our neighborhood and our watershed? Use interdisciplinary and multimodal approaches to investigate the connections between nature, ecology, and history of the Lancaster, Pennsylvania area. Throughout this three-day course, we will develop creative practices to foster environmental literacy and student engagement in the classroom. We will begin with local explorations and travel to field sites to investigate the intersection between ecology and history and its influence on the Chesapeake Bay. Experience the joy of learning and design opportunities to connect students to outdoor investigations and community actions. [3 credits]

ENV-509: Shenandoah Valley Farm to Table and Clean Water

How do streams, habitats, and sustainable farming practices in the Shenandoah Valley connect us to the larger Chesapeake Bay watershed? Join the Chesapeake Bay Foundation for an immersive exploration from the Valley to the Bay. Learn how local farmers markets and best management practices influence the ecology of the region and how they can inspire sustainable choices. Then investigate the habitats and community connections on Smith Island, Maryland, a small fishing village in the heart of the Bay. Gain an in-depth understanding of your connection to the watershed during this five-day course and learn how to use outdoor spaces to support student engagement, action, and your school's environmental literacy plan. [3 credits]

ENV-510: Teachers on the Estuary: Science and Social Emotional Learning

Meaningful Watershed Education Experiences enliven learning and support social-emotional learning and wellness for students and teachers. This course is designed to model a Meaningful Watershed Educational Experience for middle and high school students through participant-driven field experiences and authentic research conducted by a community of educators in an immersive, joyful, and supportive environment. To best utilize our time together, participants are encouraged to complete the MWEE 101 online course prior to the in-person event. This dynamic five-day program to explore cultural coastal habitats and iconic communities is offered in collaboration with the National Oceanic Atmospheric Administration and Maryland's Chesapeake Bay National Estuarine Research Reserve. [3 credits]

ENV-511: Exploring a Changing Chesapeake

The health and productivity of the Chesapeake is dependent on the delicate balance of natural, social, and economic systems. How is climate change impacting those systems and how is the Chesapeake Bay responding? Join the Chesapeake Bay Foundation for a five-day immersive exploration of a changing Chesapeake. The course will begin with two days of online learning introducing participants to the largest estuary in the nation, current climate science, and the Meaningful Watershed Education Experience framework. The remainder of the course will take place at CBF's residential island education center on Port Isobel, an island adjacent to Tangier Island, VA. Through hands-on investigations, participants will collect data, explore historic island communities, and discover how to make a positive impact on local environments from our classrooms and community spaces. [3 credits]

ENV-512: Marvelous Delmarva: Exploring the Eastern Shore

Come explore the beautiful and diverse ecosystems of Maryland's Eastern Shore on foot and by canoe during this five-day immersive professional development experience. Connect local resources to classroom content and understand how to create rich learning experiences outside of the classroom using Maryland State Parks. The course will begin with two days of online learning introducing participants to watershed science and outdoor learning best practices. The remainder of the course will take place in-person at the state parks on Maryland's Eastern Shore. This course is designed to help you increase student engagement and set the stage for Meaningful Watershed Educational Experiences (MWEEs) in your own school community. [3 credits]

ENV-513: Richmond City Watershed: Exploration and Action

Come explore Richmond City and the surrounding watershed's unique natural and cultural heritage. On this three-day course, learn how to use the environment as a context for learning and engage your students in meaningful outdoor learning experiences. We will investigate the water quality, wildlife, and habitats of Richmond's parks and schoolyards. Consider and create new tools to jumpstart investigations, activate student voice, and inspire actions that support Richmond City students as they connect with and advocate for their local ecosystem. [3 credits]

ENV-514: South Mountain Climate and Land Use Exploration

How can we inspire student action that conserves and protects our neighborhood and our watershed? Use interdisciplinary and multimodal approaches to investigate the connections between nature, culture, and history of south-central Pennsylvania. Throughout the course, we will develop creative practices to foster environmental literacy and student engagement in the classroom. The five-day program will consist of local explorations that include a trip to the Carbaugh Run Rhyolite Quarry Site to investigate the intersection between culture and geology and its influence on the Chesapeake Bay. Experience the joy of learning and design opportunities to connect students to outdoor investigations and community actions. [3 credits]

ENV-515: Worcester County to Tangier Island

How can we use the tidal marshes, maritime forests, and estuarine beaches of the Eastern Shore as beneficial outdoor classrooms and create curricular inspiration that spark wonder and curiosity in learning? Join CBF and fellow Worcester County teachers for three full days of field-based study in the heart of the Chesapeake and CBF's Port Isobel Island Environmental Education Center near Tangier Island, VA. There we will explore the unique and varied habitats and history of the Chesapeake Bay. Participants will experience the wonder of watershed ecology firsthand while studying the plants and animals of the Bay's brackish water system. Be a part of developing the plan to integrate environmental literacy throughout a student's education career with Worcester County Public Schools. [3 credits]

ENV-516: Potomac River Our Neighborhood, Our Watershed

Inspire student action that conserves and protects water. Dive into this topic and your own watershed during a unique professional learning opportunity with the Lathrop E. Smith Environmental Education Center and the Chesapeake Bay Foundation. Begin with two days of local exploration in and around Montgomery County and Washington, D.C. Then travel down Maryland's Eastern Shore to CBF's Karen Noonan Memorial Environmental Education Center to immerse yourself in Chesapeake Bay ecology. Teachers in all content areas and grade levels are encouraged to participate. [3 credits]

ENV-544: Human Impacts on the Environment of the Chesapeake Bay

This course will allow participants to explore and experience the Bay as an ecosystem, a resource and focus of controversy. Participants will be introduced to Environmental Issue Investigation in order to understand their personal impact on the Bay watershed. Emphasis will also be placed on taking these experiences and issues back to the classroom in order to provide meaningful watershed experiences for students of all grades. [3 credits]

ENV-550: Field Ecology of Harford County

This course gives teachers a thorough introduction to Harford County's variety of natural habitats. Techniques for studying, identifying, and collecting data on the flora and fauna are emphasized. Instruction will take place in the field throughout the county and will include a canoe trip. [3 credits]

ENV-551: Human Impacts on the Environment of the Chesapeake Bay Watershed

This course will examine the physical, structural, and historical geology of Harford County including the investigation, collection, and identification of local rocks and minerals and the interpretation of geologic maps and local features to describe past and current geologic settings. The environmental geology and hydrology of Harford County will be studied in the contexts of groundwater resources, dams and quarries. [3 credits]

ENV-560: Sustainability for Teachers Grades PreK-8

This field-based course is designed to integrate knowledge from STEM courses within the context of the local environment. Sessions provide an overview of content that focuses on the interactions among the physical, chemical, biological, political and social forces which impact the local environment with emphasis on aquatic ecosystems and the Chesapeake Bay. Content will be delivered in ways that PreK-8 teachers will be able to implement in their classrooms. [3 credits]

ENV-560L: Sustainability for Teachers PreK-8

This course will include studies of the interactions among the physical, chemical, biological, political and social forces which impact the environment. Students will participate in field studies focusing on human impacts on the Chesapeake Bay and other environmental projects. [1 credit]

ENV-561: Methods of Teaching Interdisciplinary Environmental Science

Through multi-disciplinary, hands-on lessons which are aligned with the Maryland Learning Standards K-12 for Science, Math, Language Arts and Social Studies, as well as the new Environmental Literacy Standards, teachers will gain content knowledge, learn about scientific practices of resource professionals, and learn about different methods to investigate Maryland related resource issues. Teachers will learn about student engagement in environmental education action projects and where to get funding in Maryland to do these projects with their students. [3 credits]

ENV-562: Exploring the Local Environment Field Study

This field-based course is designed to integrate knowledge from STEM courses within the context of the local environment. Sessions provide an overview of content that focuses on the interactions among the physical, chemical, biological, political and social forces which impact the local environment with emphasis on aquatic ecosystems and the Chesapeake Bay. Content will be delivered in ways that PreK-8 teachers will be able to implement in their classrooms. [3 credits]

LSP-502: Spanish for Teachers of Other Languages

This upper-level course, taught entirely in Spanish, is designed to survey the components of oral language. We will discuss the social, phonological, morphological, syntactic, semantic, and pragmatic aspects of Spanish as a language system. 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, prepares students to take the Praxis exam for certification in Spanish. [3 credits]

MAT-501: Number and Operations for the Middle School Educator

An integration of the study of the rational numbers with reflection on the teaching and learning of arithmetic concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content includes rational numbers and their fundamental algorithms, the place of the rational numbers in the real number system, scientific notation as a means of expressing very large and very small numbers and number theory topics appropriate for the middle school. [3 credits]

MAT-503: Fundamentals of Algebra for the Middle School Educator

An integration of the study of algebra and its applications to the world around us with reflection on the teaching and learning of algebraic concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content focuses on basic algebraic concepts including signed numbers and their operations, problem solving, quantitative and qualitative graphs, proportional reasoning, linear functions, and functions defined by tables and graphs. Algebra is presented as the study of patterns, as a symbolic language, as a tool for problem solving, and as a way of modeling and understanding the physical world. Graphing calculators are used throughout the course. [3 credits]

MAT-507: Algebraic Functions for the Middle School Educator

An integration of the study of algebraic functions and their applications to the world around us with reflection on the teaching and learning of algebraic concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content focuses on the function concept, function notation, function definition by equation, table and graph, rates of change, linear, quadratic and exponential functions and their applications. Graphing calculators are used throughout the course to explore functions and their properties numerically and graphically. Prerequisite: MAT-503 Fundamentals of Algebra for the Middle School Educator. [3 credits]

MAT-508: Algebra: An Advanced Perspective for High School Educators

An examination of 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. Prerequisites: One year of calculus and at least one proof or algebraic structure course such as Linear Algebra, Abstract Algebra or Real Analysis. [3 credits]

MAT-521: Geometry and Measurement for the Middle School Educator

An integration of the study of geometric shapes, spatial reasoning, and measurement with reflection on the van Hiele framework and the NCTM's Principles and Standards of School Mathematics. Mathematical content includes two- and three-dimensional shapes and their properties e.g. congruence, similarity and symmetry, spatial reasoning and transformations, the measurement process and techniques. Interactive software will be used in the exploration of these topics. [3 credits]

MAT-531: Data Analysis and Statistics for the Middle School Educator

An integration of the study of data analysis and statistics with reflection on the teaching and learning of data analysis in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content includes experimental design and data collection, displaying data, exploring and interpreting data, measures of center and spread, ways to investigate the association between two variables and misuses of statistics. Graphing calculators and spreadsheet software are used throughout the course. [3 credits]

MAT-533: Calculus for Middle School Educators

An integration of the study of calculus and its connections to the middle school curriculum with reflection on the teaching and learning of these concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematics content includes sequences and series, functions, differentiation, integration and applications. Graphing calculators are used throughout the course. [3 credits]

MAT-541: Number and Operations for Elementary School Educators

An integration of the study of the whole numbers and the integers with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Mathematical content includes place value, estimation, conceptual underpinnings of the conventional computational algorithms for whole numbers and extending these ideas to the integers. Early number concepts, how students develop number sense, how to judge when student-developed procedures are mathematically sound, common misconceptions and how to address these misconceptions are integral to this course. [3 credits]

MAT-542: Number and Relationships for Elementary School Educators

A continuation of Number and Operations for Elementary School Educators extending the ideas developed for whole numbers and integers to the rational numbers (represented as fractions and decimals) and the behavior of units under the four basic operations. Mathematical content also includes ratio and proportion as well as basic concepts of number theory. The mathematical content is integrated with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Common misconceptions related to this material and how to address these misconceptions are integral to the course. [3 credits]

MAT-543: Geometry and Measurement for Elementary School Educators

Mathematical content focuses on the development of visualization skills, familiarity with basic shapes, their properties, and the relationships between them (e.g., transformations, similarity and congruence), the communication of geometric ideas, the process of measurement, and working with length, area and volume. The mathematical content is integrated with the approach to the teaching and learning of these concepts found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Reflection on the van Heile model for the development of geometric understanding is integral to the course as is the consideration of relevant common misconceptions and how to address them. [3 credits]

MAT-544: Data Analysis and Probability for Elementary School Teachers

An integration of the study of probability and statistics with the approach to the teaching and learning of these concepts found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Mathematical content includes designing data investigations, describing data in graphical and numerical formats, drawing conclusions, theoretical and empirical probability for simple events and two or more independent events, randomness and the difference between predicting individual events and predicting patterns of events. How students learn these concepts, associated misconceptions and how to address them are also considered in the course. [3 credits]

MAT-545: Patterns and Algebraic Thinking for Elementary School Educators

Mathematical content includes the study of patterns, representing and justifying the resultant generalizations using algebraic notation and other representations, expressing functional relationships in symbolic and graphical format, proportional reasoning, solving linear equations and inequalities through the application of basic properties of the real numbers. The mathematical content is integrated with the approach to mathematics teaching and learning found in the National Council of Teachers of Mathematics' Principles and Standards of School Mathematics and the Maryland State Standards. Common misconceptions related to this material and how to address these misconceptions are integral to the course. [3 credits]

MAT-546: Algebra for Elementary School Educators

A continuation of Patterns and 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]

MAT-547: Teaching and Learning Grades K-2 Mathematics

This course is designed to develop content and pedagogical understanding of classroom teachers, ELL teachers, special education teachers, Title I interventionists, and all other instructional staff. The course will feature varied professional learning activities including collaborative project work, group discussion, literature reviews and discussions journaling, hands-on investigations and apply and reflect activities. [3 credits]

MAT-548: Teaching and Learning Grades 3-5 Mathematics

This course is designed to develop content and pedagogical understanding of classroom teachers, ELL teachers, special education teachers, Title I Interventionists, and all other instructional staff. The course will feature varied professional learning activities including collaborative project work, group discussion, literature reviews and discussions journaling, hands-on investigations and apply and reflect activities. [3 credits]

PHY-551: Geology of Harford County

This course will examine the physical, structural, and historical geology of Harford County including the investigation, collection, and identification of local rocks and minerals and the interpretation of geologic maps and local features to describe past and current geologic settings. The environmental geology hydrology of Harford County will be studied in the contexts of groundwater resources, dams and quarries. [3 credits]

PHY-552: Classical Astronomy for Educators

This course is focused on an understanding of the foundational concepts of modern astronomy. Students will examine how the three basic characteristics of celestial objects - motion, brightness and color - have revealed all that we know about our solar system and the universe. Participants will see, first hand, the interconnected nature of engineering and science practices as they craft solutions to the problem of gathering information about distant celestial objects. We will use the planetarium and other tools to develop models of celestial phenomena and then use those models to formulate claims, and collect data to support or refute these claims. The emphasis is not on what we know, but how we know it and why it is the best explanation. [3 credits]

PHY-562: Physical Science for Teachers Grades K-8

This course presents an introduction to fundamental concepts and principles of Physical Science as aligned to the Next Generation Science Standards (NGSS). Physical Science as aligned to the Next Generation Science Standards (NGSS). Physical Science content includes: 1. Matter and its interactions, such as atomic structure, elemental properties, chemical bonding, and reactions. 2. Motion, Stability and Forces through an introduction to Newtonian Physics, 3. Properties of Energy, including basic thermodynamics and kinetics. 4. Waves and Technological Applications, through an exploration of the properties of waves, telecommunication, and electronics. Learners will also be expected to develop proficiency and with applying scientific concepts to create models, conduct experiments and incorporate mathematical content in STEM centered investigations, lessons, and application. During the course you will learn, apply and integrate science, technology, engineering and mathematics content (STEM). [3 credits]

PHY-562L: Lab: Physical Science for Teachers PreK-8

This course presents an introduction to fundamental concepts and principles of Physical Science as aligned to the Next Generation Science Standards (NGSS). Physical Science content includes: 1) Matter and its Interactions, such as atomic structure, elemental properties, chemical bonding, and reactions. 2) Motion, Stability and Forces, through an introduction to Newtonian Physics. 3) Properties of Energy, including basic thermodynamics and kinetics. 4) Waves and Technological Applications, through an exploration of the properties of waves, telecommunication, and electronics. This course is designed to introduce learners to the content necessary to teach science in grades PreK-8. Learners will also be expected to develop proficiency with applying scientific concepts to create models, conduct experiments, and incorporate mathematical content in STEM centered investigations, lessons, and application. During the course you will learn, apply and integrate science, technology, engineering and mathematics content (STEM). [1 credit]

PHY-563: Authentic Learning in Science

Authentic investigations are key to students' understanding of the nature of science. As science teachers, we would strive to teach science first, and use our disciplinary content as a context in which to teach science. Authentic investigations - genuine, open-ended inquiries - transform our disciplinary content from information to be given to students into evidence to be sought and used by students. This course will use forensic science as a context to teach science. Participants will use science and engineering practices to investigate, document, and ultimately interpret a number of mock crime scenes. Forensic science content will be acquired as participants research and evaluate evidence collected from the scenes. Ultimately, participants will have to formulate a claim to explain the events that led to the scene, and use the evidence collected to defend the claim. Additionally, participants will gain first-hand in cloud= and web-based instruction. The course will be paperless, utilizing the It's Learning platform and Microsoft Office 365 tools/apps to facilitate learning, providing participants a "student's eye" view of the platforms. Technology integration and three dimensional science instruction will be intentionally modelled and discussed throughout the course to prepare participants for the shift to Next Generation Science Instruction. [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]
<http://www.virtualeduc.com/cnd/>

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 Students with Special Needs in General Education Classrooms

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course is designed to help special and general educators gain a better understanding of inclusion, one of the current educational reform movements that advocates educating students with disabilities in the general education classrooms. Upon course completion, the learner will be able to define key concepts and terms, identify and describe federal legislature and court cases, and list and describe the federal definition of students entitled to special services. This course will also discuss the roles and responsibilities of educators in providing special services to students educated in inclusive classrooms. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

SPE-530: Attention Deficit/Hyperactivity Disorder

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course will help the learner achieve a better understanding of ADD and intervention strategies to facilitate positive student change. This course covers the history of the disorder, accepted methods to assess and identify students with the disorder, and various methods, medications, and strategies that are currently used to treat it. For situations in which services beyond what can be provided in the classroom are required, the referral process for getting help for the student will be addressed. Reference materials include a list of resources for both teachers and parents who would like more help or information about ADD or ADHD. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

SPE-530E: Attention Deficit Disorder for Early Childhood Educators

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

SPE-531: Autism Spectrum Disorder

A self-paced or online course, designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. This course describes Autism and Asperger's Disorder, including characteristics of these disorders, associated learning styles, communication weaknesses, and various intervention strategies. The course helps the learner make sense out of why individuals with Autism spectrum disorders behave the way they do, and what you can do to enhance more appropriate behavior. This course also lists resources for educators, related service personnel, and parents who want more help or information on Autism and Asperger's Disorder. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

SPE-532: Child Abuse: Working With Abused and Neglected Children

A self-paced or online course designed to give you an understanding of the framework of and need for creating supportive learning environments for diverse learning populations. Designed to help the learner identify and effectively teach students affected by child abuse and/or neglect, this course covers how to recognize the signs of physical, emotional, and sexual abuse, and physical and emotional neglect in students. It also discusses the specific factors that exist in families who abuse or neglect their children. A major emphasis in this course is to help the participant understand the special learning needs of abused or neglected children and how to meet those needs in the regular classroom. Working with parents and community agencies is also emphasized. [Variable credit - 1-3 credits] NOTE: At 2 credits, this course cannot be used as an elective in one of NDMU's graduate programs.

SPE-533: Understanding Aggression

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

SPE-533E: Understanding Aggression for Early Childhood Educators

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

SPE-537: Comm Skills Spec Educ**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. Prerequisite: Prior experience in special needs testing. [3 credits]

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 and Strategies for Accessing the 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-564: Currnt Issu/Trends Special Edu

This course will address issues such as application of current general and special education school laws and policies as applied to special needs students, arbitration, accessing and utilizing resources and funds. Staff issues such as interviewing, managing team process, and instructional supervision will also be addressed.

SPE-569: Clinical Models of Supervision

This course will explore issues such as observation and conferencing techniques, informal vs. evaluative supervision, mentoring, and effective communication. A collaborative approach to inclusion models such as co-teaching and team teaching, effective use of support staff and consultants, and accountability issues of effective site based management will be explored.

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). This course will provide participants with the knowledge and skills necessary to design learning environments that facilitate understanding, foster responsibility for learning, encourage peer interaction, create opportunities for collaborative learning and support inclusion for elementary with disabilities. Instructional approaches, researched based practices and program models for diverse learners will be presented. Participants will develop individual education plans with goals and accommodations that align to state standards, promote student access to general education curriculum and meet legal requirements.[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-572: Parameters Educ/Emotional Stu

Thorough investigation into the area of social, emotional and behavioral issues of special needs and at-risk students, with attention to the legal definition of "seriously emotionally disturbed." Course will explore school and community interventions and resources. Group behavior management programs, and direct instruction in areas such as pro-social skill training and conflict resolution will be explored. Strategies for academic interventions, supported by emotional and behavioral practices will be included.

SPE-574: Literacy Instr/Special Needs

Attention to the reading and writing difficulties of special needs students, across disabilities, will be the focus of this course. Language processing issues, as well as research supported compensatory and remedial interventions and programs will be explored. Integrated, multisensory, cross-curricular approaches as well as innovative staffing and support models will be researched and discussed.

SPE-576: Communication Skills for the School-Based Professional

Focuses on effective leadership and communication skills for school-based personnel, with a particular focus on Special Education teacher-leaders. We will explore leadership, communication, group dynamics, and address 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: Teaching Math to Students With Special Needs Elementary

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-579: Teaching Math to Students With Special Needs 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-581: Evidences Based Practices to Support Students with Dysgraphia

Provides students with a deeper understanding of the cognitive, physical, and instructional demands of the writing process. Research-based methods to build the foundations of written language such as handwriting, spelling, grammar and usage. Practitioners also examine organizational skills aligned to expository and narrative writing. Topics include assistive technology assessment, identification, models of effective writing instruction, executive function needs, intervention, and appropriate scaffolds throughout the writing process. [3 credits]

SPE-582: Evidenced Research-Based Practices to Support Students with Dyscalculia

Addresses current issues, trends and best practices for students with dyscalculia. Introduces a framework to better understand number sense, quantitative vocabulary, applying everyday concepts, spatial reasoning, multistep organization and related conceptual mathematics skills. Participants apply research-based intervention practices that increase conceptual understanding for students with severe academic difficulties in mathematics. Research-based identification, assessment, and instructional practices will be presented. [3 credits]

SPE-583: Evidence Based Practices to Support with Dyslexia

Course addresses current issues, trends, and best practices for students with dyslexia. A close examination of language-based disabilities helps practitioners develop appropriate strategies to support acquisition of phonemic awareness, phonics, vocabulary, comprehension, and fluency. The course includes a detailed examination of expressive language challenges, brain-based learning practices, executive function supports, interventions and structure literacy intervention approaches. Legal foundations including identification, assessment, and accommodations will also be addressed. [3 credits]

SPE-590: Foundations of Language, Literacy and Dyslexia with Dyslexia

This course explores and teaches the foundations of reading development and acquisition of literacy with a targeted focus on a structured language approach. The class addresses aspects of cognition and behavior that affect reading and writing as well as the necessary strategies and techniques to support and instruct the struggling reader. Participants will understand the early warning signs often displayed by students with dyslexia or other related language-based learning differences. Class participants explore all parts of the acquisition of literacy, including oral language development, phonology (phonological and phonemic awareness, phonics), word recognition, spelling, fluency, and comprehension. [3 credits]

SPE-591: Understanding Dyscalculia and Dyslexia In Math Education

This course provides educators, interventionists, and specialists with an in-depth understanding of dyslexia's impact on mathematical learning, commonly called dyscalculia. Participants will explore the neurological basis of dyscalculia, its manifestations, diagnostic processes, and effective instructional strategies to support students with mathematical learning difficulties. The course emphasizes research-based interventions, technology integration, and equity in mathematics education. [3 credits]

SPE-592: Dyslexia, Decoding, and the Dictionary: Phonetic Strategies for Literacy

This course introduces pre-service (students) and in-service (professionals) to the Merriam-Webster Dictionary's phonetic transcription system as an essential tool for improving literacy instruction. Integrating the Simultaneous Tri Multi-Sensory Instructional Procedures (TM) and Pure & Complete Phonics (TM), the curriculum is designed to comprehensively teach the entire sound structure of the American English Language through direct and structured instruction. Students will delve into how phonetic transcriptions in the Merriam-Webster dictionary enhances pronunciation, spelling development, and reading fluency. The course is structured to provide interactive lessons, hands-on phonetic transcription exercises, and dictionary-based literacy strategies. Through these components, students will acquire practical knowledge and skills in phonetic symbols, word encoding and decoding, and multi-sensory instructional techniques. The program is specifically tailored to meet the needs of diverse learning populations, including students with dyslexia and English language learners, ensuring that all students gain the tools necessary for effective literacy instruction. [3 credits]

SPE-593: Meaningful Integration of Learning Bridging Learning Strategies and Executive Function for Student Success

This course explores the critical connection between learning strategies and executive function skills to support student achievement across diverse educational settings. Participants will examine how executive function impacts cognitive processes such as working memory, self-regulation, organization, and task initiation. Through research-based strategies, practical applications, and case studies, educators will develop tools to foster students' executive function skills, enhance metacognition, and promote independent learning. The course emphasizes inclusive and culturally responsive approaches to scaffold executive function development for all learners, particularly those with disabilities or learning differences. [3 credits]

SPE-594: Multisensory Structured Literacy - Basics of OG

The focus of this course is on the acquisition of reading, writing and spelling skills using a multisensory structured literacy approach. Participants will develop and understanding of how the brain learns to read and how to approach instruction as a diagnostician. Class participants will explore all parts of the acquisition of literacy, including oral language development, phonology (phonological & phonemic awareness, phonics), decoding/word recognition, spelling, vocabulary, fluency, and comprehension. While theory and research will be shared, the primary focus of this course is the direct application of teaching from a structured literacy perspective. [3 credits]

SPE-595: Teaching Middle and High School Students Using Structured Literacy

How do you teach an older student using structured literacy? This course is designed for instructors/educators familiar with structured literacy, as more advanced principles will be addressed. Topics will include morphology/vocabulary development, fluency development, comprehension strategies, and advanced O-G concepts/skills. The course will focus on working with middle and high school students, so material selection, techniques, etc., will be essential components of the course. [1 credit]

SPE-601: Internship: Student Teaching in Special Education

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. [Variable credits: 2-5 credits] Prerequisite: Permission of department chair. Note: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 2-5 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the Education Department.

SPE-601L: Part Time Mat Internship: Student Teaching Special Education

Provides a part-time 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. Prerequisite: Permission Director of Clinical Field Experience. [variable credits: 1-3 credits] NOTE: Students preparing for dual certification enroll in designated alternative sections of appropriate internships for 1-3 credits each. Consult program advisor before registering. NOTE: Student Teaching Internships may start earlier than the official term start dates. Please refer to the information received at the internship orientation or contact the School of Education.

SPE-631: Autism Spectrum Disorders: Strategies for Managing in the Classroom

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]

SPE-650: Enhancing Structured Literacy Opportunities within the Learning Environment

Practitioners examine classroom barriers that exist for students with language-based learning disabilities, the individualized Education PLAN (IEP) and 504 processes for language-based disabilities and legislations that requires access. Course participants will develop the knowledge and skills necessary to design a K-12 learning environment that supports students with language-based learning disabilities. Using a Universal Design for Learning (UDL) approach, students will design lessons, accommodations, assessments, and engagement strategies that enhance access across varying content areas (e.e. science, mathematics, social studies). [3 credits]

SPE-699: Independent Study: SPE

This is reserved for specialized topics and independent study related to special education. [3 credits]

English (Grad)

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 egree in English program. [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-507: The Pedagogy of Creative Writing

Can creative writing be taught? And, if so, how can we help students develop productive writing habits and utilize their own life experiences? This course will examine how creativity can be encouraged, especially in light of the latest brain science. This course will review advantages and disadvantages of various ways of organizing creative writing units and of evaluating student writing. Students will learn about techniques to help students become expert readers and engage in exercises to help writers become more self-aware, craft-conscious, and self-critical.

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 readerresponse 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-511: Topics in Literature

Provides students with the opportunity for the in-depth study of such literary topics as the follow- ing: a significant writer or group of writers, a literary period or movement, a particular genre or themes related to a particular region. The topic will be announced before registration each semester when the course is offered, and the course itself can be taken more than once on different subjects. [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-526: Russian Fiction

Examines the distinctive role of Russian writers and their contributions to the literary canon. [3 credits]

ENG-527: Study Tour: London

Provides graduate level students with an opportunity to experience English life in the city and country; see professional plays; visit museums, cathedrals, and other places of interest in and around London; visit beautiful English towns such as Bath, Stratford, Salisbury, and Windsor. Organized and directed by English departmental faculty. Offered during Winterim. [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-530: Literature of the Examined Life

A reading of selected works of literature representative of the human passion for knowledge and for life. The search for what is authentic in the human character, what is intelligible and valid in human experience, informs the literature. [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, poststructuralism, 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-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-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

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]

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 American 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]

ENG-698: Independent Study: Eng

Examines in detail a specific subject of literary study beyond what is possible in the regular classroom experience. Involves intensive reading combined with exhaustive research and writing under the direction of a faculty member. The student, in consultation with the faculty member, plans her or his own approach to the work of a particular writer, literary period or genre, or literary research question. The student produces an article-length final product to be submitted to a literary journal for publication. Prerequisite: Permission of department chair. [3 credits]

Environmental Studies (Grad)

ENV-553: The Ecological Study of Harford County Watersheds

This course focuses on the watershed of the Lower Susquehanna and its connection to the Chesapeake Bay. Participants will investigate the diversity of life within the watershed and the positive and negative impacts of human actions on the health of the local environment. They will acquire the necessary skills to do environmentally related projects on their own and with their students. [3 credits]

History (Grad)

HIS-527: Study Tour

Interdisciplinary Studies (Grad)

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]

IDS-501: GRA Degree Audit option

This course will be used as a placeholder for the LBS concentration courses. Once the advisor and student have determined a concentration and the courses, they will substitute the approved classes for this course.

IDS-502: Id Assignment for Gra

This course will be used as a "holding course" in GRA to allow for production of ID assignments and WebAdvisor accounts in IT.

IDS-505: Physical Changes in Aging

IDS-507: Topics in Liberal Studies

Explores various topics in graduate Liberal Studies. Topic will change each offering of the course and will be noted. [3 credits]

IDS-510: Approaches to Contemporary Communication

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, postmodern 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-511: Topics: Interdisciplinary Studies

Explores various topics in graduate Interdisciplinary Studies. Topic will change each offering of the course and will be noted. [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 nonfiction, the essay, poetry, play-writing, screenwriting, 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-527: Study Tour**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-546: Exp of Sci/Interdisc Approach

This course explores the scientific approach as a method of understanding the world, providing students with insights into the intellectual and aesthetic satisfactions that can be derived from science. Students analyze the nature of the scientific method and examine the application of its principles to other areas of human endeavor. 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-561: Medical Gerontology

This course uses an interdisciplinary approach to examine the social construction and diverse, current conceptualizations of health and illness in aging. Content focus is on a sociological approach to medical gerontology in contrast to physiological or biological perspectives. 3 credits.

IDS-562: Life/Aging and Humanities

This course's unique focus is on aging and the humanities--literature, history, philosophy, art, drama--have contributed to the experience of growing old. Students will explore myths, folk tales, films, historical overviews, philosophical arguments, poetry, stories, artwork and artists, and other works to examine how aging is portrayed and experienced. 3 credits.

IDS-570: Research Meth/Stu in Aging

This core course provides an overview of quantitative and qualitative methods used in studies addressing issue of aging. Topics include the formulation of hypotheses, research design, statistical analysis, and report writing. The student may elect to take this course on a Pass/Fail or Grade basis. Those students interested in pursuing advanced study beyond the Master's Degree are encouraged to take the later option.

IDS-573: Topics: Studies in Aging

This course examines selected topics and issues in aging which reflect contemporary discoveries and thinking in gerontology and adult development. IDS 573 may be taken more than once under different topics. 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-575: Legal Issues and Aging

Education about U.S. laws and planning for later life can ease the transitions in "old" age. This course will look at legislation that addresses the legal rights and needs of the aging population. Topics covered include: the need for and availability of legal services; the role and obligations of the lawyer; personal autonomy and voluntary and involuntary limitations on autonomy; guardianships and alternatives to guardianship; end of life decisions (advance health care planning, proxy decision-making and the "right to die"); Medicare, Medicaid, Medigap, long-term care insurance and estate planning; nursing homes and laws that regulate them; consumer protection and scams aimed at the elderly; elder abuse and protective services; discrimination in employment and against those with disabilities. 3 credits.

IDS-577: Death and Dying

This course examines the events surrounding the last phase of the life course. The focus is both on the individual who is preparing for that final exit, as well as on the circle of family and friends who witness the slow or sudden departure of a loved one then mourn their loss. Topics include: pain management, hospice care, ethical and legal issues, psychosocial developmental theories such as Kubler-Ross and Byock, and the significance of spirituality. 3 credits.

IDS-580: Intro Hist Research/Interp

This is the first in a series of interdisciplinary courses, with history as the integrating discipline, designed for middle/high school teachers of social studies. The course has a dual purpose: to broaden teachers' command of content knowledge in American history, and or instructional methods and resources for imparting this knowledge to middle/high school students. Participants in this course will choose one of two topics for intensive investigation: World War II and the U.S. role in this global conflict or Pre-Colonial Indians of North America. Course participants will be exposed to a number of teaching methodologies appropriate to the social studies classroom and will practice and refine skills and processes central to historical research and interpretation. Permission of academic advisor required for registration.

IDS-581: Disc Hist/Hist Investigation

This is the second in a series of interdisciplinary courses, with history as the integrating discipline, designed for middle/high school teachers of social studies. The course has a dual purpose: to broaden teachers' command of content knowledge in American history, and of instructional methods and resources for imparting this knowledge to middle/high school students. This course will immerse participants in an in depth study of the African-American experience following the Civil War. Participants will learn how to interpret primary sources, artifacts, and other historical materials at the heart of historical investigation, and the pedagogy for engaging middle/high school students in similar endeavor. Permission of academic advisor required for registration.

IDS-582: Citizen and Constitution

A course designed to connect the philosophical underpinnings, the historical context of origin, the salient values, and the evolving interpretation of the U.S. Constitution to the lives and concerns of the nation's citizenry. Lectures, readings, discussions, simulations, research assignments, and writing exercises will create a highly interactive environment for achieving the goal of the course. Attention also will be given to the pedagogy of teaching about the Constitution to middle/high school students. Permission of academic advisor required for registration.

IDS-583: History/Expos Text & Lit

Teaching History Through Expository Text and Literature Industrialism and Social Reform will teach participants strategies to captivate student interest in social studies while teaching a host of expository reading skills that students can use for the rest of their lives. Students learn how to connect literature to "real-life experiences" they have in class so that deeper understanding follows. Participants will learn how to assist emerging readers through carefully structured support at each of the four stages of the expository reading process: preview, read, take notes, and review. Additionally, strategies for engaging readers of all ability levels in the study of literature as a means for studying history will be explored.

IDS-584: History/ Live Appr Mtg Needs

Differentiated Social Studies Instruction: Meeting the Needs of Every Student offers course participants instruction in a diverse set of instructional practices that allow students with multiple intelligences to experience success in their social studies courses.

IDS-585: Geographic Perspec in History

Geographic Perspectives in History will take a thematic approach to exploring the history of Medieval Europe and its transition to the Renaissance and the Age of Exploration. Course participants will learn to facilitate among their students an understanding of the impact of European geography on its inhabitants. Participants will also discover how Europeans initially responded to their immediate environment during the Medieval Era, as well as the relationship between movement and the location of resources as factors leading to the Renaissance and world exploration. Course participants will learn how to more effectively integrate the five themes of geography into their instruction so that students see the relationship between geography and history. Participants will be exposed to a variety of instructional strategies and will receive numerous resources which will aid them in their daily classroom instruction. Participants will also visit museums and historical locations in the region that will later serve them in their classroom participation. 3 credits.

IDS-586: Economic Trends in History

Economic Trends in History will provide participants with in-depth knowledge and instructional strategies regarding the world revolutions of the 18th and 19th centuries. This knowledge and associated strategies will be meaningful and effective in the implementation of classroom instruction and will also include access to local educational resources that teachers can continue to use well after the course is completed. Course content will focus on the political, social, and economic characteristics inherent in all revolutions. Specific emphasis will be given to the American Revolution, French Revolution, and America's second war for independence, the War of 1812. This course will analyze the decisions that people and countries have made through economic themes, such as supply and demand, opportunity cost, and scarcity as these concepts apply to the revolutionary era.

IDS-587: Tchg Hist Thr Primary Sources: Cold War**IDS-588: John Smith Exploration Chesapeake Region****IDS-597: Master's Seminar**

The seminar treats a broad topic related to the program's theme of the human quest for meaning. Each student, according to her or his interests, chooses a specific topic related to the broader one, researches the topic and writes a lengthy paper. Students present their findings to the class. [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]

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]

IDS-610: Existential Imagination**IDS-690: Practicum/Adult/Aging**

The central focus of this course is on the personal learning objectives of the individual student. It consists of supervised work in a human services or health care agency. The purpose of the experience is to allow the student to implement newly acquired skills, obtain additional skills, and/or explore careers in the field of aging. The course requires the student to complete a minimum of 90 hours of field experience during the last year of study. The student will locate the site of the Practicum with collaboration with the Practicum Supervisor. The student will keep a journal during the Practicum and produce a reflection paper at the end of her experience. This course may be taken over two semesters with permission of the host agency. Prerequisite: Completion of all four core courses and permission of Practicum Coordinator. For Summer placements interviews and arrangements must occur before May 1, for Fall placements the deadline is September 1 and for Spring placements the deadline is November 15. 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]

IDS-799: Credits From Case

Mathematics (Grad)

MAT-522: Geometry: An Advanced Perspective for High School Educators

An examination of 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. Prerequisites: One year of calculus and at least one proof or algebraic structure course such as Linear Algebra, Abstract Algebra, or Real Analysis. [3 credits]

MAT-525: Foundations of Math**MAT-530: Basic Statistics****MAT-532: Discrete Mathematics and Probability for the Middle School Educator**

An integration of the study of discrete mathematics (sets, logic, counting) and probability with reflection on the teaching and learning of these concepts in the spirit of the NCTM's Principles and Standards of School Mathematics. Mathematical content includes sets and their operations, logical connectives and quantified statements, types of mathematical arguments and proofs, counting techniques, the probability of simple and compound events, sample spaces, probability distributions, and the use of simulations to generate data for determining probabilities and to test conjectures. Graphing calculators are used throughout the course. [3 credits]

MAT-575: Applied Statistics and Programming

Covers concepts of testing for use in professional sciences, including simple linear regression, correlation, multiple regression, fixed and random effects, analysis of variance, analysis of covariance, experimental design, multivariate methods and various statistical packages, including R. Prerequisite: MAT-576. [3 credits]

MAT-576: Data and Decision Modeling

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

MAT-599: Topics in Mathematics

Explores various graduate level topics in Mathematics. Topic will change each offering of the course and will be noted. Variable credit. [1 - 4 credits]

Modern Foreign Languages (Grad)

LFN-501: Topics Foreign Language II

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 of Methods of Teaching Foreign Language

This course 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

This course is designed to help teachers and administrators to understand better the unique challenges of linguistic minority teachers in a K-12 setting. We will focus on 6-12 education, although application may be found to other levels as well. We will review relevant areas of linguistic and language acquisition theory, study bilingualism and its implications for education, and share 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

Film often reflects contemporary thought in culture. In this course we will study the relationship of film to all other art forms. Using films in French and Spanish as archetypes of culture, we investigate how film reflects major themes in society [religion, familial relationships, politics and war, love]. No previous knowledge of French or Spanish is required to participate in this course. [3 credits]

LFN-558: Culture Studies:

LFR-527: Quebec: La Belle Provinc

LFR-558: Cult Studies: Fren Civ I

LFR-559: Cult Studies: Fren Civ II

LGR-527: Archeolg Tour of Greece

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-522: The Teaching of Latin

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-527: Archelogi Tour of Italy

LLT-560: Latin Comp for Teaching

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]

LLT-570: Evolution Latin Litera

LLT-571: Roman Litera/Society

LLT-572: Letters of Cicero/Pliny

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: 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-581: Aspects Roman Cult II

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 of the late Roman Republic and contrasts this period with the stable reign of Trajan at the height of the Roman Empire. Eyewitness accounts by Cicero, Caesar, Pompey and their contemporaries and the correspondence between Trajan and Pliny will be read in Latin and discussed. [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]

LSP-501: Topics in Spanish

Studies a central topic in linguistics, culture or literature. Course may be repeated for credit as topics change. Recent topics have included Hispanic Women?s Voices in Film, Sociolinguistics, Spanish dialects and magical Realism in Literature and Film. [3 credits]

LSP-503: Spanish and Technology

A study of the expanding types of technological literacies required for teaching and learning, with a concentration on digital information and media literacies as they relate to Spanish education. Core information skills underscore emerging technologies as they relate to teaching Spanish. Special attention is given to connecting learners to networks of learners and integration of technology into the Spanish language classroom. Problem-based learning and the 21st Century Skills Map serve as models to connect language to technology. Good working knowledge of Spanish required. [3 credits]

LSP-510: Survey of Masterpieces of Latin American Literature I

Highlights literary movements from its inception to 1800. Focuses on developing students knowledge of literary forms and movements from the first indigenous works on record to the appearance of Western hemisphere literature in Spanish. Students will develop the technical vocabulary needed to describe and debate literary issues. Four basic literary genres remain the center of discussion: narrativa, poesia, drama y ensayo. [3 credits]

LSP-511: Survey of Masterpieces of Latin American Literature II

Highlights Latin American literature since 1800. Discusses poetry, essays, short stories, novels and plays. Begins with Romanticism, follows Modernism and Post-modernism and finishes with the literary boom in the Western hemisphere. [3 credits]

LSP-522: Survey of Masterpieces in Peninsular Literature

Provides a survey of Spanish literature from the first vestiges in the vernacular to the modern novel. Genres include theater, poetry, drama, essay, short story and the novel. [3 credits]

LSP-524: Survey of the Spanish Novel

Surveys the development of the Spanish novel from the Quijote to modern novelists. Examines most literary movements and styles. [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-527: Exploring Cuban Society

LSP-528: Hispanic Linguistics

Surveys language and studies how language works. Discusses the social, phonological, morphological, syntactic, semantic and pragmatic aspects of Spanish as a language system. Introduces students to language variation, phonetic transcription, phonemes, morphemes, syntactic order, linguistic change, dialects of Spanish and Spanish as a phenomenon in the United States. [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-542: Mexico, Central America and the Caribbean: Literature and the Arts

Explores literature, art, film, music and sculpture as a means of gaining an understanding of Central America and the Caribbean. Journeys through the past to discern the various cultural, religious and academic movements that have helped shape the various countries in this region. [3 credits]

LSP-543: Hispanic Women's Voices in Film and Literature

This course is designed to survey films from Latin America and Spain that provide dimensions of women's voices. Six major films derived from literary works will be studied and analyzed. Background research by students is fundamental to critical viewing of the material. Good working knowledge of Spanish required. [3 credits]

LSP-558: Span Thought and Cultur

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]

LSP-601: Top/Sp: Magical Realism

Nonprofit Management (Grad)

NPM-502: Introduction to Nonprofit Management

This course is designed to provide current and future nonprofit managers and leaders with the competencies needed to run effective nonprofit organizations, which include: Legal and Regulatory Contexts; Leadership and Governance; Human Resource Management and Volunteerism; Fundraising; Planning and Evaluation; Information Management; Advocacy, Public Policy, and Social Change; Communications, Marketing, and Public Relations; Financial Management and Social Entrepreneurship. Course projects and discussions expand students’ management skills, analytical tools, and knowledge of nonprofit management core competencies. Students take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients and complete a consulting project for a nonprofit organization. [3 credits] NOTE: take within first 15 credits of the program. Co-requisite NPM-545.

NPM-560: Nonprofit Law and Ethics

Examines the legal issues related to the creation and management of nonprofits. Analyzes a range of ethical issues and dilemmas inherent in the nonprofit arena. Learners explore these issues through a series of practical applications. Prerequisite: NPM-502. [3 credits]

NPM-698: Independent Study in Non-Profit Mgt

Provides an opportunity for independent graduate level work on an approved topic in Non-Profit Management. Involves Research under the guidance of a faculty member of the department. Prerequisite: Permission of instructor. [3 credits]

Nursing (Grad)

NUR-500: Introduction to Scholarly Caring Inquiry

This course explores foundations of scholarly inquiry in nursing within the context of caring science through the structure and process of circle practice. Students in both administration and education concentrations engage in shared leadership and attend to the well being of the group. The course emphasizes the scholarly practices of closely reading text, making connections with scholarly literature and lived experience, synthesizing scholarly thought, and writing. Students strictly adhere to the rules of style of the American Psychological Association (APA) for guidance in the writing process, including ethics of authorship. [3 credits]

NUR-501: Theoretical Foundations of Nursing

Focuses on the exploration of nursing knowledge development to include philosophy, theories, and conceptual models designed to guide patient care, inform health care delivery system decision-making, educational programming and nursing administration. A first course in the program, grounding learners in nursing science. [3 credits]

NUR-502: Technology in Nursing Education: A Caring Practice

This course cultivates instructional creativity and pedagogical engagement through an introduction to a variety of tools and strategies. The future MSN educator will consider applications for face to face student engagement, simulated learning activities, and online/hybrid course experiences. Being a caring presence with students in learning experiences is at the heart of this course. Students will explore how to strengthen relationships within the classroom by providing an environment that embraces technology and nurtures engagement with course content. [3 credits]

NUR-503: Assessment of Student Learning in Nursing Education

This course focuses on student assessment and evaluation practices in nursing education. Students will explore the theoretical basis for evaluation, in addition to practical applications and strategies. Student will be prepared to utilize both traditional and non-traditional methods of assessment to assess student learning outcomes. This course includes content on providing meaningful feedback; test construction and psychometric evaluation; the development and grading of written assignments; evaluation in the clinical performance; and the use of self-assessment. Current trends in assessment and evaluation within nursing education will be explored, in addition to the tension between traditional and emancipatory pedagogies. [3 credits]

NUR-504: Holistic Approaches to Transforming Direct Care

This course provides students with the opportunity to explore their direct care role from a caring holistic approach. Students will integrate advanced level health assessment, physiology, pharmacology, and holistic nursing practices to support their role as nurse educator. Students will apply these advanced concepts to their chosen direct care focus and complete 30 practice hours in their chosen direct care role. Students are challenged to transform their nursing practice and outcomes of those they serve from a holistic lens. [2 credits]

NUR-507: Nursing Research II: Proposal

Guides the learner in using the literature review developed in EDU-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]

NUR-510: Contemporary Leadership in Nursing

Provides opportunities to critically examine multiple leadership theories, styles and approaches in nursing with emphasis on the interrelationships among leaders, followers and the entire multi-disciplinary team. In addition, excellence in nursing leadership will be explored along with the implications and responsibilities of the nurse leader for shaping today's changing educational and health care environments. [2 credits]

NUR-511: Portfolio Development for Nurse Educator Practice Nursing

This course will guide the student in creating a professional portfolio that can be used to collect and reflect on lifelong achievement, while providing institutions with evidence of student success. Portfolios reflect the critical processes of knowledge development in which the student is involved with, various professional activities, and personal reflection of the experiences associated with these diverse activities. [1 credit]

NUR-512: Issues and Trends in Nursing Education

Uses a case-study and seminar format to help students explore contemporary issues and trends in nursing education. Students will be introduced to fundamental legal and ethical principles which influence the quality of public and private education. They will become acquainted with the American legal process, basic legal terminology, selected precedents, and landmark cases in nursing education. Students will also have the opportunity to self-select trends in education for in-depth exploration and construct strategies to meet common challenges within diverse practice settings. [3 credits]

NUR-513: Curriculum and Evaluation Grounded in Caring

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. Prerequisites: NUR-500, NUR-501, NUR-502, NUR-503, NUR-535, NUR-537, NUR-512, NUR-542, NUR-504. [4 credits]

NUR-513C: Curriculum and Evaluation Grounded in Caring Science (certificate)

This course introduces students to philosophical paradigms that ground and guide curriculum thinking and pedagogical practice. A major focus of the course is to offer students opportunities for critical analysis of curriculum work, including evaluation, and to transform visions for nursing education. Throughout the course, epistemological and ontological questions raised through technical, practical/interpretive, and critical perspectives are pursued during guided readings and classroom conversation. Students will envision and plan thoughtful curriculum work grounded in caring for enactment in their teaching practica settings. Open only for students enrolled in the Post Master's Nurse Educator Certificate program. Prerequisites: NUR-502, NUR-512. [3 credits]

NUR-515: Issues and Trends in Nursing Administration

Examines ethical and legal issues in nursing to increasingly complex practice problems. Through the case study method, learners become acquainted with the American legal process, basic legal terminology and the diversity of legal issues that affect nurse administrators. [3 credits]

NUR-516: Nursing Administrative Theory and Practice

Applies administrative theory and management principles and processes to roles in management/ administration in health related organizations. Additionally, a framework for strategic planning is used to consider assessment, planning, implementation and evaluation of strategic initiatives applicable to nursing leadership. Prerequisites: NUR-500, NUR-501, NUR-510, NUR-515, NUR-542, NUR-520, BUS-521, NUR-518, BUS-522, BUS-523, BUS-521. [4 credits]

NUR-516C: Nursing Administrative Theory and Practice (Certificate)

This course uses caring science and administrative theory and management principles and processes to examine management/ administration roles in healthcare organizations. Students use frameworks for decision making, change management, and strategic planning to consider assessment, planning, implementation, and evaluation of strategic initiatives applicable to nursing leadership. This course will consider the perspectives of various stakeholders involved in operational and strategic decision-making and strategies for communication. Open only for students enrolled in the Post Master's Nurse Administrator Certificate. Prerequisites: BUS-521, NUR-518, BUS-522 or BUS-523. [3 credits]

NUR-518: Health Policy

Examines historical and current health policy issues related to socio-political environment, economic of health cae, legislative and regulatory influences and how these apply to the practice of the nurse leader. Considers the various stakeholders involved in health policy and their perspectives and strategies. [3 credits]

NUR-520: Nursing Informatics

This course will prepare the graduate nursing student to evaluate and use current technologies to deliver and coordinate care across multiple settings, analyze point of care outcomes, and communicate with individuals and groups, including the media, policymakers, other healthcare professionals, and the public. In addition, it will foster an attitude of openness to innovation and continual learning and a deep understanding of the ethical implications of rapidly growing healthcare data management systems. Students will be able to educate key stakeholders using current technologies and understand the principles related to the safe and effective use of care and information technologies. Will be offered every Winterim semester. [2 credits]

NUR-521: Topics in Healthcare Economics

Healthcare managers, particularly those in nursing leadership roles, must have a foundational understanding of healthcare economics to effectively guide their organizations in addressing challenges related to efficiency and effectiveness in healthcare delivery. This knowledge is essential as healthcare systems strive to provide quality care while managing costs and resources. In this course, students will gain an understanding of the critical role health insurance plays in the financing and delivery of healthcare services, including its impact on consumer demand for care. The course will explore how health insurance payment models influence provider behavior, with a focus on how nursing professionals can adapt to these changes in care delivery. Students will also examine key provisions of the Affordable Care Act (ACA) and current trends in healthcare transformation, exploring how these policies impact nursing practice and patient outcomes. Additionally, discussions will cover topics such as competition within the healthcare system, the role of government regulations, and the challenge of measuring value in healthcare outcomes, with a focus on how nurses can contribute to improving care quality and efficiency. Topics like cost shifting and the relationship between healthcare spending and patient health outcomes will also be addressed. This course may be substituted for BUS-521 for students enrolled in the MSN Program, Leadership in Nursing Administration concentration. [3 credits]

NUR-528: Study Abroad: MSN Practicum

Study Abroad is encouraged for MSN students who are designing practicum experiences. Opportunities for practicums in advanced clinical practice, nursing education or nursing administration are available. Experiencing another culture allows learners a chance to grow personally, increase cultural understanding and broaden their education and knowledge of the world. This global experience promotes compassion in the delivery of nursing care to the culturally diverse populations that we currently serve and contributes to global citizenship. Students will co-register for NUR-603 or NUR-520 as appropriate. [variable credits]

NUR-535: Advanced Health Assessment for Nurse Educators

The course expands on undergraduate skills in systematic health assessment across the life span. The student will learn advanced health assessment skills in specialty advanced nursing practice. Integration of skills and techniques in collecting health assessment data towards appropriate decision-making, clinical assessments in select populations is emphasized in this didactic course. Particular attention will be paid to teaching strategies for health assessment. [2 credits]

NUR-537: Advanced Pathophysiology and Pharmacology for Nurse Educators

This course introduces and integrates general principles of pharmacology with pathophysiological phenomena. It is designed to provide future nurse educators with a holistic and advanced understanding of disease as disordered normal body physiology. As such, students will have an enhanced ability to teach the disease process and related potential sequelae. This course will explore the mechanism(s) related to the production of signs, symptoms, complications, treatments, and interventions of different disease states and specific health problems. Innovative teaching strategies for selected alterations in health are used with emphasis on pathophysiological concepts and pharmacological interventions. Nurse educator students will experience being the learner using a variety of teaching learning methods. This course does not meet requirements for prescriptive authority. [3 credits]

NUR-542: Advancing Caring Science through Scholarly Inquiry

This course provides the opportunity for graduate nursing students to engage in enhanced critical inquiry activities as they analyze, interpret, and evaluate research studies. There will be an emphasis on problem identification; design principles; and accessing, analyzing, disseminating and applying nursing research. Students will explore current evidence to guide the development of a research proposal grounded in caring science in their area of interest. Prerequisite NUR-500. [3 credits]

NUR-543: 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]

NUR-545: Family Theory and Dynamics

The course focuses on advancing knowledge, skill, and valuing of family as a critical aspect of the Family and Adult-Gerontology Nurse Practitioner roles. Family Nursing Situations for advanced practice are analyzed through the lens of select theoretical and philosophical frameworks. Family Systems Theory, Family Assessment models and Nursing as Caring Theory along with other select caring science and family science theories are applied to guide understandings of family as the unit and context of care in a variety of Family Situations in Primary Care. Situations of health promotion, family crises related to addictions, poverty, violence, homelessness, mental illness, chronic illness, and trauma offer opportunities for exploration of complex family "calls" for nursing. Compassionate family interview, holistic assessment of family health, illness, and suffering, discerning what matters most to families, and scholarly engagement in relational inquiry allows for reflective family practice grounded in theory. [2 credits]

NUR-546: Advanced Health Assessment and Diagnostic Reasoning

This course helps students acquire knowledge and skills in the conduct of a comprehensive health assessment including the physical, psychological, social, functional and environmental aspects of health. Data collection, interpretation, documentation and dissemination of assessment data is studied. Techniques of interviewing, observation, percussion, palpation, inspection and auscultation in assessing clients across the lifespan are reviewed in simulated and learning environments. Students develop clinical reasoning skills to begin to formulate differential diagnoses. Prerequisites: NUR-500, NUR-501, NUR-545. Corequisite: NUR-547. [3 credits]

NUR-547: Pathophysiology for Advanced Practice

Provides students an understanding of pathophysiology related to human illness, disease prevention and treatment within a systems framework. Utilizing knowledge of the basic sciences and clinical nursing experience, critical thinking processes are used to analyze diverse client presentations of selected illness for symptomatology, pathophysiology and health care implications. Current research and theories that deal with physiologic and pathophysiologic topics are included. Pre-requisites: NUR-500, NUR-501, NUR-545. Co-requisite: NUR-546. [3 credits]

NUR-548: Advanced Clinical Pharmacology

Advanced study of the actions and effects of drugs on the human system throughout the life cycle. Examines the pharmacotherapeutic properties of all broad categories of agents with a focus on pharmacokinetic and pharmacodynamics principles, therapeutic and adverse effects, drug interactions, cost, and evidence-based prescribing guidelines. Enables students to safely, and appropriately select pharmacologic agents for the care of persons and diverse populations with common acute and chronic health problems. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547. Co-requisite: NUR-542. [3 credits]

NUR-549: Population Health for Advanced Nursing Practice

This seminar course engages the instructor and students in mutual learning while critically examining social justice and public health issues. Principles of genetics, genomics, epidemiological data, and patterns of knowing are considered for design and delivery of evidence-based, culturally relevant clinical prevention and health promotion strategies and interventions. This course also explores health information and technology that allows for the exploration of the distribution and determinants of health and disease. Emphasis is placed on building awareness and understanding of the advanced practice nurse's involvement in the ecology of health. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547, NUR-548, NUR-542. Co-requisites: NUR-630, NUR-635. [3 credits]

NUR-605: Teaching in Nursing Education Seminar and Practicum

Provides an internship in the appropriate educational setting that complements the intended career path of each learner. Students will deliver didactic and clinical instruction under the guidance of a selected nurse preceptor. Opportunities to attend curriculum and evaluation meetings and to participate in advising will be provided. Part of this course will include an integration seminar. Prerequisites: NUR-500, NUR-501, NUR-502, NUR-503, NUR-535, NUR-537, NUR-512, NUR-542, NUR-504. [4 credits]

NUR-605C: Teaching in Nursing Education Seminar and Practicum (Certificate)

This course provides opportunities for Post Master's students to deepen understanding of nursing curriculum through thoughtful enactment of caring emancipatory pedagogical practice in a variety of settings. Reflection on the lived experience of being-with students as a teacher and critical readings in pedagogy and practice allows for celebration of education as transformation. Open only for students enrolled in the Post Master's Nurse Educator Certificate Program. Prerequisites: NUR-502, NUR-512. [3 credits]

NUR-620: Leadership and Administration in Nursing Seminar and Practicum

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. Prerequisites: NUR-500, NUR-501, NUR-510, NUR-515, NUR-542, NUR-520, BUS-521, NUR-518, BUS-522, BUS-523, BUS-521. [4 credits]

NUR-620C: Leadership and Administration in Nursing Seminar and Practicum (Certificate)

This course focuses on exploration of theory through participation, research, and observation of organizational functioning and nursing leadership. Students co-design practicum objectives with a nursing administrator preceptor in a clinical setting. Through the lens of Caring Science, emphasis is on organizational and departmental structure. Open only for students enrolled in the Post Master's Nurse Administrator Certificate program. Prerequisites: BUS-521, NUR-518 or BUS-522 or BUS-523. [3 credits]

NUR-630: Primary Care I: Adults in the Community

This seminar course engages the faculty and students in mutual learning while critically examining theoretical and practical foundations of acute problems encountered by adults in a primary care setting. It includes primary health care of women. Emphasis is placed on a holistic approach to health promotion, disease prevention, early detection, and management of common acute and chronic health conditions of adults with special attention to care of the reproductive age female patient. The focus is on pathophysiology of the condition, etiology, incidence, clinical findings, and differential diagnosis. Evidence-based research will drive healthcare decision making, pharmaceutical and non-pharmaceutical management to promote health of adults in primary care settings. Caring between nurse practitioner and patient is valued and explored. Pre-requisites: NUR-500, NUR-545, NUR-501, NUR-546, NUR-547, NUR-548, NUR-542. Co-requisites: NUR-635 and NUR-549. [3 credits]

NUR-631: Primary Care II: Adolescents to Adult Gerontology

This seminar course engages the instructor and students in mutual learning while critically examining advanced practice nursing in the care of adolescents and adults with an emphasis on assessment, diagnosis, and treatment of common health problems among culturally diverse populations. Research and principles of evidence-based practice are used to apply health promotion and disease prevention strategies for adolescents and adults. What matters most to the adult and adolescent is considered and caring between nurse practitioner and patient is essential and explored. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547, NUR-548, NUR-542, NUR-630, NUR-635, NUR-549. Co-requisites: NUR-636 and NUR-632. [3 credits]

NUR-632: Transition for the Advanced Practice Nurse

This seminar course engages the instructor and students in mutual learning while critically examining advanced practice nursing roles, grounded in caring science, including past and present trends relevant to understanding leadership functions., organization of health care delivery systems, and the political climate surrounding advanced practice and regulatory and reimbursement processes. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547, NUR-548, NUR-542, NUR-630, NUR-635, NUR-549. Corequisites: NUR-631 and NUR-636. [2 credits]

NUR-633: Advanced Primary Care of Infants and Children

This is an interactive seminar course where students and faculty engage in mutual learning while critically examining issues in the primary care of infants and children, with an emphasis on wellness promotion, illness prevention, and treatment of common health problems among culturally diverse populations. Research and principles of evidence-based practice will be used to promote the health and wellbeing of infants and children. Caring between the nurse practitioner and family is essential and explored. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547, NUR-548, NUR-542, NUR-630, NUR-635, NUR-631, NUR-636, NUR-549, NUR-632. Co-requisite: NUR-637. [2 credits]

NUR-634: Advanced Primary Care of the Frail Elderly

This course builds on the management of acute and chronic illness to focus on the health care needs of the older adult with chronic illness in the primary care setting. A holistic approach to promoting wellness, maintaining function, and self-care is emphasized. Evidence-based research will drive healthcare decision making, pharmaceutical and non-pharmaceutical management to promote quality of life with older adults. Ethical dilemmas that impact the care of older adults such as palliative care measures, supportive measures, and family care giving at end of life are integrated. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547, NUR-548, NUR-542, NUR-630, NUR-635, NUR-631, NUR-636, NUR-549, NUR-632. Co-requisite: NUR-637. [2 credits]

NUR-635: Advanced Primary Care Practicum I

This is the first practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will provide caring science-based holistic assessment and treatment with a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and symptom management. Students will use critical thinking reflective practice, and evidence-based practice to develop skills at the novice level in formulating clinical impressions, differential diagnoses, treatment, and evaluation plans. Requires 130 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547, NUR-548, NUR-542. Co-requisites: NUR-630 and NUR-549. [2 credits]

NUR-636: Advanced Primary Care Practicum II

This is the second practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will provide caring science-based holistic assessment and treatment with a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and symptom management. Students will use critical thinking reflective and evidence-based practice to develop skills at the advanced beginner level in formulating clinical impressions, differential diagnoses, treatment and evaluation plans. Requires 195 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547, NUR-548, NUR-542, NUR-530, NUR-549. Co-requisites: NUR-636 and NUR-632. [3 credits]

NUR-637: Advanced Primary Care Practicum III

This is the third practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will collaboratively manage the care of a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and treatment. Students will use critical thinking, reflective caring science-based and evidence-based practice to develop skills at a competent level in formulating clinical impressions, differential diagnoses, treatment, and evaluation plans. Requires 195 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547, NUR-548, NUR-542, NUR-630, NUR-635, NUR-549, NUR-631, NUR-636, NUR-632. Co-requisites: NUR-633 and NUR-634. [3 credits]

NUR-638: Advanced Primary Care Practicum IV

This is the fourth practicum experience for nurse practitioner students. Students will have a supervised clinical experience in which they will collaboratively manage the care of a variety of patients from diverse populations in the areas of wellness and health promotion, illness prevention, and treatment. Students will use critical thinking, reflective caring science-based and evidenced-based practice to develop skills at a proficient level in formulating clinical impressions, differential diagnoses, treatment, and evaluation plans. Requires 260 hours of supervised clinical practice, simulation, and clinical conference. Pre-requisites: NUR-500, NUR-501, NUR-545, NUR-546, NUR-547, NUR-548, NUR-542, NUR-630, NUR-635, NUR-549, NUR-631, NUR-636, NUR-632, NUR-637, NUR-633 or NUR-634. Co-requisite: NUR-510. [4 credits]

NUR-698: Nursing Independent Study

Provides an opportunity for graduate level independent work on an approved topic in Nursing. Involves research under the guidance of a faculty member of the department. Prerequisite: Permission of instructor. [3 credits]

Philosophy (Grad)

PHL-507: Critical Thought and Language

A study of the structure and methods of critical thought (logic) and language (rhetoric) as they apply to academic life, professional life, and ordinary human discourse.

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-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-522: Medical Ethics and Medical Technology

Surveys the approaches medical ethics uses to respond to the challenges of changing health-care technology and an atmosphere of increased costconsciousness. Discussions center on the interplay between the professional obligation to do good, patients' right to autonomy, and society's interest in a fair distribution of resources. [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-532: Culture and Philosophical Context

Introduces students to the influential philoso-phical 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]

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]

PHL-544: Search for the Meaning of Life

This course investigates the problem central to all philosophers: man's search for the meaning of life, as expressed in the life and thought of selected major philosophers: Seneca, Aristippus, Marcus Aurelius, Epictetus, Socrates, Plato, Aristotle, St. Thomas, Tolstoy, Swenson, Kierkegaard, Camus, C.S. Lewis, Marcel, Nietzsche and Frankl. 3 credits.

PHL-545: The Question of God

Does God exist? Can God's existence be proved or disproved? This course considers contemporary evaluations of the traditional proofs of God's existence by Aquinas, Anselm and Paley and an evaluation of the philosophical foundations of modern atheism, including selections from Hegel, Marx and Sartre. 3 credits.

PHL-551: Philosophy of Art

An investigation on philosophical questions concerning the creative process, the nature and elements of a work of art and the aesthetic response.

PHL-553: Contemporary Aesthetics

A study of the interface between society and its arts. Arts examined as significant form of communication in contemporary culture. 3 credits.

Physician Assistant Studies (Grad)**PAS-500: Medical Law/Ethics/PA History**

This course explores the history of the Physician Assistant (PA) profession, the current role of the PA in the health care system, organizations, and current trends in the profession designed to aid the student's transition into the medical profession. Areas of discussion include confidentiality, competency, making informed decisions, inequality to access health care issues, and other ethical issues. Practice roles, legal issues, quality assurance, risk management, and the PA/physician team dynamics will be explored. [2 credits]

PAS-501: Anatomy

This course is tailored to the specific needs of the physician assistant student. It reviews the fundamentals of gross anatomy, structure, and function of the human body. Clinical applications of anatomic relationships are discussed with emphasis on landmarks and common clinical findings. This course utilizes lectures, discussion, models, videos, and laboratory instruction. Material is coordinated with Physiology/Pathophysiology course and Patient Evaluation and Clinical Reasoning. Only students admitted to the NDMU PA Program may take this course. [3 credits]

PAS-501L: Anatomy Lab

This course is tailored to the specific needs of the physician assistant student. It reviews the fundamentals of gross anatomy, structure, and function of the human body. Clinical applications of anatomic relationships are discussed with emphasis on landmarks and common clinical findings. This course utilizes lectures, discussion, models, videos, and laboratory instruction. Material is coordinated with Physiology/Pathophysiology course and Patient Evaluation and Clinical Reasoning. Must be taken with Co-requisite Anatomy Lecture Course PAS-501. [0 credits]

PAS-502: Patient Evaluation and Clinical Reasoning I

This course is the first of three courses designed to introduce the student to patient history taking, communication, and documentation skills. This course introduces students to the basics of history taking and students will begin using medical diagnostic equipment as they develop the skills needed to perform a complete physical examination. This course will use traditional lectures, assigned lab partners and simulated/standardized patients to gain the skills and knowledge to perform a thorough history and physical examination. This course integrates effective communication and basic knowledge of human anatomy and physiology. Only students admitted to the NDMU PA Program may take this course. [3 credits]

PAS-502L: Pt Evaluation and Clinical Reasoning I Lab

This course is the first of three courses designed to introduce the student to patient history taking, communication, and documentation skills. This course introduces students to the basics of history taking and students will begin using medical diagnostic equipment as they develop the skills needed to perform a complete physical examination. This course will use traditional lectures, assigned lab partners and simulated/standardized patients to gain the skills and knowledge to perform a thorough history and physical examination. This course integrates effective communication and basic knowledge of human anatomy and physiology. Must be taken with Co-requisite PAS-502. [0 credits]

PAS-503: Public Health

This course is designed to address public health issues, introduce the student to the promotion of health and lifestyle changes as well as prevention of disease. Exploration of US health care system and health policy issues related to the cost of health care, inequities in quality and access to care, and concurrent US policies. Identification of community resources and health services will be researched. Prerequisite: PAS-500. [2 credits]

PAS-504: Physiology and Pathophysiology

This course covers basic physiologic and pathophysiological concepts of diseases commonly encountered in primary care practice. The study of regulatory mechanisms responsible for maintaining homeostasis and the malfunctions that can occur at the molecular, cellular, tissue, organ, and system levels that can lead to disease. Only students admitted to the NDMU PA Program may take this course. [3 credits]

PAS-506: Clinical Medicine I

This course is the first in a series of three clinical medicine courses discussing disease processes common to primary care practice. Etiology, presentation, development of a differential diagnosis, ordering, and interpreting diagnostic procedures, and formulation of a treatment plan will be studied. The material in this course is integrated with the content material taught in anatomy, physiology/pathophysiology, and patient assessment and counseling. Clinical medicine I will use an organ system-based approach and will contain modules covering Dermatology, Musculoskeletal System, Rheumatology, HEENT, Acid/Base and Electrolytes. This course will be given in a lecture format using case studies. Only students admitted to the NDMU PA program may take this course. [4 credits]

PAS-507: Patient Evaluation and Clinical Reasoning II

This course is the second of three courses designed to discuss patient history taking, communication, and documentation skills. Building upon Patient Evaluation and Clinical Reasoning I, students will continue to learn interview and examination techniques. Students will learn how to target their interviewing and continue using medical diagnostic equipment as they develop the skills to perform a focused physical examination. Students will be introduced to techniques to assess common abnormal physical exam findings. Students will learn to use critical thinking skills in creating a differential diagnosis and treatment plans. This course will use traditional lectures, assigned lab partners and simulated/standardized patients.

PAS-507L: Patient Evaluation and Clinical Reasoning II Lab

This course is the second of three courses designed to discuss patient history taking, communication, and documentation skills. Building upon Patient Evaluation and Clinical Reasoning I, students will continue to learn interview and examination techniques. Students will learn how to target their interviewing and continue using medical diagnostic equipment as they develop the skills to perform a focused physical examination. Students will be introduced to techniques to assess common abnormal physical exam findings. Students will learn to use critical thinking skills in creating a differential diagnosis and treatment plans. This course will use traditional lectures, assigned lab partners and simulated/standardized patients. Must take Co-requisite PAS-507. [0 credits]

PAS-509: Pharmacology I

This is the first of two courses in Pharmacology. Students will be introduced to the general principles of pharmacology, pharmacokinetics, pharmacotherapeutics, and pharmacodynamics. The course runs parallel to the Clinical Medicine course and is designed to provide the background for the appropriate use of pharmaceuticals in the treatment of disease. The focus is on identifying drug classes, side effects, recognizing adverse drug reactions, drug-drug interactions, mechanisms of action, and the importance of patient education to assist in the compliance of medications. Over-the-counter and alternative medications will also be discussed. [3 credits]

PAS-510: Clinical Lab Medicine: Diagnostic Skills-Imaging/EKG/Labs

This course is designed to study ordering, interpreting, and performing laboratory/diagnostics studies including radiographic testing used in screening, diagnosis, management, and monitoring of common diseases in the primary care setting. Fundamentals of electrocardiography and interpretation of basic EKG patterns will be discussed. Content correlates with clinical medicine. [2 credits]

PAS-510L: Clinical Lab Med: Diagnostic Skills- Imaging/EKG/Labs-Lab Section

This course is designed to study ordering, interpreting, and performing laboratory/diagnostic studies including radiographic testing used in screening, diagnosis, management, and monitoring of common diseases in the primary care setting. Fundamentals of electrocardiography and interpretation of basic EKG patterns will be discussed. Content correlates with clinical medicine. Must take Co-requisite PAS-510. [0 credits]

PAS-511: Pharmacology II

This is the second and last of two courses in pharmacology. Students will build upon Pharmacology I and continue to be introduced to the general principles of pharmacology, pharmacokinetics, pharmacotherapeutics, and pharmacodynamics. The course runs parallel to the Clinical Medicine course and is designed to provide the background for the appropriate use of pharmaceuticals in the treatment of disease. The focus is on identifying drug classes, side effects, recognizing adverse drug reactions, drug-drug interactions, mechanisms of action, and the importance of patient education to assist in the compliance of medications. Over the counter and alternative medications will be discussed. Prerequisites: PAS-509, PAS-506, PAS-512. [3 credits]

PAS-512: Clinical Medicine II

This course is the second in a series of three clinical medicine courses discussing disease processes common to primary care practice. Etiology, presentation, development of a differential diagnosis, ordering and interpreting diagnostic procedures and formulation of a treatment plan will be studied. The material in this course will be integrated with the content material being taught in anatomy, patient assessment and counseling, and pathophysiology. Clinical Medicine II will use an organ system-based approach and will contain modules covering Pulmonology, Cardiology, Renal, Genitourinary, Acid/Base, and Infectious Disease. This course will be given in a lecture format using case studies. [6 credits]

PAS-513: Clinical Skills - Procedures and Emergency Rm

Using lectures, simulation, procedural demonstrations, and hands-on laboratory exercises, this course continues to develop clinical reasoning and common clinical procedures. Procedures taught range from simple produces such as phlebotomy to invasive procedures such as thoracentesis and central line placement. Topics will include venipuncture, suturing, biopsy, Foley placement, injections, the establishment of IV access, gynecological/breast exam, arterial blood gases, and nasogastric tube placement. Prerequisites: PAS-506, PAS-512, PAS-509. Corequisite: PAS-513L. [2 credits]

PAS-513L: Clinical Skills - Procedures and Emergency Rm - Lab

Using lectures, simulation, procedural demonstrations, and hands-on laboratory exercises, this course continues to develop clinical reasoning and common clinical procedures. Procedures taught range from simple produces such as phlebotomy to invasive procedures, such as thoracenteses and central line placement. Topics will include venipuncture, suturing, biopsy, Foley placement, injections, the establishment of IV access, gynecological/breast exam, arterial blood gases, and naso gastric tube placement. Prerequisites: PAS-506, PAS-512, PAS-509. Corequisite: PAS-513. [0 credits]

PAS-514: Behavioral Medicine I

This is the first of two courses designed to provide the student with tools to evaluate, diagnose, and manage psychiatric conditions. Students will gain an appreciation for the Diagnostic and Statistical Manual (DSM) classifications of mental illness as well as the importance of timely referrals to other health professionals. Students will learn interpersonal skills with an emphasis on learning to guide clinical interviews and respond to patients' emotional cues. This course will introduce students to common emotional problems seen an a primary care. Topics will include depression/anxiety/mood disorders, PTSD, somatization. Only students admitted to the NDMU PA Program may take this course. [2 credits]

PAS-515: Evidence Based Medicine/Research Methods

This course is designed with an emphasis on the incorporation of evidence-based medicine and life-long learning. Students will be introduced to research including methodology, statistical analyses, formulating research questions, and evaluating research designs for application to primary care clinical practice. The course content includes an overview of research concepts, ethics, quantitative and qaulitative research methods, and designs. Using published research obtained during medical literature search and national practice guidelines, evidence-based practice is introduced. [2 credits]

PAS-516: Clinical Medicine III

This course is the last in a series of three clinical medicine courses discussing disease processes common to primary care practice. Etiology, presentation, development of a differential diagnosis, ordering and interpreting diagnostic procedures and formulation of a treatment plan will be studied. The material of this course will be integrated with the content material being taught in anatomy, patient assessment and counseling, and pathophysiology. Clinical Medicine III will use an organ system-based approach and will contain modules covering gatroenterology, endocrine, neurology and oncology/hematology. This course will be given in a lecture format using case studies. Prerequisites: PAS-506, PAS-512, PAS-509. Corequisite: PAS-511. [6 credits]

PAS-517: Clinical Specialty - Surgery/ICU

This course introduces the role of the physician assistant in surgery and critical care/intensive care unit. Emphasis on surgical fundamental principles, operating room, aseptic/surgical technique, and strategies to avoid and treat surgical complications. Risk assessment, wound healing, and pre, intra, and postoperative care will be discussed. Students will be introduced to hemodynamically unstable patients including shock, trauma, cardiac arrest, acide-base and electrolyte management, and nutritional support. Ventilator management and invasive procedures used in ICU care will be covered. Prerequisites: PAS-506, PAS-512, PAS-509. [2 credits]

PAS-519: Behavioral Medicine II

This is the second of two courses in behavior medicine. This course will build upon the interpersonal skills developed in the first course and students will continue to become familiar with the Diagnostic and Statistical Manual (DSM). This course will continue to provide in-depth coverage of common emotional problems seen in primary care. Topics in this course will include anxiety, depression, ADHD, personality disorders, substance abuse/alcoholism, homelessness, chronic pain, trauma, integrative medicine, sexual assault, response to stress, injury, illness, death, etc. [2 credits]

PAS-520: Internal Medicine Clinical Course

This is a required 6-week clinical practice experience for second-year PA students, which focuses on the role of the physician assistant student in varied inpatient internal medicine care responsibilities under the supervision of a clinical site preceptor or their designee(s). The student will gain experience and be able to integrate the knowledge and clinical skills learned during the didactic phase and apply them to develop clinical reasoning through evidence-based approaches to evaluate and manage internal medicine patients. As a member of the healthcare team, students will interact with patients and their families, order and interpret lab/diagnostic tests, evaluate and manage patients effectively under the supervision of their preceptor or their designee(s). Students will encounter a full range of experiences in the inpatient internal medicine setting, including preventative care, emergent, acute, and chronic diagnoses, and palliative/end-of-life care. The context of each patient's social, economic, cultural, and religious backgrounds will be considered. Students will have the opportunity to work as part of the primary care team, coordinating with specialists and interdisciplinary health professionals. Prerequisite: Successful completion of Didactic Year in PA Program. [6 credits]

PAS-521: Surgery Clinical Course

This is a required 6-week clinical practice experience for second-year PA students, which focuses on the role of the physician assistant student in varied surgical patient care responsibilities under the supervision of a clinical site preceptor or their designee(s). During the didactic year, medical knowledge and clinical skills gained will be applied to develop clinical reasoning through evidence-based approaches to evaluate and manage surgical patients. As members of the surgical team, students participate in preoperative management, obtain accurate medical histories, carry out physical examinations, provide patient education, and perform procedures necessary to prepare students for surgery. There is an emphasis on general surgery, though students may have exposure to other surgical specialties and subspecialties. PA students will also work to incorporate a collaborative patient-centered, humanistic approach to the care of surgical patients, which includes education and counseling. PA students will assist in the operating room and have an opportunity to become familiar with operating room procedures and equipment. Students will also be involved in patients' postoperative evaluation, management, and coordinating discharge planning. Prerequisite: Successful completion of Didactic Year in PA program. [6 credits]

PAS-522: Family Medicine Clinical Course

This is a required 6-week clinical practice experience for second-year PA students, which focuses on the role of the physician assistant student in an outpatient ambulatory care family practice setting under the supervision of a clinical site preceptor or their designee(s). During the didactic year, medical knowledge and clinical skills gained will be applied to develop clinical reasoning through evidence-based approaches to evaluate and manage common medical problems and issues encountered in family practice medicine. PA students will also work to incorporate a collaborative patient-centered, humanistic approach to the care of family practice patients, which involves the patient and, when appropriate, the parent or guardian in education and counseling. PA students will gain experience and become efficient and effective in the evaluation, treatment, management, and prevention, including referrals, of common acute and chronic diseases and emergent conditions encountered in a diverse family practice population, ranging from infants, children, adolescents, adults, and geriatric patients. Prerequisite: Successful completion of Didactic Year in PA Program. [6 credits]

PAS-523: Women's Health Clinical Course

This is a required 6-week clinical practice experience for second-year PA students, which focuses on the role of the physician assistant student in an outpatient and/or inpatient women's care setting under the supervision of a clinical site preceptor or their designee(s). During the didactic year, medical knowledge and clinical skills gained will be applied to develop clinical reasoning through evidence-based approaches to evaluate and manage common medical problems and issues encountered in Women's Health. Students will have the opportunity to see a wide variety of concerns related to the female reproductive system. Students will further develop their knowledge of assessment and treatment, preventive care, and screening recommendations for women's health issues. Students will become familiar with women's health exams, pregnancy, menopause, and infertility. Students will also work to incorporate a collaborative patient-centered, humanistic approach to the care of women's health patients, which involves patient education and counseling. Prerequisite: Successful completion of Didactic Year in PA Program. [6 credits]

PAS-524: Emergency Medical Clinical Course

This is a required 6-week clinical practice experience for second-year PA students, which focuses on the role of the physician assistant student in emergency medicine under the supervision of a clinical site preceptor or their designee(s). During the didactic year, medical knowledge and clinical skills gained will be applied to develop clinical reasoning through evidence-based approaches to evaluate and manage various urgent, emergent, and life-threatening conditions encountered in emergency medicine. The students will learn to triage patients, interact with patients' families, and become more proficient at taking rapid, accurate histories, performing focused physical examinations, ordering appropriate diagnostic tests, and formulating a treatment plan. The student will have the opportunity to learn skills needed for the proper triage, stabilization, diagnosis, and management of patients with acute illnesses, acute complications of chronic diseases, and the management of less life-threatening conditions across the lifespan. Prerequisite: Successful completion of Didactic Year in PA Program. [6 credits]

PAS-525: Behavioral Health Clinical Course

This is a required 6-week clinical practice experience for second-year PA students, which focuses on the role of the physician assistant student in the behavioral health rotation under the supervision of a clinical site preceptor or their designee(s). During the didactic year, medical knowledge and clinical skills will be applied to develop clinical reasoning through evidence-based approaches to evaluate and manage various urgent, emergent, and life-threatening conditions encountered in behavioral health. The experience allows students to enhance their knowledge and skills in assessing, diagnosing, and managing patients with mental health disorders. The rotation will also allow the student to become more familiar with the psychiatric examination and mental health assessment, observe behavioral/cognitive interventions and use psychiatric medications with an emphasis on skills learned to treat behavioral/mental issues in primary care. Prerequisite: Successful completion of Didactic Year in PA Program. [6 credits]

PAS-526: Pediatric Medicine Clinical Course

This is a required 6-week clinical practice experience for second-year PA students, which focuses on the role of the physician assistant student in an outpatient and/or inpatient pediatric care setting under the supervision of a clinical site preceptor or their designee(s). During the didactic year, medical knowledge and clinical skills gained will be applied to develop clinical reasoning through evidence-based approaches to evaluate and manage common medical problems and issues encountered in pediatric medicine. PA Students will also work to incorporate a collaborative patient-centered, humanistic approach to the care of pediatric patients, which involves patient and parent or guardian education and counseling. PA Students will gain experience and become efficient and effective in evaluating, treating, and managing, including referrals, common acute, and chronic diseases and emergent conditions encountered in a diverse pediatric population, ranging from infants, children, and adolescent patients. Students will gain knowledge assessing and evaluating the well child and growth and development milestones across these age groups. Prerequisite: Successful completion of Didactic Year in PA Program. [6 credits]

PAS-527: Capstone I

This first of two courses designed to enable PA students to research and prepare a scholarly paper on an approved topic in clinical medicine. Students will be guided by a faculty or community advisor throughout the process. The student will be required to present the paper to peers, the PA program, and university faculty before graduation. The emphasis in this course is on finalizing a research question, gathering research articles/information for a complete literature review, developing an introduction and methods section, and analyzing to draft the results and discussion session. Prerequisite: Successful completion of Didactic Year in PA program. [1 credit]

PAS-528: Clinical Specialty: Women's Health, Reproductive Health, Genetics

This course will discuss female and male reproduction/reproductive endocrinology, conception, fetal growth and government, prenatal care, antenatal care, and postpartum care. Human sexuality and sexual assault will be introduced. Basic concepts of genetics will be introduced including concepts of patterns of inheritance, formulation of the family history, review of genetic abnormalities, and indications for genetic testing/counseling emphasized. Prerequisites: PAS-506, PAS-512. [3 credits]

PAS-529: Capstone II

This is the second and last course designed to enable PA students to research and prepare a scholarly paper on an approved topic in clinical medicine. Students will be guided by a faculty or community adviser throughout the process. The student will be required to present the paper to peers, the PA program, and university faculty before graduation. The emphasis in this course is on final paper revision(s) and the capstone presentation. Prerequisite: Successful completion of Didactic Year in PA program. [1 credit]

PAS-530: Clinical Specialty-Geriatrics

This course will introduce students to the process of aging as it affects the human body and mind. Atypical presentations of common acute and chronic diseases present in older populations will be addressed as well as challenges of management with concomitant disease states.

Polypharmacy in older adults, Alzheimer's disease, dementia, patient compliance issues, palliative, and end-of-life care will be discussed.

Prerequisites: PAS-506, PAS-512, PAS-509. [2 credits]

PAS-531: Clinical Specialty-Pediatrics

This course will emphasize physiological and psychological fundamentals of child growth and development as well as diagnosis and management of common pediatric diseases and infections.

Immunizations and medications used in pediatric practice will be discussed with special consideration of indications, contraindications, and dosage with specific disorders. The course will cover both healthy and ill infants, children, and adolescents, including child abuse.

Prerequisites: PAS-506 and PAS-512. [2 credits]

PAS-532: -Patient Evaluation and Clinical Reasoning III

This course is the third and last in a series of three courses designed to discuss patient history taking, communication, and documentation skills. Further development of clinical decision-making skills and refinement of techniques involved in history taking and physical examinations. Continued integration of effective communication and knowledge of human anatomy, physiology, clinical medicine, and pharmacology. Emphasis will be placed on specialty patients (pediatrics, geriatrics, etc.) and difficult conversations will be discussed (i.e., Death/dying, dementia, abuse, etc.). Students will continue to use critical reasoning in creating a differential diagnosis and treatment plans. This course will use traditional lectures, assigned lab partners, and simulated/standardized patients. Pre-requisites: PAS-502 and PAS-507. Corequisite: PAS-532L. [2 credits]

PAS-532L: Patient Evaluation and Clinical Reasoning III - Lab

This course is the third and last in a series of three courses designed to discuss patient history taking, communication, and documentation skills. Further development of clinical decision-making skills and refinement of techniques involved in history taking and physical examinations. Continued integration of effective communication and knowledge of human anatomy, physiology, clinical medicine, and pharmacology. Emphasis will be placed on specialty patients (pediatrics, geriatrics, psychiatric, etc.) and difficult conversations will be discussed (i.e., Death/Dying, dementia, abuse, etc.). Students will continue to use critical reasoning in creating a differential diagnosis and treatment plans. This course will use traditional lectures, assigned lab partners, and simulated/standardized patients. Prerequisites: PAS-502, PAS-507. Corequisite: PAS-532. [0 credits]

PAS-533: Transition to Clinical Year

This course will provide the physician assistant student with the necessary knowledge and skills to facilitate the transition from the academic to the clinical environment to promote high-quality clinical education experiences. Students will take a comprehensive end-of-curriculum examination to identify deficiencies. A review of procedural skills with hands-on practice to ensure preparation for clinical year. Discussion of clinical year expectations, documentation requirements, and review of the clinical year handbook will be included. [1 credit]

PAS-534: Professional Seminar & Summative Evaluation

This course is delivered before, during, and after the clinical phase designed to augment the student's clinical experiences and promote continued learning of clinical reasoning by reinforcing the acquisition of medical knowledge, supporting the development of interpersonal communications skills, promoting professional excellence, and implementing improvements in practice by applying scholarly medical literature. A review of common medical topics and procedures, as well as professional development topics such as patient safety, prevention of medical errors, quality improvement, and risk management, will be covered. The course is conducted in lectures and small group setting with case studies and presentations. In this course, students will take a summative evaluation to verify successful completion of the NDMU program competencies required to enter clinical practice. Prerequisite: Successful completion of Didactic Year in PA program. Co-requisite: PAS-535L. [1 credit]

PAS-534L: Professional Seminar & Summative Evaluation Lab

This course is delivered before, during, and after the clinical phase designed to augment the student's clinical experiences and promote continued learning of clinical reasoning by reinforcing the acquisition of medical knowledge, supporting the development of interpersonal communications skills, promoting professional excellence, and implementing improvements in practice by applying scholarly medical literature. A review of common medical topics and procedures, as well as professional development topics such as patient safety, prevention of medical errors, quality improvement, and risk management, will be covered. The course is conducted in lectures and small group setting with case studies and presentations. In this course, students will take a summative evaluation to verify successful completion of the NDMU program competencies required to enter clinical practice. Must take Co-requisite PAS-534. [0 credits]

PAS-535: Transition to Professional Practice

This course will prepare students for future clinical practice. In this course, students can earn certifications such as Medication-Assisted Treatment (MAT training), Screening, Brief Intervention, and Referral to Treatment for Substance Use (SBIRT), and discussion about national certification, professional licensure, employment/contract negotiations, credentialing process, professional organizations, legislative topics, impairment, and burnout will occur. Prerequisite: Successful completion of Didactic Year in PA program. [1 credit]

PAS-536: Elective Clinical Course

This is a required 6-week clinical practice experience for second-year PA students, which focuses on the role of the physician assistant student in an area of interest under the supervision of a clinical site preceptor or their designee(s). During the didactic year, medical knowledge and clinical skills gained will be applied to develop clinical reasoning through evidence-based approaches to evaluate and manage common medical problems and issues encountered in a particular medical specialty of interest. PA students will also work to incorporate a collaborative patient-centered, humanistic approach to the care of patients, which involves education and counseling. This experience allows the students to enhance their knowledge and skills in a particular specialty of medicine. Options for students to achieve this include but are not limited to additional experience in a required rotation, the medical discipline of interest not encountered in the previous rotations, public health service and/or health policy. Prerequisite: Successful completion of Didactic Year in PA program. [6 credits]

Physics (Grad)**PHY-550: Cosmos and Quanta**

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

PHY-560: Physics for Teachers Grades K-8

This course is an introduction to the fundamental laws of nature and their application to physical phenomena through science, technology, engineering and mathematics (STEM). Physics content includes mechanics, acoustics, optics, electricity, and magnetism appropriate for educators in grades K-8. It will also include an integration of the study of number relationships and computation in problem solving. [3 credits]

PHY-560L: Lab: Physics Methods for the Middle School Educator

Models of teaching and appropriate techniques for instruction of middle school students in physics with emphasis on scientific inquiry. Application of teaching-learning theory to physics in planning, motivation, instruction, questioning, discussion and assessment. Co-requisite PHY-560

PHY-561: Earth and Space Science for Teachers K-8

This course presents an introduction to the fundamental principles that underlie motion and structure of celestial bodies, including Earth. Space and earth science content includes the motion and structure of celestial bodies, evolution of the universe, the structure of Earth, the processes that constantly reshape its surface, and plate tectonics. STEM strategies as well as statistics and probability skills and technology applications are integrated to quantify, strengthen and deepen conceptual understanding. [3 credits]

PHY-561L: Lab: Space and Earth Science Methods for the Middle School Educator

Models of teaching and appropriate techniques for instruction of middle school students in space and Earth science with emphasis on scientific inquiry. Application of teaching-learning theory to space and Earth science in planning, motivation, instruction, questioning, discussion and assessment. Co-requisite: PHY-561

Political Science (Grad)**POL-527: Study Tour****Psychology (Grad)****PSY-527: Study Tour: Women Surviving Trauma**

Examines the dynamics of trauma and resilience through service-learning working with women recovering from trauma, cultivating resilience, and building peace following the Balkan Wars. Students will explore psychological processes through the lens of psychological theories, including psychodynamic and social psychology, and analyze the impact of gender, attitudes and values in the experience of stress, trauma, coping, and resilience. Students will deepen their understanding of the attitudes, values, cultural and gender factors influencing the experience of and recovery from trauma of women through direct service and through immersion into the local culture. Students will reflect upon the psychological factors that contribute to resilience, conflict resolution, and peace building in the context the attitudes and values related to the culture of the region and the role of women in these processes. [3 credits]

Religious Studies (Grad)

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]

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

This course 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

This course 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

This course 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

This course 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

This course 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]

RST-571: Rel Perspectives on Aging

Students examine perspectives of major religions on adulthood and the aging process. Comparative study is made of religious approaches to questions and problems such as the meaning of life and human morality, personal loss in old age, intergenerational responsibilities, and other life-issues in middle and late adulthood. Students explore how different religions enable men and women to live full lives. 3 credits.



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