



Notre Dame College Graduate Catalog

2018 – 2019

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Contact Information

Office of Adult and Graduate Admissions
Inquiries and Admissions Information for Graduate Degrees
Notre Dame College
4545 College Road
South Euclid, Ohio 44121-4293

Office Location:
Administration Building, 1st floor
216.373.5173
Website: <http://www.notredamecollege.edu/admissions/graduate>
Email: gradadmissions@ndc.edu

Master of Education
in the Division of Professional Education
Director of Graduate Program in Professional Education
216.373.5409
Professional Education Division Office: 216.373.5343

Master of Science in Nursing Education
in the Division of Nursing
Director of Graduate Nursing Program
216.373.6373
Nursing Division Office: 216.373.5183

Master of Arts in National Security and Intelligence Studies
in the Division of Arts & Humanities
Director of the Graduate Program in National Security and Intelligence Studies
216.373.5346

Student Services Contact Information

Financial Aid

Phone Number: 216.373.5213

Fax Number: 216.803.6673

Email: finaid@ndc.edu

We understand the need for information that will help students begin the process of financing their education. We focus on assisting qualified students find options that will allow them to finance their graduate education. These options may include grants, student loans, and other payment options. We understand that a graduate education is an investment in the future and we will provide students with information to help them accomplish this goal. Students who have been accepted to the College and have completed their FAFSA application may log into *MyNDC* to determine what additional documentation they may need to submit and to review their financial aid award letter. For detailed information about how to apply for financial aid at Notre Dame College, please visit <http://www.notredamecollege.edu/admissions/financial-information/Financial-Assistance/Applying-For-Financial-Aid>.

Student Accounts

Phone Number: 216.373.5213

Fax Number: 216.916.4588

Email: studentaccounts@ndc.edu

The Office of Student Accounts is here to help graduate students manage their financial responsibilities to Notre Dame College. We strive to provide excellent customer service to assist graduate students in keeping their accounts current and to provide several payment options after financial aid has been applied to their accounts. We offer online payment options through CASHNet and a payment plan for convenience. Once registered, a student may login into *MyNDC* and create a *Course and Fee Statement* at any time to stay abreast of the status of account balances.

Registrar

Phone Number: 216.373.5213

Fax Number: 216.916.4999

Email: registration@ndc.edu

The Office of the Registrar maintains records that include academic and demographic information on all Notre Dame College students. To protect the privacy of our students and to ensure that their educational records are accessible to them, Notre Dame College has a policy for maintaining and administering student records that is in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA). The general guidelines of our policy and of FERPA are set forth there. Additional information on FERPA and the administration and maintenance of student educational records are available from the Office of the Registrar.

The Mission Statement of Notre Dame College

Notre Dame College, a Catholic institution in the tradition of the Sisters of Notre Dame, educates a diverse population in the liberal arts for personal, professional and global responsibility

Campus Resources Available to Graduate Students

Resources

All students at Notre Dame College, regardless of their proximity to campus or the mode of delivery of the courses they are taking, have access to all of the support and services that are available to on-campus students. All student and support services offered by the College are listed on the College website. On the Notre Dame College home page, a navigation tab is labeled *Resources and Services*. Students can contact College staff in any of the support areas via telephone or email.

The Campus

Notre Dame College sits on 48 picturesque, wooded acres, tucked away in South Euclid, Ohio, a quiet suburban neighborhood just 25 minutes from downtown Cleveland.

The area combines the excitement and cultural wealth of a major urban and educational center with the relaxed atmosphere of a suburban setting. University Circle in Cleveland, a 500-acre complex containing an unusual blend of cultural, educational, medical, religious and social service institutions, is easily accessible from the College. Legacy Village and Beachwood Mall, two of Cleveland's finest lifestyle retail centers, are just around the corner.

Situated on the shores of Lake Erie, Cleveland is the home of the Rock and Roll Hall of Fame and several professional sports teams. The Cleveland Metroparks offer a variety of activities and recreational opportunities. Snowy winters provide abundant opportunities for skiing and tobogganing, and popular ski areas are located a short distance from the city.

Our beautiful campus provides the perfect setting for our:

- The English Tudor Gothic style Administration Building, which is listed on the National Register of Historic Places by the U.S. Department of the Interior and houses classrooms, labs and offices
- The Regina Complex, which houses the Finn Center for Adult, Graduate, and Professional Programs; additional offices; classrooms; a gym and an auditorium
- Five residence halls that house 655 students
- Connelly Center, which houses the dining hall
- The Clara Fritzsche Library
- The Falcon Café, which serves Starbucks products

- The Keller Center, home to the Murphy Gymnasium, a weight room and the 25-yard Mellen Pool
- Three athletic fields, a softball diamond and beach volleyball fields

The Campus Ministry program promotes the spiritual growth of the Notre Dame College community and facilitates community service, retreats and liturgy.

The theatre, choir and marching band programs promote talent in the performing arts and provide entertainment for the College community and general public. Faculty members and students frequently schedule and coordinate lectures, plays, performances and concerts.

Throughout the semester, several art shows display the talent of our students and local artists.

The Dwyer Learning Center

The Dwyer Learning Center consists of an electronic classroom, a student computer lab, the Writing Lab, and a tutoring room. This area provides students with access to multimedia computers, printers, scanning devices, the latest productivity software, course-related software, the Internet, and email. All computers in the Learning Center are connected to the campus-wide network. Tutors and lab assistants are available to assist students in using these tools in the learning process. Peer tutors, many of who are education majors, are recommended by faculty. Additional networked computers are located in this area.

The Writing Lab at Dwyer Learning Center

Graduate students seeking help with writing assignments, as well as those wishing to develop their writing skills in general, are invited to visit The Writing Lab, located in 208 in the Administrative Building and across the hall from Dwyer Learning Center. Staffed by undergraduate students trained in proven writing center methods, tutors majoring in a variety of disciplines offer one one-one writing assistance from the pre-writing stage through revision. The Writing Lab is open for walk in hours 10:00 a.m. to 7:00 p.m., Monday through Thursday and 3:00 p.m. to 7:00 p.m., Sunday. You may also set an appointment by sending an email to thewritinglab@ndc.edu.

Clara Fritzsche Library

The Clara Fritzsche Library, dedicated in 1971, houses a collection of more than 43,000 volumes. Located next to the Keller Center and adjacent to the Administration Building on the second floor of the Library/Student Center building, the Library contains a general collection supporting all areas of the curriculum with a special emphasis on education, literature, art and nursing. In addition, the Library maintains a comprehensive juvenile collection and a Curriculum Library that provides a wealth of resource materials for prospective teachers.

In an effort to provide timely information for all disciplines, the Clara Fritzsche Library is a member of OhioLINK, a network of 121 academic, public and special libraries that

provides access to over 46 million books, ebooks, dissertations and audiovisual materials and over 100 databases containing thousands of journal titles and full text articles. In addition to these resources, the Library receives more than 180 periodicals in print form. Current issues are housed on the second floor and back issues are located on the ground floor. A microform reader/printer is available for viewing and duplicating periodicals kept on microfiche and microfilm. In addition to periodical holdings, education and graduate students have access to an extensive collection of Notre Dame College action research papers. Computers on both floors of the building allow access to our electronic catalog, the Internet and numerous online services such as EBSCO Education Research Complete, ERIC, Education Full Text, CINAHL, MEDLINE and PsychINFO.

Interlibrary loan is provided if the items patrons are seeking are not in the Library's collection. Through OhioLINK, students may request items themselves using their college I.D. barcode number. Materials not available through OhioLINK may be interlibrary loaned from Cleveland Public Library and other libraries throughout the country and will be provided in an efficient and timely manner. Library materials are loaned for the semester upon presentation of a current Notre Dame I.D. card. Library patrons may also use their I.D. to receive borrowing privileges at most academic libraries throughout Ohio, including John Carroll University, Ursuline College, Cleveland State University and Case Western Reserve University.

Academic Advising

Academic advising is the responsibility of the graduate faculty. Faculty advisors, working with the program directors, will be responsible for tracking student progress and making timely interventions. Faculty members are available to meet with and advise graduate students in-person via appointment and office hours; they are also available for advising via telephone and email.

Academic Advisement Contact Information:

Master of Education Program– 216.373.5409

Master of Science in Nursing Program – 216.373.6373

Master of Arts in National Security and Intelligence Studies – 216.373.5346

Secondary Academic Advisement Contact

NDC Virtual Bookstore

The Notre Dame College virtual bookstore is a full-service bookstore, readily available for students, faculty, administration and alumni. All required and recommended textbook adoptions are available for each course in a variety of formats: new, used, e-book or custom course packs. In addition to textbooks, the Notre Dame College virtual bookstore also offers general books, custom apparel, course-related supplies and book buyback.

Academic Policies and Procedures

Institutional Review Board

The mission of the Notre Dame College Institutional Review Board (IRB) is to protect the welfare, rights and privacy of human research participants.

Notre Dame College is committed to protecting the welfare, rights and privacy of all human research participants involved in research conducted under our auspices. These safeguards are based upon the Department of Health and Human Services (DHHS) Code of Federal Regulations (CFR) Title 45, Part 46 and the ethical principles articulated in the Belmont Report issued by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research in 1979.

The primary responsibility of the IRB is to review proposed and continuing research for the purpose of minimizing risks to participants, ensuring informed consent, protecting vulnerable populations, and protecting participant's privacy.

The Notre Dame College IRB reviews human subject research conducted by Notre Dame College faculty, staff and students; research in which Notre Dame College faculty, staff or students are research participants; and research that is conducted by external researchers on Notre Dame College's premises.

St. Catherine of Alexandria Medal

The Medal of St. Catherine of Alexandria is awarded annually by Kappa Gamma Pi to a Master's Degree candidate at Notre Dame College on the basis of unusual and unselfish service to the College.

Transfer of Credit

Upon acceptance into one of the Master Degree programs, transcripts from previous graduate programs will be evaluated. Please see individual program policies for specific information.

Grading System

All graduate students are expected to maintain a minimum of a 3.00 grade point average by achieving "A" and "B" grades in all courses. A 3.00 cumulative grade point average is required for graduation.

Graduate expectations are markedly different from undergraduate demands. Graduate expectations include independent preparation and extensive reading, writing and recitation. Most students are successful in completing the graduate program by enrolling in an appropriate number of courses, by staying current with assignments in courses and by preparing for and participating in class discussions. However, in occurrences of academic difficulty, the following apply:

Recognizing that performance in a course may be impacted by a personal situation, a "C" grade (includes "C+", "C", and "C-") is allowed in only one course during a graduate

student's program. Any "C" grade (includes "C+", "C", and "C-") earned after the first occasion will result in the graduate candidate taking that course again at its next offering. A grade of "B-" or above must be achieved in the repeated course, or the graduate student will be dismissed from the program.

Any course in which a graduate student receives a grade of "D" or "F" must be taken again at its next offering. A grade of "B-" or above must be achieved in the repeated course, or the student will be dismissed from the program.

Any occurrence of the grade point average falling below 3.00 will result in the student being placed on academic probation. During the next semester, it may be recommended that the student limit the number of courses taken as the student must attain a 3.00 in the courses completed. A student with two semesters of less than a 3.00 average will be dismissed from the program. A student experiencing academic difficulty (i.e. academic probation and/or individual grades lower than B-) will be monitored by his or her advisor and Director of that Graduate Program.

Incomplete grades may be given to graduate students only if they are doing satisfactory work and if they have the permission of the instructor and the Program Director. An incomplete grade that is not completed within the stipulated period of time will automatically change to an F.

Grade Numerical Equivalent Quality Points

A superior graduate-level achievement 93 – 100 % 4.0 per credit hour
 A- excellent graduate-level achievement 90 – 92% 3.7 per credit hour
 B+ very good graduate-level achievement 87 – 89% 3.3 per credit hour
 B average graduate-level achievement 83 – 86% 3.0 per credit hour
 B- acceptable graduate-level achievement 80 – 82% 2.7 per credit hour
 C+ below average graduate-level achievement 77 – 79% 2.3 per credit hour
 C below average graduate-level achievement 73 – 76% 2.0 per credit hour
 C- below average graduate-level achievement 70 – 72% 1.7 per credit hour
 D not acceptable graduate level achievement 65 – 69% 1.0 per credit hour
 F failing 0 – 64% 0.0 per credit hour

Grade Appeal

Students have the right to expect fair and consistent issuance of course grades. The grading policy employed in each class, including the comparative weight of each component used to determine the final grade, is outlined in each course syllabus.

Students who have questions about grades on projects, tests or final grades for the semester are encouraged to meet with the course faculty member to review grades. In the case of a final grade only, if the student still does not understand the basis for the grade or believes that the composition of the semester grade conflicts with the grading policy stated in the syllabus, the student may request an additional meeting with the instructor and the appropriate Program Director (if the appropriate Program Director is the instructor in question, then the concern should be directed to the appropriate Division

Chair). This meeting must be requested within two weeks of the receipt of the final grade and must take place no later than 30 days after the beginning of the next semester.

At this meeting, the student will be asked to provide evidence to substantiate the claim that the grade was either arbitrary or unfair. The role of the Program Director is to facilitate communication and clarify misunderstandings. At the faculty member's sole prerogative, the final grade may be modified, or the assigned grade may be sustained. No grade may be lowered as a result of these meetings. If the dispute is resolved, this meeting is the final step in the review process.

If the dispute is not resolved, the student may appeal to the appropriate Division Chair within one week of the previous meeting. If the dispute is not resolved, the student may appeal to the Dean of the Finn Center, who will consult with the appropriate Program Director and Division Chair and will establish an appeal committee of three faculty members, one of whom may be recommended by the student bringing the appeal. A committee chairperson will be appointed by the Dean. That chairperson will notify the faculty member of the appeal and the composition of the committee.

The appeal committee will hear the student's complaint, interview the faculty member, and study the information provided by both parties. If necessary, the committee may interview other students or faculty members in its efforts to determine the facts.

The committee will make a report to the Dean of the Finn Center in which it reviews the issues and recommends a solution. This report is to be made within 30 days of the date the appeal was made to the Dean of the Finn Center. The Dean will inform the faculty member and the student of the recommendations of the appeal committee and will take steps necessary to implement the recommendations.

The grade appeal process is not designed to address accusations of discrimination or harassment. If such concerns are the premise upon which the appeal is made, the student is directed to use the policies for reporting discrimination and harassment found in the Student Handbook which can be found on the Notre Dame College website.

Academic Dishonesty

Academic dishonesty includes but is not limited to the following: 1) the completion or attempted completion of any academic work by means other than those permitted; and 2) the alteration of a document relating to the grading process, including changing an instructor's grade book or changing answers on a test after the time to complete the test is over.

Examples of academic dishonesty include but are not limited to: unauthorized collaboration, copying another student's answers, unauthorized aids on a test, using purchased or pre-made term papers, plagiarism, and destroying another student's work.

Plagiarism occurs when an individual presents the ideas, thoughts or words of another as his or her own. Plagiarism includes, but is not limited to: using phrases, sentences, or

ideas from a published source, including the Internet, without citing that source; representing another's unpublished work as your own; rewriting or paraphrasing the work of another without giving credit to that person by citation; and submitting a paper that has been copied, in whole or part, from another's work as one's own work.

Generally, the faculty decides upon sanctions for acts of academic dishonesty. Thus, academic dishonesty may carry specific penalties implemented by the faculty. Those penalties include but are not limited to: failure on the specific assignment, failure of the course, and/or a letter detailing the offense that is kept in the Office of the Dean of the Finn Center.

Class Attendance

It is expected that graduate students will attend each meeting of a course. However, an instructor sets attendance policies, and the graduate student must adapt to the demands of each course. In case of unsatisfactory work because of excessive absence from class, the instructor may give ample warning to the graduate student and then recommend that he or she drop the course up to the deadline established for withdrawal.

Readmission to a Master Degree Program

Students who have been absent from the College for one calendar year or longer must reapply for admission. For the purpose of readmission, one calendar year is defined as any consecutive combination of a fall semester, spring semester, and summer session. Students seeking readmission are expected to follow the same admission process as those prospective students who will be attending Notre Dame College for the first time.

Students readmitted to the College must follow the catalog requirements and academic policies in effect at the time of readmission regardless of the number of credits earned under a previous catalog.

Course Formats

Courses within the Graduate Program in Professional Education are offered online and meet once a week in a virtual classroom through AdobeConnect. All graduate students log in with their instructor and meet for 2.5 hours during which time, course content is discussed.

Courses in the Graduate Program in Security Policy Studies are offered in both face-to-face and online formats. The program has three residency requirements, each of which takes place over the course of an intensive weekend either at the beginning or end of the designated eight-week online semester.

Online Courses

Course materials including written lectures, readings, assignments, exams, quizzes, and presentations are all contained in a Learning Management System (LMS). Students access their online course via the internet using a unique login and password. This information is provided to online students through their Notre Dame College email accounts the weekend prior to the start of their course. Using the login information,

students access their course(s) and work through a series of eight, one-week lessons. Each lesson is self-contained and all work in that lesson must be completed within that week. Each lesson will contain directions from the instructor regarding requirements and expectations.

One activity used to engage students in each lesson is a forum. Forums are online threaded discussions that require students to respond to a prompt or set of directions posted in the lesson. After posting their initial reflection, students then read classmates' postings and respond with postings that help further the discussion and develop the concepts learned in the lesson. The instructor may also participate in the online discussion, helping to guide students in the development of the topic. Forums allow students to develop and share their thoughts at times that are convenient.

Because an online course spans only eight weeks it is more intense than the on campus course of 15 weeks. This means that students in an online course will spend about twice as much time per week completing work than students in the same course in the on campus format. This fast-paced, intense experience requires students to have a number of personal characteristics to ensure success. These include:

- Discipline to complete projects by deadlines. Excellent time management skills are critical.
- Persistence to attend to course assignments at least four days each week. It is helpful to set aside specific times on a routine basis to participate in the course.
- The ability to learn from the printed word. The majority of materials and communication are available through reading and writing.
- Excellent reading and writing skills in the English language.
- Excellent basic computer and email skills.
- Flexibility in dealing with technology problems.

Online courses have technical requirements that most students already own. The following items give a student the best chance for success in an online course:

- A computer (laptop, desktop, or netbook) that was purchased within the last 2 years.
- A broadband internet connection. Dial-up connections will not support the online tools.
- Current version of a media player such as QuickTime or Windows Media Player which is available online at no cost.
- Current version of Adobe Reader which is available online at no cost.
- Virus protection software is strongly recommended.
- For students in the Graduate Program in Professional Education:
 - A computer headset, which is available for as little as \$19.99 at outlets such as Best Buy, Walmart and Microcenter.
 - Microsoft Office 2013. One copy of Microsoft Office 2013 Software Package is available to a Notre Dame College student for a fee of \$40.00. Contact the IT Department, 216.373.5244.

Additionally, students can download a copy at no cost after logging into their email accounts. This copy will work as long as the student is enrolled. After logging into the email account, click the *Install Software* button near the upper right corner of the welcome screen after logging in. After installation, verify your email and password to use the software.

Registration

Student Enrollment Status

The enrollment status of graduate level students is based on the following:

Full-time	= 8 or more credits
Half-time	= 4-7 credits
Less than half-time	= 1-3 credits

Intent to Graduate

All degree-seeking students must complete and submit the *Intent to Graduate* form. The form can be found by logging into *MyNDC*, clicking on the Academics tab, and clicking on the Intent to Graduate Application link on the left-hand side of the page.

Intent to Graduate deadline dates are posted in the Academic Calendar found at <http://www.notredamecollege.edu/academics/academic-calendar>.

Financial Aid

Financial Aid Policies

Those admitted to the Master's programs (M.A., M.Ed., M.S.N. degrees and some M.S. Graduate Certificate Programs*) AND who are enrolled in at least six credit hours a semester may be eligible to borrow funds through the Federal Stafford Loan Program. The first step is to complete a Free Application for Federal Student Aid (FAFSA), which will help to determine eligibility for this federal loan program. Applications can be found on the Internet at www.fafsa.ed.gov.

Standards of Satisfactory Academic Progress for Financial Aid Applicants

Federal regulations (HEA Sec. 484(a), 34 CFR 668.16(e), 668.32(f), 668.34) require that Notre Dame College review the academic progress of all students who apply for and/or receive federal financial assistance. This regulation applies to each financial aid applicant, whether a previous recipient or not. A student's entire academic record is included in the measurement. The measurement consists of three areas: Credit Hour, Grade Point Average, and Maximum Time Frame for eligibility.

A. Credit Hour Requirement

1. Graduate candidates or certificate students (including TEEL®) must successfully complete a minimum of 75% of the total number of hours attempted each academic year (or part thereof) at Notre Dame College.

2. Successfully completing a course requires a grade of A, A+, B, B+, C, C+, D, D+ or P. All other grades including NR, W, F, and I are considered unsatisfactory and are unacceptable.
3. An award year includes all semesters beginning with summer semester through the following spring semester.

B. Grade Point Average (GPA Requirement)

1. Graduate candidates must maintain a 3.00 GPA at all times.
2. Certificate students must maintain a 2.00 GPA at all times.

** The following Graduate Certificate programs are eligible for federal aid: Certificate with Emphasis in Biodefense, Science and Technology Security Analysis, Certificate with Emphasis in Strategic Intelligence and Risk Assessment Analysis, Certificate with Emphasis in Terrorism and Critical Infrastructure Analysis and Certificate with Emphasis in Transnational Threat Analysis.*

C. Maximum Time Frame for Eligibility

Graduate candidates may continue to be considered eligible for assistance as long as they have not attempted (or registered for) more than the number of credit hours required in their major and/or have not completed (earned) more than 48 graduate credit hours. Transfer hours will be counted in the number of attempted/earned hours. Additionally, remedial and/or repeated course work will also be included in the maximum permissible number of hours attempted and earned.

D. Transfer Students

1. Transfer students will not be measured against the credit hour requirement or GPA requirement until the end of the academic year in which they start.
2. Transfer students will be measured against maximum time frame for eligibility based on hours transferred (See appeal process).

E. Monitoring

In most cases, satisfactory academic progress will be measured at the end of each academic year. However, in some instances, an evaluation will be conducted after each semester. Evaluation will be done in a timely manner; however, the next term may be in progress at the time of notifying students of their ineligibility. Should students be concerned that they may not have met the requirements, they may contact the Office of Student Financial Assistance during normal business hours.

Students will be notified via e-mail and U.S. mail if they have failed the measurement. Students may appeal the decision.

F. Financial Aid Appeals (Please note that this policy can be found of the back of the Financial Aid Award Letter.)

1. A student may appeal the denial of assistance by completing the Appeal Form. The student and his/her advisor must sign the form. An appeal form will be mailed to a student upon request or may be obtained from the Office of Student Financial Assistance.
2. Financial Aid appeals must be based on undue hardship caused by the death of a relative, personal injury, illness or other special circumstance supported with appropriate documentation.

A plan as to how the student will improve his/her performance must be included in the appeal. The appropriate Program Director must sign all appeals.

3. An appeal must be presented to the Office of Student Financial Assistance within 10 working days after the receipt of the denial letter. The appeal will be reviewed within 10 working days and written notification of the decision will be sent.

Return of Federal Financial Aid Funds Covered Under Title IV Funding:

As part of the Higher Education Amendment Act of 1998, Congress passed regulations that dictate what happens to a student's federal financial aid when a student completely withdraws, official or unofficially, from the College during any given semester.

- Federal financial aid consists of:
 - Federal loans: federal Direct loan, federal Perkins loan, and federal PLUS loan.
 - Federal grants: federal Pell grant, federal TEACH grant, and Federal Supplemental Educational Opportunity Grant (FSEOG).
- Federal financial aid is awarded to a student under the assumption that the student will attend school for the entire semester for which the funds are awarded. Even though federal funds may be disbursed at the beginning of the semester, the student is required to "earn" the financial aid by attending classes up to the point that at least 60% of the semester has expired. (Students who complete more than 60% of the semester are considered to have earned 100% of their financial aid.)
- The R2T4 (Return to Title IV) calculation determines what percentage of disbursed financial aid the student has earned. It is based on the number of days completed divided by total number of days in the semester.
- Any unearned financial aid must be returned to the federal government. Students with "unearned" financial aid funds must repay these funds to the College.
- The Return of Title IV Funds policy is separate from the College's tuition refund policy. A student who withdraws from the semester may be required to return unearned Title IV financial aid funds and may still owe the College for institutional charges.

- The College must return unearned funds for which it is responsible as soon as possible, but no later than 45 days from the determination of a student's withdrawal.
- Funds are returned to the programs from which the student received aid in the following order, up to the net amount disbursed from each source:
 - (1) Unsubsidized Direct Loans (other than Direct PLUS Loans)
 - (2) Subsidized Direct Loans
 - (3) Federal Perkins Loans
 - (4) Direct PLUS Loans
 - (5) Federal Pell Grants
 - (6) Federal Supplemental Educational Opportunity Grants (FSEOG)
 - (7) TEACH Grants
 - (8) Iraq and Afghanistan Service Grants
- If the student receives less federal student aid than the amount earned, the school must offer a disbursement of the earned aid that was not received. This is called a post-withdrawal disbursement.
- A post-withdrawal disbursement must be made from available grant funds before available loan funds. The College must obtain confirmation from a student, or parent for a Direct Parent PLUS Loan, before making any disbursement of loan funds from a post-withdrawal disbursement. Grant funds, however, may be credited without permission for current charges for tuition, fees, and room and board up to the amount of outstanding charges.
- The College must disburse any amount of a post-withdrawal disbursement of grant funds that is not credited to the student's account. Moreover, the school must make the disbursement as soon as possible but no later than 45 days after the date of the school's determination that the student withdrew
- There are three types of withdrawals that fall under the R2T4 federal calculation regulations:
 - (1) Official Withdrawals: Student has completed the formal drop process with the Registrar's Office, via [My NDC](#), or contacting the Registrar at registration@ndc.edu.

(2) Unofficial Withdrawals: If a student begins to attend class, receives federal Title IV aid, but then ceases to attend class without providing official notification to the College, the federal government considers this to be an "unofficial withdrawal." The withdrawal date used in the calculation is based on the last date of attendance or academically-related activity, defined as:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students.
- Submitting an academic assignment.
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction.
- Attending a study group that is assigned by the school (must be documented by faculty).
- Participating in an online discussion about academic matters.
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

(3) Module Withdrawals: A module (or sub-session) is defined as a course or courses in a program that do not span the entire length of the semester. If a student withdraws from an individual module and does not complete all of the days s/he was initially scheduled to prior to ceasing attendance, an R2T4 calculation must be performed to determine the percentage of financial aid earned. The days in all modules for which the student initially registered are included in the total number of calendar days within the payment period.

If a student provides written confirmation of his/her intent to attend a future module within the semester, it is not necessary to perform the R2T4 calculation; however, the student's future attendance within the semester must be tracked. If it is determined that the student failed to attend a future module, the R2T4 must be performed.

Student Accounts

Tuition Payment

It is the policy of Notre Dame College that tuition, room, board, and fees for a given term are to be paid in full OR acceptable arrangements made by August 1 for Fall Semester, January 2 for Spring Semester, and by the first day of classes for Summer Semester. Acceptable arrangements are payment in full or enrolling for the payment plan and making on-time payments. Students who register after the deadline are expected to make acceptable payment arrangements at the time of registration. Pending financial aid is not an acceptable payment arrangement. Please refer to Notre Dame College's Financial Policy published each academic year for further details about tuition cost and fees. A copy is available from the Student Accounts Office. Students who are not current on their student account will be unable to register for future terms.

Tuition Refunds

If a student withdraws from Notre Dame College during the semester, any unpaid balance covering the period of enrollment will become due immediately. Refund of a credit balance, if any, will be made after written notification of withdrawal is submitted to, and approved by, the Office of Student Records. The amount of refund will be calculated from the date appearing on the official Change of Schedule form. The amount of the refund will be determined by the date of the official withdrawal. See the current course schedule booklet for the refund schedule.

Refunds will be made approximately one month after the official date of withdrawal.

A student who withdraws from a course must give written notification to the Registrar's Office. Non-attendance and/or non-payment DO NOT constitute official withdrawal from a course. If a student fails to withdraw officially, he/she will be responsible for all tuition and fee charges.

Collection of Past-Due Balance Policy

Notre Dame College uses General Revenue Corporation to collect past-due accounts. Students with open balances not paid within two weeks after the end of the semester will be sent to collection. If any account is sent to collections, the student is responsible for paying the full balance before obtaining official transcripts. An additional collection charge is made to the student's account when it is sent to collection. The student will not be eligible to register or to be readmitted to the College until the account has been paid in full, including the College's entire cost of collection.

Official transcripts will not be issued for students with outstanding financial obligations.

The Master Level Program Outcomes

Upon completing graduate programs, master-level students will:

- Apply knowledge in new and creative ways in complex environments.
- Apply analytical frameworks to evaluate the influence of diverse factors affecting contemporary challenges.
- Appraise the moral and ethical implications inherent in documents, a course of planned actions, and in research findings.
- Demonstrate accountability for personal development in a community of learners dedicated to scholarship in the selected discipline.
- Contribute to the intellectual community both within and across disciplines.
- Manifest a spirit of stewardship in the use of personal time and talents with respect to one's chosen discipline and the next generation of colleagues.

The Division of Professional Education

The Master of Education Degree with Concentrations in Mild/ Moderate Intervention Specialist and Reading Endorsement

Mission Statement

The Notre Dame College Master of Education degree prepares teachers to effectively serve the needs of a diverse student population. Courses incorporate current, seminal research in educational theory and practice. Because our graduates recognize the significance of education within the family, community, and political contexts, they articulate difficult and consuming questions about the profession and respond to them with critical thinking and problem-solving skills. Awareness of the need for continuous professional development informs the design and completion of a school-based research project.

Guiding Principles

- Teacher dispositions of character, intellect, and care are integrated in all coursework to highlight the collaborative nature of the teaching profession.
- Graduate candidates assume responsibility for a range of independent work and investigation as appropriate to each course.
- Research-based best practice is modeled in course and field experience and guides teacher candidate work samples.
- The iterative cycle of content, connection and application continuously expands the breadth of knowledge and deepens the skill set of the graduate candidates.

Program Outcomes

The Division of Professional Education aligns its programs with *the Ohio Standards for the Teaching Profession*. The standards guide both the pre-service and the in-service teacher; they also serve as tools as the teacher moves along the professional development continuum.

1. Teachers understand student learning and development and respect the diversity of the students they teach.
 - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
 - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
 - Teachers expect that all students will achieve to their full potential.
 - Teachers model respect for students' diverse cultures, language skills and experiences.
 - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2. Teachers know and understand the content area for which they have instructional responsibility.
 - Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
 - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
 - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
 - Teachers understand the relationship of knowledge within the discipline to other content areas.
 - Teachers connect content to relevant life experiences and career opportunities.

3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
 - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
 - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
 - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
 - Teachers collaborate and communicate student progress with students, parents and colleagues.
 - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
 - Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
 - Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
 - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
 - Teachers apply knowledge of how students think and learn to instructional design and delivery.
 - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
 - Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
 - Teachers use resources effectively, including technology, to enhance student learning.

5. Teachers create learning environments that promote high levels of learning and achievement for all students.
 - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
 - Teachers create an environment that is physically and emotionally safe.
 - Teachers motivate students to work productively and assume responsibility for their own learning.
 - Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
 - Teachers maintain an environment that is conducive to learning for all students.

6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
 - Teachers communicate clearly and effectively.
 - Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
 - Teachers collaborate effectively with other teachers, administrators and school and district staff.
 - Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
 - Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
 - Teachers take responsibility for engaging continuous, purposeful professional development.
 - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
[\(https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/StandardsforEducators_revaug10.pdf.aspx\)](https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/StandardsforEducators_revaug10.pdf.aspx)

Admission Requirements

Admission to the Master of Education programs is determined on the basis of academic and leadership potential as a professional educator. Basic requirements include the following:

- Bachelor's degree from a regionally accredited college or university,
- Minimum undergraduate grade point average of 3.00 on a 4.00 scale,
- Completed application to the Master of Education program,
- Official transcripts from all undergraduate and graduate institutions attended,
- Current teaching license/s, if applicable,

- Two professional references utilizing the reference form for admission to the Master of Education program (available online with the application form),
- A personal statement of philosophy of education, and
- A current Bureau of Criminal Investigation (BCI) check OR verification of current BCI check.

Application forms are available from The Finn Center for Adult, Graduate, and Professional Programs and online at https://my.ndc.edu/ICS/Admissions/Apply_Online.jnz

Transfer of Credit

Upon acceptance into one of the Master Degree programs, transcripts from previous graduate programs will be evaluated.

A maximum of six semester credit hours earned at another regionally accredited graduate school may be applied toward the Master of Education degree at Notre Dame College. These credits are accepted based on the similarity to the content, core, or research courses required by Notre Dame College. The decision to transfer these credits is at the discretion of the Director of the Graduate Program for Professional Education.

TEACH Grant Program

The Federal TEACH Grant Program provides grant assistance to students admitted to the College in the Master of Education program with a concentration in MMIS or Reading Endorsement, who agree to serve for at least four years as full-time “highly qualified” teachers in a high-need field in public or not-for-profit private elementary or secondary schools that serve students from low-income families. The Free Application for Federal Student Aid (FAFSA) and an institutional application are required and can be found on our website at:

<http://www.notredamecollege.edu/finaid/FederalTeachGrant.aspx>

Further information about the Federal Direct Loan program or the Federal TEACH Grant Program can be found at *<http://www.notredamecollege.edu/finaid>*.

Requirements for a Master of Education Degree

To graduate with a Master of Education degree, a student must maintain a 3.00 cumulative grade point average and have successfully completed:

- A minimum of 33 semester hours of graduate credit,
- All core courses, courses in the graduate concentration, and research courses,
- All required clinical and field experience hours including a practicum or student teaching, if applicable, and
- A pre-approved and completed research project.

Programs

Intervention Specialist

For the candidate who has a bachelor's degree from a regionally accredited four-year college or university AND has a teaching license, this program offers:

- (M1) Master of Education degree with initial licensure in the area of Mild/Moderate Intervention Specialist K-12 (MMIS)

For the candidate who has a bachelor's degree from a regionally accredited four-year college or university but does not have a teaching license, this program offers:

- (M2) Initial licensure in the area of Mild/Moderate Intervention Specialist K-12 (MMIS), followed by the completion of the Master of Education degree.

Reading Endorsement

For the candidate who as a bachelor's degree from a regionally accredited four-year college or university AND has a teaching license, this program offers:

- (R1) Reading Endorsement
- (R2) Master of Education degree with a Reading Endorsement
- (R3) MMIS (M1) or (M2) with the Reading Endorsement or Minor
- (R4) Dyslexia Certificate

Course Requirements for Master of Education Programs

(M1) Master of Education with an Initial License, Mild/Moderate Intervention Specialist K-12 (MMIS)

For the candidate who has a bachelor's degree from a regionally accredited four-year college or university AND has a teaching license, this program offers a Master of Education degree with an initial licensure in the area of Mild/Moderate Intervention Specialist K-12 (MMIS).

Content Courses (33 hours):

ED 501 Integrating Technology across the Curriculum: Research and Assessment

ED 510 Foundations in Mild/Moderate Disabilities

ED 530 Phonics

ED 525 Literacy Theories and Research Application

ED 553 Assessment in Special Education

ED 554 Instructional Strategies for Mild/Moderate Disabilities

ED 556 Principles of Literacy Instruction

ED 557 Diagnosis and Correction of Reading Problems

ED 630 Collaborative Teaming and Problem Solving

ED 652 Student/Class Management

ED 660 Practicum in Special Education

Common Core Courses (12 hours):

ED 503 Social and Cultural Issues in Education

ED 504 Psychological Implications for the Professional Educator

ED 506 Introduction to Educational Research

ED 605 Curriculum Development for the Practitioner

Research Courses (6 hours):

ED 670 Action Research OR

ED 671 I-Search

(M2) Master of Education with an Initial License, Mild/Moderate Intervention Specialist K-12 (MMIS)

For the candidate who has a bachelor's degree from a regionally accredited four-year college or university but does not have a teaching license, this program offers an initial licensure in the area of Mild/Moderate Intervention Specialist K-12 (MMIS), followed by the completion of the Master of Education degree.

Content Courses (39 hours):

ED 501 Integrating Technology across the Curriculum: Research and Assessment
ED 504 Psychological Implications for the Professional Educator
ED 510 Foundations in Mild/Moderate Disabilities
ED 530 Phonics
ED 525 Literacy Theories and Research Application
ED 553 Assessment in Special Education
ED 554 Instructional Strategies for Mild/Moderate Disabilities
ED 556 Principles of Literacy Instruction
ED 557 Diagnosis and Correction of Reading Problems
ED 630 Collaborative Teaming and Problem Solving
ED 652 Student/Class Management
ED 614 Student Teaching/MMIS

Common Core Courses (9 hours):

ED 503 Social and Cultural Issues in Education
ED 506 Introduction to Educational Research
ED 605 Curriculum Development for the Practitioner

Research Courses (6 hours):

ED 670 Action Research, OR
ED 671 I-Search

Reading Endorsement

For the candidate who has a bachelor's degree from a regionally accredited four-year college or university and has a teaching license, this program offers

- (R1) Reading Endorsement,
- (R2) Master of Education degree with a Reading Endorsement,
- (R3) MMIS (M1) or (M2) with the Reading Endorsement or Minor
- (R4) Dyslexia certificate

The State of Ohio requires a minimum of 15 graduate credits for a Reading Endorsement.

Prerequisites include:

- A completed baccalaureate degree
- A current teaching license and
- Prerequisite coursework. This may be taken at the undergraduate or graduate level.
 - Applicants holding the Adolescent/Young Adult (AYA), multiage or career technical license must have completed a pre-requisite nine credit hours of undergraduate level reading coursework.
 - All other applicants must have completed the pre-requisite 12 semester credit hours of graduate or undergraduate level reading coursework. Pre-requisite coursework is stipulated in Ohio Revised Code 3319.24 and must include at least one separate three credit hour course in the teaching of phonics and must include coursework on:
 - knowledge and beliefs about reading
 - knowledge base
 - individual differences
 - reading difficulties
 - creation of a literate environment
 - word identification
 - vocabulary and spelling
 - comprehension
 - study strategies
 - writing
 - assessment
 - communicating information about reading
 - curriculum development
 - professional development
 - research
 - supervision of paraprofessionals

(R1) Reading Endorsement Only (15 hours)

Transfer literacy course at the graduate or undergraduate level (3 hours)

ED 521 Multisensory Approaches to Language Development

ED 556 Principles of Literacy Instruction

ED 557 Diagnosis and Correction of Reading Problems

ED 655 Reading Practicum

Only one transfer course can be accepted for the Reading Endorsement if a candidate is also seeking a Dyslexia Certificate. There can be no substitutions for ED 530, ED 556, ED 557 or ED 655.

Candidates can apply to the Ohio Department of Education for a Reading Endorsement when they have successfully completed the above courses and passed the Ohio Assessments for Educators subtests Reading I and Reading II.

Candidates may also receive a Dyslexia Certificate when the coursework for the Reading Endorsement is completed and one additional course in advanced phonics (ED 621). See Dyslexia Certificate.

Courses for candidates who do not have 12 hours of undergraduate literacy courses. The following courses must be taken before beginning the sequence of content courses for the Reading Endorsement. Candidates may choose from the courses below to complete 12 literacy hours.

ED 530 Phonics (Must be taken first)

ED 525 Literacy Theories and Research Application

ED 535 Theoretical Model Approach and Research Applications

ED 621 Advanced Phonics and Literacy Application (Prerequisite: Ed 530).

(R2) Master of Education with a Reading Endorsement

For the candidate who has a bachelor's degree from a regionally accredited four-year college or university and has a teaching license, this program offers a Master of Education degree with an Endorsement in Reading.

Reading Content (18 hours)

ED 521 Multisensory Approaches to Language Development (Must be taken first)

ED 525 Literacy Theories and Research Application

ED 535 Theoretical Models Approach to Literacy

ED 556 Principles of Literacy Instruction (Prerequisite: Ed 525)

ED 557 Diagnosis and Correction of Reading Problems (Prerequisite: ED525 and ED530 or ED 621/622)

ED 655 Reading Practicum (Prerequisites: Ed 521, Ed 556, Ed 557)

Common Core (15 hours)

ED 501 Integrating Technology across the Curriculum

ED 503 Social and Cultural Issues in Education

ED 504 Psychological Implications for the Professional Educator

ED 506 Introduction to Educational Research

ED 605 Curriculum Development for the Practitioner

Research Component (6 hours: chose one)

ED 670 Action Research OR

ED 671 I-Search

(R3) Master of Education with MMIS with a Reading Minor or Reading Endorsement

Candidates complete the Core Courses, Content Courses, and Research Option as described in (M1) Master of Education with an Initial License, Mild/Moderate Intervention Specialist K-12 (MMIS) or (M2) Master of Education with an Initial License, Mild/Moderate Intervention Specialist K-12 (MMIS).

In addition, candidates take the required courses for the Reading Endorsement.

Reading Minor (15 credits) with a Reading Endorsement

ED 521 Multisensory Approaches to Language Development

ED 535 Theoretical Model Approach to Literacy

ED 621 Advanced Phonics and Literacy Applications

ED 622 Field Experience for Ed 621 (optional)

ED 655 Reading Practicum

Candidates can apply for a Reading Endorsement through the Ohio Department of Education when the above courses are successfully completed and when they have passed the Ohio Assessments for Educators Reading Subtests I and II.

Candidates may also receive a Dyslexia Certificate when the Reading Endorsement and dyslexia courses are completed. See Dyslexia Certificate.

(R5) Dyslexia Certificate

The International Dyslexia Association (IDA) Standards provide a framework for course content in university and other teacher preparation programs, offering the most thorough, research-supported documentation of what every teacher ought to know and be able to demonstrate, whether they are teaching students with dyslexia, other struggling readers or the general student population. Notre Dame College's Reading Endorsement program is accredited by the International Dyslexia Association for having met the standards outlined in the IDA's *Knowledge and Practice Standards for Teachers of Reading*.

Candidates seeking a Reading Endorsement only or with another Masters of Education program have the option of obtaining a Dyslexia Certificate from the International Dyslexic Association and Notre Dame College. Please note that this certificate does NOT indicate that you have acquired your Reading Endorsement through the State of Ohio by taking and passing the Ohio Assessments for Educators Reading Subtests I and II. Further, it is NOT an official certificate from the International Dyslexia Association itself. It is meant to show your qualifications to teach students with dyslexia through the accredited Notre Dame College Advanced Program in Reading.

Once candidates have provided evidence of having successfully completed the 12-hours prerequisite reading core at the undergraduate or graduate level (one course a phonics course), the Reading Endorsement or other sequence of reading courses, and the Ohio Assessments for Educators Reading Subtests I and II, candidates may opt to take an International Dyslexia Test (IDA). In order for you to be certified directly by IDA, you must take the Certified Examination for Effective Reading Instruction at a designated testing center and pay the \$150.00 seat fee (\$25.00 is added if you charge the fee to a credit card). All of the information you need for this test is found in the handbook at this website: <http://documents.goamp.com/Publications/candidateHandbooks/CERI-Handbook.pdf>. The tests are given in H&R Block offices. In Ohio, we have centers in Brookpark, Columbus, Dayton and Toledo. There are also a number of centers in surrounding states that you can locate at this web address: <http://online.goamp.com/CandidateHome/displayTCList.aspx?pExamID=21608>.

Should you decide to become IDA Certified by taking and passing the exam, you will then be obligated to retake the test every seven years, pay annual fees (which vary according to the level of certification), and participate in further professional development every year. Information concerning these requirements may be found at: <https://dyslexiaida.org/tier-3-qualifications/>.

For more information, visit the IDA website at <https://dyslexiaida.org/>.

Course Descriptions:
Mild Moderate Intervention Specialist and Reading Courses

ED 501 Integrating Technology across the Curriculum:

Research and Assessment, 3 credits

This research course focuses on technology integration, research studies, and assessment of the effectiveness of technology integration in the classroom. It assumes the graduate candidate has basic computer literacy. The course is delivered on three levels: (1) Research: graduate candidates research effective methodology and pedagogy in technology integration, (2) Technical: graduate candidates explore emerging technologies (which include assistive technologies) and their relevancy to academic content and a diverse student population, and (3) Design, Preparation and Assessment: graduate candidates apply a variety of design models to create and assess a learning environment enhanced by technology.

ED 503 Social and Cultural Issues in Education, 3 credits

This course introduces the historical and social forces that shape American education as well as the political and economic conditions underlying modern schooling; examines the Ohio Standards for Teachers and the Code of Professional Conduct; considers the spectrum of contemporary thought and controversy that has influenced the character of American education; and explores the nature of diverse schools, school choice, and the “new segregation”.

ED 504 Psychological Implications for the Professional Educator, 3 credits

This course provides a study of learning principles and theories from several perspectives: the physiological basis of thinking and learning, behaviorism, social cognition, learning and memory, developmental stages of cognition, and motivation. Graduate candidates will use these perspectives as lenses through which to evaluate and implement teaching and learning practices.

ED 506 Introduction to Educational Research, 3 credits

This course introduces the fundamentals of educational research. Topics include the nature of scientific investigation, ethical considerations in human subject research, quantitative and qualitative research methodology and their respective philosophies, and appropriate data analysis techniques for different research designs. Graduate candidates learn to analyze and interpret published research reports in order to become better consumers of research.

ED 510 Foundations in Mild/Moderate Disabilities, 3 credits

This course is an introduction to the field of special education, based on current and past theories. It focuses on the specific challenges for individuals with exceptional learning needs in the areas of mental, sensory, physical, communicative, social, and emotional skills. Classroom activities center on each of the thirteen categories of disabilities as defined by the Individuals with Disabilities Education Improvement Act. Ten hours of field experience are required.

ED 521 Multisensory Approaches to Language Development, 3 credits

This course focuses on explicit, systematic teaching strategies for struggling readers in the areas of phonology, phonics, word recognition, fluency, vocabulary and comprehension. Multisensory approaches to language study and development are explored and applied in a field experience with P-12 students. (20 field experience hours required)

ED 525 Literacy Theories and Research Application, 3 credits

This course presents major theories and research studies from the past 100 years that form the basis of current literacy practices and instruction and describe cognitive, linguistic, motivational, and sociocultural foundations of literacy development, processes, and components. Graduate candidates become familiar with models of literacy processes and examine and apply the models as they are related to analytic and systematic phonics instruction, whole language approaches, literature-based instruction, and balanced approaches to literacy. (10 field experience hours required)

ED 530 Phonics, 3 credits

This course is an intensive study of phonology and phonics in terms of phonological and phonemic awareness of P-12 students. Candidates learn to apply strategies that develop and build on students' understanding of the sound-symbol system as part of a balanced literacy curriculum. Graphophonic and morphological word identification strategies are used in a field experience that grounds students in learning to go beyond basic word-calling to reading for meaning. (20 field experience hours required)

ED 535 Theoretical Model Approach to Literacy, 3 credits

This course exposes graduate candidates to a variety of disciplinary (content area) literacy skills that help P-12 students learn specific content through critical thinking, problem solving, and collaborative interactions. While the course content focuses on literacy for the middle and secondary levels, candidates learn how to adapt and differentiate basic before, during and after reading strategies to all grade levels. (20 field experience hours required)

ED 553 Assessment in Special Education, 3 credits

This course presents measurement and assessment theory which is integral to making appropriate decisions for pre-referral, identification, placement, and individualized instruction for students with disabilities. Terminology, instruments, and procedures used for assessing behavior, learning, achievement, and the environment are explored. Administration of assessment protocol, data collection, and analysis of assessments and experiences are provided. Graduate candidates become collaborators on educational teams, where they analyze assessment findings; write IEP academic goals and objectives; implement intervention strategies; and determine adaptations, accommodations, and modifications. Twenty-five hours of field experience are required.

ED 554 Instructional Strategies for Mild/Moderate Disabilities, 3 credits

This course teaches the skills of building individualized education programs (IEPS) based on assessment data, planning and monitoring instructional strategies, developing curriculum and supporting materials, creating lesson plans, and preparing students for inclusion and/or transition programs or specialized environments. Formative evaluations are completed for non-licensed graduate candidates. Foundations in Mild/Moderate Disabilities (ED 510) is a prerequisite for this course. Twenty-five hours of field experience are required.

ED 556 Principles of Literacy Instruction, 3 credits

This course focuses on teaching and extending literacy strategies for teachers. Candidates learn to identify particular strategies that are supported by literature and research in teaching concepts of print, phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing. Knowledge of critical stances and quality traditional print, digital, and online resources are an important focus of the course. Candidates also learn to use culturally competent strategies to promote and advocate for equality and social justice by creating literate environments that allow all P-12 students to learn. (20 field experience hours required). Literacy Theories and Research Application (ED 525) is a prerequisite for this course.

ED 557 Diagnosis and Correction of Reading Problems, 3 credits

This course introduces graduate candidates to formal and informal instruments for the evaluation of reading problems of children with diverse abilities, cultural backgrounds and learning styles. Candidates engage in the study and application of various types of assessments and identify their purposes, strengths and weaknesses. Candidates also engage in developing, administering and interpreting authentic assessments and create instructional plans based on assessment results. Finally, candidates are responsible for communicating assessment results to stakeholders in keeping with the roles of the literacy specialist in P-12 education. (30 field experience hours required) (ED525, and ED530 or ED 621/622 are prerequisites for this course)

ED 605 Curriculum Development for the Practitioner, 3 credits

This course studies the essential structural components of curriculum development and the role of the educator in making curriculum decisions. Issues related to curricular theory, differentiated instruction, and the formulation of a curriculum design are explored. Either Student Teaching (ED 614) or a current teaching license is a prerequisite for this course.

ED 614 Student Teaching/MMIS, 6 credits

This course is the required 15-week student teaching experience for the graduate candidate seeking the first or initial license in the Mild/Moderate Intervention Specialist program. The Placement Coordinator arranges an appropriate classroom setting for the graduate candidate. Attendance at a bi-weekly seminar is required for this course. All MMIS content courses should be completed before registering for this course.

ED 621/622 Advanced Phonics and Literacy Applications and Field Experience, 3/1 credits

Advanced Phonics and Literacy Applications and the accompanying field experience are required for the Notre Dame College/IDA Dyslexia Certificate. Candidates engage in rigorous study of speech to print literacy processes as they prepare to teach P-12 students with dyslexia and other reading problems that involve phonological and phonemic awareness.

ED 630 Collaborative Teaming and Problem Solving, 3 credits

This course includes the study and development of effective strategies for collaboration among professionals, paraprofessionals, and parents. The focus is on communication skills, conferencing techniques, and problem-solving strategies. Situational class experiences involve intervention-based, multi-factored evaluations; IEP team development; and co-teaching models for inclusive environments. Ten hours of field experience are required for this course.

ED 652 Student/Class Management, 3 credits

This course focuses on increasing adaptive behaviors, decreasing maladaptive behaviors, developing positive behavior support interventions, collecting and analyzing data, legal and ethical implications and strategies for managing academic and social behaviors that integrate the cognitive and affective domains, establishing classroom environments that foster the development of life skills, implementing transitional intervention techniques such as teacher and peer mediation, increasing social skills, facilitating learning through an environment created through teacher behavior, and assisting parents to develop home management systems. Twenty hours of field experience are required for this course.

ED 655 Reading Practicum, 3 credits

The goal of this course is for candidates to demonstrate their knowledge of literacy assessment and instruction, their positive dispositions related to their own and their students' literacy, and their ability to engage in professional exchanges of literacy theories and applications. Topics include analyzing literacy data gathered through formal and informal assessments, creating and evaluating reading programs, providing lesson planning assistance to teachers, and aiding paraprofessionals through professional development. Pretesting, determining an intervention plan, post testing, and writing a diagnostic report are elements of the practicum and serve as the basis for intensive problem-solving in the online meetings with the instructor. Candidates must record one lesson to share with the instructor who evaluates the teaching and conducts an assessment interview with the candidate. This is the final course in the reading program; candidates must have completed the rest of the literacy courses in order to participate in this course. Multisensory Approaches to Language Development (ED 521), Theoretical Model Approach to Literacy (ED 535), Principles of Literacy Instruction (ED 556), and Diagnosis and Correction of Reading Problems (ED 557) are prerequisites for this course.

ED 660 Practicum in Special Education, 3 credits

Graduate candidates are involved in intensive clinical and field-based experiences designed to develop diagnostic and prescriptive approaches to teaching and that meet the needs of special learners in various educational settings. The development of IEPs and alternative assessments that demonstrate impact on student learning are integral to this experience. Collaborative and technology skills are applied in these settings. All courses within the licensure area should be completed before registering for this course.

ED 670 Action Research, 6 credits

This capstone is designed for candidates who are currently teaching or in a professional capacity in which an Action Research project can be implemented for a period of four weeks. Candidates identify a content or classroom/ student management area for study that adds to or improves their teaching practice. Candidates use 20 sources of archival research that informs the methodology. The methodology is implemented over a four-week period and data is collected on its impact. A public presentation of the project is scheduled at the end of the semester.

ED 671 I-Search, 6 credits

Although this capstone is intended for all candidates, its design will accommodate candidates who are either not currently teaching or not sufficiently familiar with the instructional and programmatic regularities of an educational site where they can develop a proposal that includes active data collection for a sustained period of eight to 10 weeks. Candidates will identify a topic for study that is of interest and importance to their practice. Methodology will focus on incorporating primary data sources. Hence, in addition to archival sources, candidates are required to use three forms of multi-media [e.g. documentary, videotape, DVD, radio and/or television interviews]; three in-person interviews consisting of at least 10 faculty-approved questions, and two observations using a faculty-approved observation protocol. Data is gathered, analyzed, and reported. A public presentation of the project is scheduled at the end of the semester.

The Division of Professional Education

The Master of Education Degree with Concentrations in Educational Leadership

Mission Statement

The Notre Dame College Education Division aims to prepare knowledgeable, effective and reflective teachers and administrators for professional work in public and private schools. The Education Division develops teachers and administrators who are willing to change the classroom or school one student at a time as part of their commitment to personal, professional and global responsibility.

Guiding Principles

As a Unit we believe that education is a process and a product. The process is evident in dynamic and ongoing professional relationships inside and outside the classroom or school as well as in the cognitive, affective and spiritual development of the individuals in the relationship. The product is evident in the actions, words, and artifacts that result from the educational endeavor.

We educate administrative candidates for personal, professional and global responsibility so that they are willing in their role as administrators to take a stand for human rights and social justice. The willingness to take a stand is critical in local communities and in a world where the disparities in access to goods and resources can threaten human relationships.

While the Notre Dame College community embraces and lives out of a carefully articulated and well-documented values list (Notre Dame College, 2007), four values are prominent in the Notre Dame education tradition for the Unit. The dignity of the *whole person* and that individual's right to an education are fundamental to the Notre Dame College administrator preparation program. The Unit values the range of *diversity* among our administration candidates, the diversity in our partnership schools and rich diversity evident between the core and adjunct faculty. The Unit values *collaboration*, recognizing the social nature of learning and work and the importance of student *voice* in the education process. Fairness, honesty, respect, and ethical behavior are aspects of *responsible professional engagement* that the Unit also seeks to model for and cultivate in the teacher and administrative candidates.

Program Outcomes

1. Continuous Improvement

- Principals collaboratively develop and communicate a shared vision using multiple approaches.
- Principals monitor the degree to which beliefs, behaviors and practices are consistent with the vision, and effect changes accordingly.
- Principals collaboratively keep the vision at the forefront of all stakeholders.
- Principals challenge existing structures based on data to align them with the shared vision.
- Principals collaboratively develop and set measurable schoolwide goals.
- Principals monitor progress, through the use of data, toward established goals.
- Principals collaboratively establish and reinforce individual staff contributions toward the attainment of the school-wide goals.
- Principals facilitate a diverse group of stakeholders to implement changes needed to improve student learning.
- Principals model and provide resources to support staff in thinking systematically about the change process.
- Principals work with stakeholders to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.

2. Instruction

- Principals design and develop aligned systems of curriculum, instruction and assessment at the building and district level.
- Principals analyze and recommend instructional practices that result in improved student performance system-wide.
- Principals foster systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.
- Principals engage staff in identifying and discussing research and theory that support the academic needs of students.
- Principals collaboratively develop and implement an assessment system that measures academic progress over time for students and groups of students.
- Principals collaboratively develop and implement an assessment system that measures academic progress over time for students and groups of students.

3. School Operations

- Principals, working with stakeholders, lead the design and development and evaluation of a comprehensive safety and security plan.
- Principals develop partnerships with staff, students, parents and community providers to address the academic, physical and mental health needs of students and staff.
- Principals engage the staff in procuring additional funding targeted to support student and staff learning that result in improved student performance.
- Principals design and promote traditions and ceremonies that reinforce a school culture that values and rewards teaching and learning.
- Principals analyze, select and communicate institutional policies, procedures and practices that result in improved student performance.

4. Collaboration

- Principals design practices and structures that create and maintain a collaborative learning culture.
- Principals collaborate district-wide to make system improvements.
- Principals involve staff, students, parents and community members in school governance, curricular and instructional decisions.
- Principals create leadership growth opportunities for staff, students, parents and community members.

5. Parents and Community Engagement

- Principals arrange school community partnerships to support student achievement and school and community priorities.
- Principals initiate outreach activities to engage all stakeholders in the process and responsibility of improving student learning.
- Principals collaborate with community groups to identify resources and solutions to increase achievement among all students.
- Principals use proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.

Admission Requirements

The Master of Education with a concentration in Educational Leadership program is for students interested in pursuing a career as a principal or school administrator. It requires completion of 33 semester hours of graduate work. A minimum of 24 semester hours must be completed in educational administration. The remaining 9 credit hours are taken from the education core for graduate studies in the Notre Dame College of Education.

Admission to program requires:

- A regionally accredited bachelor's degree in any field of study
- A minimum undergraduate GPA of 3.00 on a 4.00 scale
- A completed graduate education application
- Proof of credentials, including current teaching license and/or certificate and all transcripts
- One year of teaching experience
- Two personal references from principals or other district leaders
- A current Bureau of Criminal Investigation (BCI) check or verification of current BCI check
- A Statement of Purpose includes an expressed commitment to lead in a school or district, respond to challenging leadership conditions and strong instructional leadership, and understand the dispositions/characteristics desirable of a leader, including self-awareness, social awareness, self-discipline and effective management skills. Writing samples should be no longer than three pages.
- A personal interview

Qualifications for the Principal's License in Ohio:

- Completion of a principal's licensure program
- Passing score on the Praxis II: School Leadership exam
- A Master's degree
- Minimum of two years of teaching under licensure area

Course Requirements

Required for a Principal's License

ED 640 School Management and Educational Leadership
 ED 641 Personnel Administration and Supervision
 ED 642 School Finance and Business Functions
 ED 643 School Law
 ED 644 Educational Politics, Policies and Community Relations
 ED 645 Principal's Role in Assessment and Accountability
 ED 646 Internship for School Principals I
 ED 647 Internship for School Principals II

Education Core

ED 501 Integrating Technology across the Curriculum: Research and Assessment
 ED 506 Introduction to Education Research
 ED 605 Curriculum Development for the Practitioner

Course Descriptions

ED 501 Integrating Technology across the Curriculum: Research and Assessment, 3 credits

This research course focuses on technology integration, research studies, and assessment of the effectiveness of technology integration in the classroom. It assumes the graduate candidate has basic computer literacy. The course is delivered on three levels: (1) Research: graduate candidates research effective methodology and pedagogy in technology integration, (2) Technical: graduate candidates explore emerging technologies (which include assistive technologies) and their relevancy to academic content and a diverse student population, and (3) Design, Preparation and Assessment: graduate candidates apply a variety of design models to create and assess a learning environment enhanced by technology.

ED 506 Introduction to Educational Research, 3 credits

This course introduces the fundamentals of educational research. Topics include the nature of scientific investigation, ethical considerations in human subject research, quantitative and qualitative research methodology and their respective philosophies, and appropriate data analysis techniques for different research designs. Graduate candidates learn to analyze and interpret published research reports in order to become better consumers of research.

ED 605 Curriculum Development for the Practitioner, 3 credits

This course studies the essential structural components of curriculum development and the role of the educator in making curriculum decisions. Issues related to curricular theory, differentiated instruction, and the formulation of a curriculum design are explored. A current teaching license is a prerequisite for this course

ED 640 School Management and Leadership, 3 credits

This course serves as a foundation in leadership and is designed to develop and nurture in the candidates the leadership skills that are key in helping them become successful principals. This course examines the purposes and organizational structures of educational institutions created by federal, state and local governments providing programs and services from early childhood through adulthood. Contemporary operational and administrative problems and developing trends are considered for analysis.

Prerequisites:

Prerequisite(s): 1) Admission to the Master of Education with a concentration in Educational Leadership; 2) A valid and current teaching license.

This course serves as a prerequisite for the more specialized courses in the department: ED 641 Personnel Administration, ED 642 School Finance and Business Functions, ED 643 School Law, ED 644 Educational Politics, Policies and Community Relations and ED 645 Principal's Role in Assessment and Accountability.

ED 641 Personnel Administration and Supervision, 3 credits

This course provides an overview of the processes and procedures necessary to implement an effective human resources administration program in a K-12 environment, as well as the theoretical and practical overview of the supervision and evaluation of instruction. The focus is on personnel functions in education including recruitment, selection, induction and evaluation and supervision of staff, staff development programs, compensation packages and collective bargaining and master contracts.

Prerequisites:

Prerequisite(s): 1) Admission to the Masters of Education with a concentration in Educational Leadership; 2) A valid and current teaching license; 3) ED 640 School Management and Leadership.

ED 642 School Finance and Business Functions, 3 credits

This course explores educational funding, sources of revenue, resource allocations, considerations and study of current trends in fiscal structure and operations in education. School law pertaining to accounting for school funds will be discussed.

Prerequisites:

Prerequisite(s): 1) Admission to the Masters of Education with a concentration in Educational Leadership; 2) A valid and current teaching license; 3) EDAD 640 School Management and Leadership.

ED 643 School Law, 3 credits

This course will examine the legal principles and precedents relevant to education. Legal and ethical principles originating in and common law relevant to curriculum, contracts, personnel administration, pupil and employee rights, liability and finance will be explored. The role of past practice will be explained and explored.

Prerequisites:

Prerequisite(s): 1) Admission to the Masters of Education with a concentration in Educational Leadership; 2) A valid and current teaching license; 3) EDAD 640 School Management and Leadership.

ED 644 Educational Politics, Policies and Community Relations, 3 credits

This course is designed to help future administrators understand their school's internal and external communities and improve the relationships that develop in these communities. Principal candidates will learn effective skills that enable them to clearly articulate the message of the school to the public and mass media. Candidates will learn to value cultural diversity and cultivate the skills do become accomplished as culturally relevant leaders. Sociological and demographic research describing and explaining communities and the public view of schools 3 are examined. The candidate will acquire a working knowledge of political subdivisions and policies and will realize the power of synergy in promoting community development.

Prerequisites:

Prerequisite(s): 1) Admission to the Masters of Education with a concentration in Educational Leadership; 2) A valid and current teaching license; 3) EDAD 640 School Management and Leadership.

ED 645 Principal's Role in Assessment and Accountability, 3 credits

This course is designed to provide the candidate with an overview of the role of the principal in assessment and accountability. Candidates will develop the ability to explain student assessment results to various stakeholders of the schools based upon data decision making. In addition, candidates will learn how to organize, plan and implement a school improvement plan that will guide the school in developing, articulating, implementing and carrying out a vision of learning that is required to support high levels of learning for all students. Ohio's Educational Management Information System and the Value-Added System will be discussed.

Prerequisites:

Prerequisite(s): 1) Admission to the Masters of Education with a concentration in Educational Leadership; 2) A valid and current teaching license; 3) EDAD 640 School Management and Leadership.

ED 646 Internship for School Principals, 3 credits

ED 646 (1st semester of internship) and ED 647 (second semester of internship) serve as a critical benchmark for decisions about administrative licensure. The internship requires twenty-four weeks (250 hours) of active participation in the process of school administration for participants. The experience is blended into three levels of field experience of three weeks each and one level of field experience at fifteen weeks. The three week experiences are at the central office/district level and at each of the two levels

that are not at the principal candidate's area of licensure. The fifteen weeks field experience is at the level of the candidate's area of license (e.g. grades P-6, 4-9, or grades 5-12). The internship is served under the direct supervision of an experienced educational administrator (field supervisor) and a member of the faculty at Notre Dame College in Educational Leadership. A wide range of activities is provided to insure orientation in educational administration as a broad field. Specialized and in-depth projects are also included to provide for the candidate's special needs and special interests. Personal reflection, organization of activities and self-assessment are also important components of the internship experience. Projects developed will be placed in the candidate's portfolio to ensure that candidate's meet the required ELCC standards.

Prerequisites:

Prerequisite(s): 1) Admission to the Masters of Education with a concentration in Educational Leadership; 2) A valid and current teaching license; 3) Completed successfully ED 640 School Management and Leadership, ED 641 Personnel Administration and Supervision, ED 642 School Finance and Business Functions, ED 643 School Law, ED 644 Educational Politics, Policies and Community Relations, and ED 645 Principal's Role in Assessment and Accountability

ED 647 Internship II for School Principals, 3 credits

ED 646 (1st semester of internship) and ED 647 (second semester of internship) serve as a critical benchmark for decisions about administrative licensure. The internship requires twenty-four weeks (250 hours) of active participation in the process of school administration for participants. The experience is blended into three levels of field experience of three weeks each and one level of field experience at fifteen weeks. The three week experiences are at the central office/district level and at each of the two levels that are not at the principal candidate's area of licensure. The fifteen weeks field experience is at the level of the candidate's area of license (e.g. grades P-6, 4-9, or grades 5-12). The internship is served under the direct supervision of an experienced educational administrator (field supervisor) and a member of the faculty at Notre Dame College in Educational Leadership. A wide range of activities is provided to insure orientation in educational administration as a broad field. Specialized and in-depth projects are also included to provide for the candidate's special needs and special interests. Personal reflection, organization of activities and self-assessment are also important components of the internship experience. Projects developed will be placed in the candidate's portfolio to ensure that candidate's meet the required ELCC standards.

Prerequisites:

Prerequisite(s): 1) Admission to the Masters of Education with a concentration in Educational Leadership; 2) A valid and current teaching license; 3) Completed successfully ED 640 School Management and Leadership, ED 641 Personnel Administration and Supervision, ED 642 School Finance and Business Functions, ED 643 School Law, ED 644 Educational Politics, Policies and Community Relations, and ED 645 Principal's Role in Assessment and Accountability.

The Division of Nursing

The Master of Science in Nursing Education Degree

Introduction

The Notre Dame College Nursing Program faculty believes that all students begin graduate study with a fundamental understanding of the metaparadigm concepts of Person, Environment, Health, and Nursing. The faculty of the Nursing Program is committed to the mission of Notre Dame College. The faculty respects the uniqueness of each student's baccalaureate preparation and strives to provide a challenging and supportive learning environment.

Graduate study enables the student to more fully understand and put into practice the metaparadigm concepts. Through the integration of the metaparadigm concepts with new and expanded knowledge and skills in theory, research and nursing education methods, the program outcomes are achieved. The program outcomes reflect the integration of the philosophy and organizing framework, and reflect the skills that program graduates will achieve.

The program meets our mission, which is to prepare students for personal, professional, and global responsibility. The curriculum builds upon each student's professional knowledge and skills (professional responsibility), and enhances awareness of the globalization of health care and the impact of nursing education to prepare professional practice nurses for 21st century healthcare (global responsibility). The program prepares students to increase their knowledge of nursing as they become role models for their students. Finally, the curriculum emphasize leadership and ethical issues that will build on the theme of personal responsibility.

The nurse educator curriculum includes courses designed to prepare the graduate to teach in an academic or hospital/clinical setting. The goals of the program are operationalized through coursework beginning with nursing educational theory, instructional methods, curriculum development, assessment and evaluation and health policy/ethics. A student completes the program with an educational practicum experience, allowing for the application of teaching/learning concepts in the role of nurse educator.

Graduates of the proposed program are prepared to work in the academic or hospital educational setting. The graduate will have the essential knowledge, skills and attributes necessary for further graduate education.

Program Outcomes

Graduates of the MSN program will:

- Embody the role of educator within the nursing profession, the community, and the health care system.
- Communicate effectively with the health care professionals to develop and nurture collaborative relationships.
- Demonstrate clinical reasoning in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.

- Analyze personal and organizational decision making utilizing an understanding of how ethics and values influence health care delivery.
- Demonstrate cultural competence that reflects sensitivity to human diversity in a dynamic academic and health care environment.
- Demonstrate competence in leadership roles and a commitment to ongoing professional development for the provision of quality, cost-effective health care, and the advancement of nursing practice.
- Utilize nursing research for the promotion of high quality nursing education, health care, and evidence based practice.

Admission Requirements

The Nursing Graduate Admissions Committee is looking for well-rounded students who demonstrate a sincere interest and desire to make a positive impact in the profession of nursing education. Students who meet or exceed the minimum requirements below will be considered for admission:

- A current unencumbered registered nursing license
- A minimum of a 3.0 cumulative GPA from all undergraduate level course work
- One year of experience as a registered nurse
- Official transcripts from an accredited baccalaureate program in nursing
- Three professional letters of recommendation completed by persons who are familiar with the applicant's work experience, clinical skills and educational goals
- A two page essay that describes the applicants reasons for pursuing graduate study
- Submission of a resume or curriculum vitae (CV)

Course Requirements for the Master of Science in Nursing Education

Courses include:

NR 500 Nursing Theory
 NR 510 Advanced Pathophysiology
 NR 520 Principles of Education
 NR 530 Research/Informatics
 NR 535 Advanced Pharmacology
 NR 540 Advanced Health Assessment
 NR 550 Teaching and Learning
 NR 560 Curriculum Development
 NR 570 Health Promotion
 NR 580 Evaluation of Learning
 NR 590 Health Care Systems and Ethics
 NR 600 Capstone Project
 NR 610 Practicum
 Total Credits: 39 Credits

Course Descriptions

NR 500 Nursing Theory, 3 credits

Introduction to the theoretical foundations of advance practice nursing. Emphasis on the historical, cultural, philosophical, ontological, and epistemological foundations of nursing theoretical knowledge. Analysis of the relationship between nursing theory and nursing education, practice, and research. Evaluation of the nursing concepts, models, and theories for their use in nursing practice. Critical analysis of selected theories that are used to support nursing education, practice and research and application of selected theories to advanced nursing practice roles.

NR 510 Advanced Pathophysiology, 3 credits

This course focuses on developing an advanced knowledge base of pathophysiology of the human body and the impact of this knowledge based on evidence-based practice. It prepares advanced practice nurses to understand the mechanism underlying the disease process, its clinical manifestations, and rational therapies. Appropriate screening and diagnostic testing methods are also be included. Students apply this knowledge to patients in their clinical area of focus.

NR 520 Principles of Education in Nursing. 3 credits

This course presents perspectives related to teaching and learning with an emphasis on evidence-based teaching theories, technologies, and skills. The focus of this course is the characteristics of different learners and contemporary approaches to educating nurses in various settings. Nurse educator roles especially as clinical teacher and mentor are presented and discussed.

NR 530 Research and Informatics, 3 credits

This course builds upon undergraduate statistics and research courses and will focus on the relationship between nursing theory, research, informatics, and practice for evidence-based practice. This course will focus on issues such as the identification of practices and system problems, evaluation of research studies and systematic reviews, development and implementation of evidence-based and value based approaches to practice. Students are expected to integrate an evidence-based approach into their practice.

NR 535 Advanced Pharmacology, 3 credits

This course builds upon principles of pharmacokinetics, pharmacodynamics, drug metabolism and transport, assessment of drug effects, and drug therapy in special populations. Contemporary drug development is discussed as a foundation for the use of medications in the clinical management of diseases. Major classes of drugs are discussed in terms of actions; therapeutics and other effects; adverse, allergic and idiosyncratic reactions; and indications and contraindications. In the clinical application of this course, students apply pharmacology principles to patients in their identified clinical area of focus.

NR 540 Advanced Health Assessment, 3 credits

This course provides the master's level student with advanced assessment tools that prepare the student to conduct a comprehensive and systematic assessment that includes physical, psychosocial, and cultural assessment across the lifespan. Specific data relevant to common health problems is demonstrated. Utilization of information technology to enhance interdisciplinary communication is addressed. Focus on comprehensive as well as focused assessments for a variety of patient scenarios.

NR 550 Teaching and Learning, 3 credits

This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology-enhanced techniques

NR 560 Curriculum Development, 3 credits

Students engage in scholarly inquiry related to the ongoing development of relevant and dynamic nursing education curricula. A context-relevant curriculum, geared to the professional, societal, health care, and educational situations to which the curriculum must respond, is the focus. Students investigate the elements of curriculum development necessary to create a program of study that meet the contextual needs of unique individual settings while meeting the learning needs of diverse students.

NR 570 Health Promotion, 3 credits

This course presents a variety of clinical interventions that influence the goal of achieving health at the primary, secondary, or tertiary levels of health care. Goals of Healthy People 2020 will be examined. Key concepts include healthy lifestyles, self-care, nursing therapeutics, caring, critical thinking, multicultural issues and risk reduction. Principles of Health Promotion will be applied to patients in student's area of clinical focus.

NR 580 Evaluation of Learning, 3 credits

This course provides methods of assessing learning outcomes for individuals and groups in academic and clinical settings. Emphasis is placed on theoretical reflections and empirical methods used to evaluate educational programs, institutions, personnel and students.

NR 590 Health Care Systems and Ethics, 3 credits

Health care policy and nursing's role in affecting policy decisions and professional practice within the context of ethics and advocacy in an evolving global environment are addressed. The effects of legal and regulatory processes on nursing practice, health care delivery and outcomes are examined.

NR 600 Capstone Project, 3 credits

This course provides the student near the end of the program of study the opportunity to synthesize knowledge gained from the overall program. The student delineates a contemporary question related to the practice of education within the profession of nursing, searches for academic evidence that sheds light upon or helps to answer the question, synthesizes the evidence, and presents the best answer to the question at this time. Each student will work on an individual project. This course project meets the university requirements for the comprehensive examination/ thesis for the master's degree.

NR 610 Practicum, 3 credits

This clinically-based course provides the opportunity for students to operationalize the theoretical principles and concepts studied in previous courses. Students have the opportunity to assume the role of educator within a selected specialty area. This practicum provides the student with 120 precepted hours.

Division of Arts and Humanities

The Master of Arts in National Security and Intelligence Studies Degree

Mission Statement

The National Security and Intelligence Studies program at Notre Dame College supports the College's mission to prepare students for personal, professional and global responsibility. The mission of the National Security and Intelligence Studies program is to provide future and public and private leaders with the necessary framework and practical skills to succeed in contemporary and future security environments. Students will be prepared to develop strategies, plans and programs to prevent and respond to man-made and natural incidents. They will also contribute to the development of the emerging discipline of homeland security and intelligence studies through the application of domestic and international security policy analysis, related theories and research into effective practice.

Introduction

The Master of Arts in National Security and Intelligence Studies at Notre Dame College is a unique program that seeks to develop public and private professionals transitioning from tactical leadership positions to new roles as strategic analysts, planners, managers and decision-makers.

The program provides students with: a comprehensive understanding of multiple aspects of homeland and international security issues; knowledge of the public policies that are a response to strategic security concerns; and processes for designing effective programs and projects to achieve homeland security public policy goals. The program focus is an "all hazards" approach which mirrors the mission of the Department of Homeland Security. The "all hazards" focus requires a basic framework for preparation, resiliency and response to all kinds of disasters: from a terrorist attack, to a flood, or even a pandemic outbreak. The program is enhanced by an interdisciplinary perspective that will integrate knowledge from a variety of fields (criminal justice, public administration, political science, law, intelligence, environmental health and safety, nursing, and leadership). This interdisciplinary focus complements the skill set and experiences students bring into the program.

The program also provides students with unique opportunities to test assumptions and skills through various case-studies and virtual/tabletop exercises, a mid-program on-site Analytical Crisis Exercise and culminates in a unique two-part Capstone that presents teams of students with an authentic security problem provided by a private or public client organization. This security consulting experience allows MA students to apply their skills and experience by identifying relevant issues, analyzing alternatives, and making recommendations in a real-world setting.

Program Outcomes

1. Assess current national security policies, strategies, operational theories and issues from both domestic and international perspectives.

2. Critically analyze, explain and respond to a vast array of transnational threat streams, both man-made and naturally occurring.
3. Critically evaluate current policies and practices and be able to apply decision-making strategies in order to foster and implement ideas to address crucial national security issues.
4. Critically analyze policy issues related to the cooperation and collaboration among the international community, state governments, local jurisdictions, and the private sector in an effort to enhance intelligence operations, infrastructure protections, emergency preparedness, responses to terrorist threats, and the development of homeland security.
5. Demonstrate the ability to solve complex problems by using advanced research methods to produce original research that contributes to the development and progression of national security and intelligence studies.

Admission Requirements

The Graduate Admissions Committee is looking for well-rounded students who demonstrate a sincere interest and desire to make a positive impact in the field of homeland security, intelligence and emergency management. Students who meet or exceed the minimum requirements below will be considered for admission:

- Students must hold a bachelor's degree from an accredited university or college.
- Undergraduate GPA must be a minimum of a 3.0.
- Applicants with below a 3.0 average will be considered only if relevant work experience and/or other qualifications can be produced to complement his or her academic record.
- Satisfactory score on the Graduate Record Exam (GRE) (300 combined – verbal and quantitative) and a 3.5 analytical writing score or a comparable score on either the Graduate Management Admissions Test (GMAT) (between 400 – 600) or the Miller's Analogies Test (MAT) (400) is also required.
- Three professional or academic references.
- Applicants should submit an academic paper that best exemplifies their academic accomplishment in the field; either a paper in a cognate field or a senior thesis would be appropriate. As an alternative, a personal interview or an essay of between 1,000 and 1,500 words may be submitted. Applicants should spend part of the essay addressing the reason this major is appropriate to his/her personal and academic goals; the second half should focus on the most pressing national security issue facing our country. (not required for the certificate programs)

Application Process

- Complete the free graduate online application
<http://www.notredamecollege.edu/adult/grad>.
- Send official transcripts of all college coursework to:
Attn: The Finn Center
Notre Dame College
4545 College Road
South Euclid, OH 44121

- Complete an interview with the Graduate Admissions Committee (face-to-face or phone interviews are acceptable). To schedule your interview, call The Finn Center at 216-373-5173 or toll free at 877-NDC-OHIO extension 5173.
- Submit additional documentation as listed under Admission Requirements

Transfer of Credit

Upon acceptance into one of the Master Degree programs, transcripts from previous graduate programs will be evaluated.

No more than six graduate credits may be transferred into the Master of Arts in National Security and Intelligence Studies program. The Program Director will review potential transfer items for applicability to the program's goals and objectives. Since the program is highly proscribed, there are not the opportunities for transfer that might be in programs with elective options. Previous training and experience may be considered for transfer, particularly applicants who currently or previously worked for the Federal Government. Applicants who desire this experience to be considered must contact the American Council on Education (www.acenet.edu). Only transfer credit related to public policy, public administration or international relations will be considered.

Requirements

To graduate with a Master of Arts degree, a student must

- maintain a 3.00 cumulative grade point average and have successfully completed:
- A minimum of 36 semester credits of graduate credit
- Completion of three residency requirements
- Completion of Capstone II experience and final project

Program

The Master of Arts in National Security and Intelligence Studies curriculum is a 36-credit hour program blending face-to-face teaching with online education and learning. The program has two residency requirements, each of which takes place over the course of an intensive weekend either at the beginning or end of the designated 8-week semester:

- SPS 500: *Leadership, Ethics and Decision-Making*, a team-taught course that brings students to Notre Dame College at the beginning of the program over an intensive weekend while allowing them to begin coursework the same semester.
- SPS 550: *Analytical Crisis Exercise Program* that brings students back to Notre Dame College at the mid-point of the program and acts as a crucible for the students to apply their knowledge and experience to-date in a format that synthesizes their analytical and decision-making skills in a simulated, crisis environment.

Course Requirements

SPS 500: Leadership, Ethics and Decision-Making

SPS 510: Security Policy Research Methods

SPS 511: Issues in Homeland Security

SPS 520: Terrorism & Counterterrorism

SPS 530: Critical Infrastructure: Threat Analysis & Resiliency
 SPS 531: Strategic Intelligence & Warning
 SPS 540: Geopolitics
 SPS 550: Analytical Crisis Exercise Program
 SPS 610: Transnational Threats
 SPS 620: Biodefense & Disease Surveillance
 SPS 630: Science, Technology and Security
 SPS 640: Capstone I
 SPS 641: Capstone II

Recommended Course Sequence

Semester 1 / D1&D2: 500, 510, 511
 Semester 2 / D3&D4: 520, 530
 Semester 3 / D5&D6: 531, 540
 Semester 4 / D1&D2: 550, 610, 620
 Semester 5 / D3&D4: 630, 640, 641

Graduate Certificates

For those not pursuing a Master's Degree, a Graduate Certificate in Security Policy Studies may advance your career. Four online classes are required for each certificate; these additional credentials can be earned quickly and conveniently. All classes are offered in accelerated, eight-week online sessions.

Certificate with Emphasis in Biodefense, Science & Technology Security Analysis

SPS 510: Security Policy and Program Analysis
 SPS 511: Issues in Homeland Security
 SPS 620: Biodefense and Disease Surveillance
 SPS 630: Science, Technology and Security

Certificate with Emphasis in Transactional Threat Analysis

SPS 510: Security Policy and Program Analysis
 SPS 511: Issues in Homeland Security
 SPS 520: Terrorism and Counterterrorism
 SPS 610: Transnational Threats

Certificate with Emphasis in Terrorism and Critical Infrastructure Analysis

SPS 510: Security Policy and Program Analysis
 SPS 511: Issues in Homeland Security
 SPS 520: Terrorism and Counterterrorism
 SPS 530: Critical Infrastructure: Threat Analysis and Resiliency

Certificate with Emphasis in Strategic Intelligence and Risk Assessment Analysis

SPS 510: Security Policy and Program Analysis
 SPS 511: Issues in Homeland Security
 SPS 531: Strategic Intelligence and Warning

Plus one course from this group: SPS 520, SPS 530, SPS 540, SPS 610, SPS 620, SPS 630

Information Related to Gainful Employment

As required by federal regulations, Notre Dame College will provide information as it becomes available for this new program on our graduation rates, the median debt of students who completed the program, and other important information, can be found at www.notredamecollege.edu/sps.

Certificate to M.A. Degree

If at a future date, a student who has earned a certificate wishes to apply to and enroll in the Master's program, he or she will be eligible to do so. Applicants must take one of the graduate admissions test to gain full admission to the program. All certificate courses which meet the criteria set forth in the graduate catalog will be eligible for transfer into the Master's program. The certificate will also be offered to students who find it impossible to complete the requirements of the graduate program.

Course Description

SPS 500 Leadership, Ethics and Decision-Making, 2 credits

Each incoming student joins a study group of four or five students selected for diversity of skills and experience. During this course, students focus on how to motivate and lead teams as well as how to support the leadership of others. Students will undertake a critical evaluation of the ethical responsibilities of prospective senior leaders as well as how to think critically about strategic challenges in the current and future security environments. Student will analyze how to employ best available tools to lead solutions and learn about strategies for linking resources and capabilities with security objectives. This course also provides students with an overview of the rest of the program.

SPS 510 Research Methods in Security Policy, 3 credits

This course is designed to instruct students in advanced methodologies of program analysis relevant to existing and developing challenges in risk management and program planning for security. Upon completion of this course students will be able to understand and apply risk assessment, risk management, program evaluation, future-threat forecasting and horizon scanning techniques and methodologies.

SPS 511 Issues in Homeland Security, 3 credits

Topics include: Threat, Threat Definition and Assessment; Means and Methods for Securing the Homeland; Introduction to Organization and Coordination Issues; and Law, Legal Institutions, and Legal Constraints on Roles & Missions. Particular focus is provided on transportation security, border security and the full spectrum of CBRNE (Chemical, Biological, Radiological, Nuclear and Explosive) detection strategies.

SPS 520 Terrorism & Counterterrorism, 3 credits

This course examines terrorism as a contextual phenomenon produced by the manner in which individuals, organizations, and the state are situated within larger surroundings. Case studies and use of primary documents are used to explore the

multiple forms of and motives for terrorism. Students examine origins of terrorism in the splintering of social movements, followed by the strategic and operational choices faced by the splinter and its members. Works by key theorists are supplemented by in-depth examination of particular episodes of terror to emphasize that even agency (individual choice) is bounded by a host of social and personal factors and constraints.

Counterterrorism response at the national and international levels is examined. Case studies and use of primary documents allow students to examine the implications for appropriate and comprehensive response. Students analyze strategic response by exploring the appropriate campaigns constructed to neutralize components of insurgent strategy.

SPS 530 Critical Infrastructure: Threat Analysis and Resiliency, 3 credits

Critical Infrastructure protection is one of the cornerstones of homeland security. Presidential Decision Directive (PDD)-63 lists 8 sectors, the National Strategy for Protection of Critical Infrastructure and Key Assets lists 11 sectors: Water, Power & Energy, Information & Telecommunications, Chemical Industry, Transportation, Banking & Finance, Defense Industry, Postal & Shipping, Agriculture & Food, Public Health, and Emergency Services. For the purposes of this course, we have divided these into levels with Water, Power & Energy, and Information & Telecommunications forming the first - or foundational - level. Chemical Industry, Transportation, and Banking & Finance are assigned level 2, and the remaining sectors are designated level 3 infrastructures. These levels indicate dependencies - higher levels are dependent on lower levels. Thus we focus most attention on the most fundamental critical infrastructures.

At the completion of the course, students will be able to apply the model-based vulnerability technique to any critical infrastructure within their multi-jurisdictional region, and derive optimal strategies and draft policies for prevention of future terrorist attacks. In addition, students will be able to develop the necessary strategies to maintain the resiliency of these infrastructures to continue after a natural or man-made significant event.

SPS 531 Strategic Intelligence and Warning, 3 credits

In this course students will explore the role of strategic intelligence methodologies and warning (or indications) intelligence. The course will explore different methodologies, the nature of indicators, surprise, deception and judgments.

SPS 540 Geopolitics, 3 credits

The purpose of this course is to help students interpret and analyze emerging strategic challenges from a perspective that is not U.S.-centric. Students will study selected nation-states and international regions, developing a familiarity with the role played by culture and history, as well as the key emerging trends in that region. They will analyze international trends and developments, compare and contrast regional contexts and national perspectives, and recommend how best to prioritize US interests within and across regions. The course will also examine how non-state actors, transnational actors and global trends shape the strategic environment. Students will develop a working

knowledge of the international security context that is essential for creating, analyzing and carrying out national security strategy and policy.

SPS 550 Analytical Crisis Exercise Program, 2 credits

The Analytical Crisis Exercise Program brings the students back to campus and provides them with an opportunity to undertake simulated intelligence analysis and crisis management on a real-world subject. The ACEP is designed to emulate the interdepartmental assessment methods of the security and intelligence community and gives students a chance to apply hands-on analytical principles and methods they have learned abstractly in the MA taught courses.

SPS 610 Transnational Threats, 3 credits

Overview of security concerns that transcend state borders, including terrorism, drug trafficking, organized crime, weapons proliferation, migration, and environmental degradation.

SPS 620 Biodefense and Disease Surveillance, 3 credits

This course introduces students to the rationale for the emerging role of the public health and medical communities in the intelligence gathering, analysis and dissemination process. Focusing on early detection of emerging physical threats and novel/emerging infectious diseases it will give the students the requisite knowledge and skills to provide the homeland security community with threat indications and warnings. Students will be given the analytical tools to allow them to gauge the impact of physical threats that would result in mass casualties and novel/emerging infectious diseases. They will be expected to develop and recommend rational and viable courses of action to those threats.

SPS 630 Science, Technology and Security, 3 credits

This course introduces students to the contributions of science and technology to U.S. security in military, intelligence, cyber-security and homeland security activities. Students will explore developing and future technologies, life-cycle development and deployment implications to policy and strategy.

SPS 640 Capstone I, 3 credits

Teams of students analyze specific operational problems or improvement opportunities in client organizations. Teams identify relevant issues, collect data, develop alternatives and make recommendations to the client. All projects are scheduled to be completed in 2-4 months. Capstone I allows for the initial analysis and development of the final deliverable which will include the following: Terms of Reference and Progress Report Memo.

SPS 641 Capstone II, 3 credits

Teams of students analyze specific operational problems or improvement opportunities in client organizations. Teams identify relevant issues, collect data, develop alternatives and

make recommendations to the client. Capstone II brings students on site for the final part of the program where they can finalize the deliverable which will include a Briefing with accompanying PowerPoint Presentation, Executive Summary and Final Report/Estimate or Forecast and present their findings to the client agency.

Culminating program experience

Teams of students will be assigned to and will analyze specific operational problems or improvement opportunities in client organizations. Teams will identify relevant issues, collect data, develop alternatives and make recommendations to the client. All projects are scheduled to be completed in 2-4 months. Capstone I allows for the initial analysis and development of the final deliverable. Capstone II brings students on site for the final part of the program where they can finalize the deliverable and present their findings to the client agency.

The capstone will be managed by the Capstone Review Committee made up of full-time and adjunct Notre Dame College Graduate Program faculty with a combination of academic and field experience in security operations, leadership and management. A single faculty point of contact will be designated for each group of students entering the Capstone process who will assist students with managing client management and deliverable production.

The committee will also be responsible for all appeals by students in the capstone, although the ongoing communications and direction provided by the client organization and the faculty manager assigned to the individual capstone team should mitigate such issues from arising at all.

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Graduate Faculty

Sue E. Corbin, Ph.D.

Division Chair for Professional Education
Assistant Professor of Professional Education
Education Accreditation Chair
 Ph.D., M.A., B.A. Kent State University

Pamela P. Cook, M.S.

Assistant Professor of Professional Education
 M.S. University of Dayton
 M.S. Cleveland State University
 B.A. University of Michigan

Kelley Cronin, Ph.D.

Associate Professor of Political Science
 Ph.D., M.A., B.S. University of Akron

John Galovic, Ed.D.

Assistant Professor of Professional Education
Director of the Graduate Program in Educational Leadership
 Ed.D. University of Akron
 M.A. Cleveland State University
 B.A. The Ohio State University

Bruce Jones, Ph.D.

Professor of Professional Education
 Ph.D. Miami University
 M.A. The Ohio State University
 B.S. The Ohio State University

Gregory Knapik, Ph.D.

Assistant Professor of Nursing
 Ph.D. Kent State University/ University of Akron
 D.N.P. Case Western Reserve University
 M.S.N Kent State University
 M.A. Ashland Theological Seminary
 B.A. Lake Erie College

Tracey T. Meilander, Ph.D.

Associate Professor of Biology
 Ph.D. Kent State University
 M.Ed., B.S. The Ohio State University

A. Gregory Moore, Ph.D.

Director of the Master of Arts in National Security and Intelligence Studies Program

Professor of History and Political Science

M.A. Ph.D., Kent State University

B.A. Ashland College

Trisha Schock, Ph.D.

Assistant Professor of Professional Education

Ph.D. Walden University

M.A. Ashland University

B.A. Allegheny College

Lynne Shields, Ph.D.

Assistant Professor of Professional Education

Ph.D., M.A., B.S. The Ohio State University

A.A. Lorain County Community College

Colleen Sweeney, Ph.D.

Director of the Graduate Nursing Program

Associate Professor of Nursing

Ph.D. Loyola University of Chicago

J.D. Cleveland-Marshall College of Law

M.S.N. University of Akron

Diploma of Nursing, St. Vincent Charity Hospital School of Nursing

Edna West, Ed.D.

Assistant Professor of Professional Education

Ed.D. Ashland University

Ed.S., M.Ed., B.S. Cleveland State University

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