Graduate Catalog
2011–2013
Accreditation and Affirmative Action Statement

Notre Dame College is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools (www.ncahigherlearningcommission.org) as a degree-granting institution. Other college accreditation, program approvals and affiliations include:

• The American Association of Colleges for Teacher Education
• Registration for State Teachers’ Licenses by The State of Ohio Department of Education
• Association of Catholic Colleges & Universities (ACCU)
• Association of Independent Colleges and Universities of Ohio (AICUO)
• College Entrance Examination Board (The College Board)
• College and University Personnel Association (CUPA)
• Council of Independent Colleges (CIC)
• Council of Independent Colleges Tuition Exchange Programs
• Global Issues Resource Center
• National Association of Independent Colleges and Universities (NAICU)
• National Council for Accreditation of Teacher Education (NCATE)
• Northeast Ohio Council on Higher Education (NOCHE)
• Ohio College Association (OCA)
• Ohio Council of Teacher Education Organizations (OCTEO)
• Ohio Foundation of Independent Colleges (OFIC)
• Ohio Minority Recruitment Consortium

Notre Dame College upholds the policy that there shall be no discrimination against any student, faculty or staff because of race, color, religion, national origin, age or disability. The fees, programs, and requirements contained in this catalog are effective with the 2011 Fall Semester. They are necessarily subject to change without notice at the discretion of Notre Dame College. It is the student’s responsibility to know and follow current requirements and procedures.
Notre Dame College
Graduate Catalog 2011–2013

Graduate Programs
Notre Dame College offers two graduate programs: Master of Education and Master of Arts in Security Policy Studies. Each program has its own admission requirements and specific policies.

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Inquiries and Admissions Information for Graduate Degrees

Notre Dame College
4545 College Road
South Euclid, OH 44121-4293
Main switchboard
216.381.1680

The Finn Center for Adult, Graduate and Professional Programs
Office Location: Regina Hall, First Floor
1857 South Green Road
South Euclid, OH 44121-4293

Mailing Address:
4545 College Road
South Euclid, OH 44121-4293
216.373.5173
Toll free: 877.632.6466, extension 5173
gradadmissions@ndc.edu
Fax: 216.373.6330

The Division of Professional Education
NotreDameCollege.edu

The office location and mailing address is:
The Division of Professional Education
Notre Dame College
4545 College Road
South Euclid, OH 44121-4293
216.373.5343
Professional Education office

Master of Arts in Security Policy Studies
in the Arts & Humanities Division
NotreDameCollege.edu
John Hatzadony, Ph.D.
Director of the Graduate Program in
Security Policy Studies
Assistant Professor
Administration Building, Room 441
216.373.6377

Registration, class schedules, acceptance of credits and transcripts
Office of Student Records
Administration Building, First Floor
4545 College Road
South Euclid, OH 44121-4293
216.373.5213, Student Services Center
216.373.5287, Registrar
registration@ndc.edu

Financial aid
Office of Financial Aid
Administration Building, First Floor
4545 College Road
South Euclid, OH 44121-4293
216.373.5213, Student Services Center
finaid@nd.edu

For more information or to schedule an admissions appointment, please contact: The Finn Center for Adult, Graduate and Professional Programs
Mission Statements and Guiding Principles

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.

Division of Professional Education 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. The basis for continued improvement within education practice is created through the completion of an action 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.

The Division of Professional Education aligns its core courses 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. Three areas organize the professional standards:
1. Focus on teaching and learning,
2. Conditions for teaching and learning, and
3. Teaching as a profession. Each standard can be met at a proficient level, the accomplished level, or the distinguished level. Graduate candidates are expected to master the proficient level as they progress through the Notre Dame College Master of Education Programs.
The Master of Education Degree

The graduate education programs of Notre Dame College emphasize the preparation of professional educators. Coursework provides a solid knowledge base in the foundations of education, an in-depth exploration of pedagogical skills and their implications and an opportunity to design and complete a final action research project.

Three concentration areas are available to graduate candidates: Intervention Specialist, Professional Education and Teaching.

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

Professional Education Program
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
• Endorsement only in Computer/Technology, or
• Master of Education degree with an endorsement in Computer/Technology.

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
• Master of Education degree with a concentration in Computer/Technology. This option is ideal for candidates who are employed or seek to be employed in fields where technology and multimedia are integral components and a teaching license is not required.

Teaching Program
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
• Endorsement only in Reading
• Master of Education degree with an endorsement in Reading.

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
• Master of Education degree with a concentration in Reading. This option is intended for candidates who are employed or seek to be employed in fields where teaching reading is required and a teaching license is not required.
Course Requirements for Master of Education Programs

Intervention Specialist Program

**M1 Licensure Only, 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 licensure only 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 521 Multisensory Approaches to Language Development  
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

**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 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 521 Multisensory Approaches to Language Development  
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 607 Research Design  
ED 698 Action Research Project I  
ED 699 Action Research Project II

Note: Students declaring MMIS may take the *Theoretical Model Approach to Literacy* (ED 535) and the *Reading Practicum* (ED 655) to complete the Reading endorsement.
M3 Initial Licensure Only, 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).

Content Courses (39 hours):
The following courses lead to an Ohio initial Mild/Moderate Intervention Specialist license. To earn a Master of Education degree you must complete the sequence of courses described in M4: Master of Education with an Initial License, Mild/Moderate Intervention Specialist K-12 (MMIS)
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 521 Multisensory Approaches to Language Development
ED 525 Literacy Theories and Research Application
ED 533 Assessment in Special Education
ED 541 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

M4 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's 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 521 Multisensory Approaches to Language Development
ED 525 Literacy Theories and Research Application
ED 533 Assessment in Special Education
ED 541 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 607 Research Design
ED 698 Action Research Project I
ED 699 Action Research Project II
Note: Students declaring MMIS may take the Theoretical Model Approach to Literacy (ED 535) and the Reading Practicum (ED 655) to complete the Reading endorsement.
Professional Education Program

C1 Endorsement Only, Computer/Technology
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 an endorsement only in Computer/Technology.

Content Courses (15 hours):
ED 501 Integrating Technology across the Curriculum: Research and Assessment  
ED 502 Multimedia Integration for Instruction  
ED 623 Advanced Desktop Publishing  
ED 681 Critical Thinking Using Technology  
ED 682 The Role of Technology Coordinators in Schools

C2 Master of Education with an Endorsement in Computer/Technology
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 Computer/Technology.

Content Courses (18 hours):
ED 501 Integrating Technology across the Curriculum: Research and Assessment  
ED 502 Multimedia Integration for Instruction  
ED 623 Advanced Desktop Publishing  
ED 630 Collaborative Teaming and Problem Solving  
ED 681 Critical Thinking Using Technology  
ED 682 The Role of Technology Coordinators in Schools

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 607 Research Design  
ED 698 Action Research Project I  
ED 699 Action Research Project II

C3 Master of Education with a Concentration in Computer/Technology
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 a Master of Education degree with a concentration in Computer/Technology. This option is ideal for candidates who are employed or seek to be employed in fields where technology and multimedia are integral components and a teaching license is not required.

Content Courses (18 hours):
ED 501 Integrating Technology across the Curriculum: Research and Assessment  
ED 502 Multimedia Integration for Instruction  
ED 623 Advanced Desktop Publishing  
ED 630 Collaborative Teaming and Problem Solving  
ED 681 Critical Thinking Using Technology  
ED 682 The Role of Technology Coordinators in Schools
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 607 Research Design
ED 698 Action Research Project I
ED 699 Action Research Project II

Teaching Program

R1 Endorsement Only, Reading
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 an endorsement only in Reading.

Content Courses (18 hours):
ED 521 Multisensory Approaches to Language Development
ED 525 Literacy Theories and Research Application
ED 535 Theoretical Model Approach to Literacy
ED 556 Principles of Literacy Instruction
ED 557 Diagnosis and Correction of Reading Problems
ED 655 Reading Practicum

R2 Master of Education with an Endorsement in Reading
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.

Content Courses (18 hours):
ED 521 Multisensory Approaches to Language Development
ED 525 Literacy Theories and Research Application
ED 535 Theoretical Model Approach to Literacy
ED 556 Principles of Literacy Instruction
ED 557 Diagnosis and Correction of Reading Problems
ED 655 Reading Practicum

Common Core Courses (15 hours)
ED 501 Integrating Technology across the Curriculum: Research and Assessment
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 607 Research Design
ED 698 Action Research Project I
ED 699 Action Research Project II
R3 Master of Education with a Concentration in Reading
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 a Master of Education degree with a concentration in Reading. This option is intended for candidates who are employed or seek to be employed in fields where teaching reading is required and a teaching license is not required.

Content Courses (18 hours):
- ED 521 Multisensory Approaches to Language Development
- ED 525 Literacy Theories and Research Application
- ED 535 Theoretical Model Approach to Literacy
- ED 556 Principles of Literacy Instruction
- ED 557 Diagnosis and Correction of Reading Problems
- ED 655 Reading Practicum

Common Core Courses (15 hours)
- ED 501 Integrating Technology across the Curriculum: Research and Assessment
- 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 607 Research Design
- ED 698 Action Research Project I
- ED 699 Action Research Project II
The Master of Arts in Security Policy Studies Degree

**Security Policy Studies Mission Statement**
The Mission of the Master of Arts in Security Policy Studies is to prepare a diverse population for responsible service in the security, policy and intelligence communities.

**Introduction**
The Master of Arts in Security Policy 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 goals and objectives:**

**GOAL 1:** Provide future public and private leaders with the necessary framework and practical skills to succeed in contemporary and future security environments.
- **Objective 1:** Understand and apply the process of designing and implementing policy to protect the safety and freedom of the public.
- **Objective 2:** Demonstrate an understanding and appreciation of the legal and ethical dimensions of personal and professional judgments to be applied in the private or public sector and in positions of leadership.
- **Objective 3:** Compare, contrast and analyze different risk management methodologies for resource allocation based on threat, probability and magnitude.

**GOAL 2:** Prepare students to develop strategies, plans and programs for man-made and natural incidents across the spectrum including: terrorism, mass-casualty events and pandemic outbreaks.
- **Objective 1:** Evaluate current homeland security policies, strategies, operational theories and issues from both domestic and international perspectives.
- **Objective 2:** Describe and critically analyze policy issues related to cooperation among the international community, state governments, local jurisdictions and private industry in facilitating intelligence operations, infrastructure protections and resiliency, emergency preparedness, responses to terrorism and terrorist incidents and the development of homeland security.
- **Objective 3:** Understand, explain and respond to the vast array of transnational man-made and naturally occurring threat vectors from areas other than the student's specialty field (including, but not limited to: detection sensors, target hardening, crowd control, public health and event planning).
GOAL 3: Prepare students to contribute to the development of the emerging discipline of homeland security through the application of domestic and international security policy analysis, related theories and research into effective practice.

- **Objective 1:** Demonstrate the critical thinking and reasoning skills necessary to provide leadership and support to the public/private security community.
- **Objective 2:** Critically analyze current security policies and practices and be able to apply decision-making tool and methodologies in order to foster and implement ideas to resolve or overcome difficult homeland security issues.
- **Objective 3:** Contribute original research and scholarship in order to advance the development and growth of the academic discipline.

Program sequence:
The Master of Arts in Security Policy Studies curriculum is a 36-credit hour program blending face-to-face teaching with online education and learning. 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 8-week semester: SPS 500: Leadership, Ethics and Decision-Making, a team-taught course that brings students to NDC at the beginning of the program over an intensive weekend while allowing them to begin coursework the same semester. Second is SPS 550: Analytical Crisis Exercise Program that brings students back to NDC 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. Finally, students return to campus for the second part of the Capstone program, SPS 641: Capstone II, where they finalize their deliverables and present their final product to the organizational client, graduate faculty and other professionals.

Curriculum for Master of Arts in Security Policy Studies
Courses include:
- 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
Graduate Certificates in Security Policy Studies
For those students not ready to pursue a Master’s Degree, a Graduate Certificate in Security Policy Studies can be a great way to advance your career. With just four online classes required for each certificate, you can earn these additional credentials quickly and conveniently. All classes are offered in accelerated, eight week online sessions.

Certificate with Emphasis in Biodefense, Science and 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, data regarding graduation rates, the median debt and other statistics of students who complete the program can be found, as it becomes available, at notredamecollege.edu/sps.

Certificate to M.A. Degree
If at some future date a student wishes to apply to and enroll in the Master’s program, he/she will be eligible to do so. Students 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.
Admission Requirements

**Master in Education**
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 2.75 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.
- 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 NotreDameCollege.edu. All application materials should be mailed to The Finn Center.

**Master of Arts in Security Policy Studies**
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) (800 combined – verbal and quantitative) 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/academic references.
- Either a personal interview or an essay of between 1,000 and 1,500 words. Students should spend part of the essay addressing why the applicant believes this major is appropriate to his/her personal and academic goals; the second half should focus on what the student believes is the most pressing national security issue facing our country.
Application Process
1. Complete the free graduate online application notredamecollege.edu/adult/grad.
2. Send official transcripts of all college coursework to:
   Attention: The Finn Center
   Notre Dame College
   4545 College Road
   South Euclid, OH 44121
3. 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.
4. Submit additional documentation as listed under Admission Requirements

Additional requirements for the Master of Arts in Security Policy Studies:
5. As part of the process applicants not available for an interview will complete an essay that will be reviewed by the Graduate Admissions Committee. (Not required for the certificate.)
6. Submit an official test score from one of the following tests; GRE, GMAT, or MAT to Notre Dame College at the same address above. (Not required for the certificate.)

For More Information on Application Process or Admission Requirements for Graduate Programs

The Finn Center for Adult, Graduate, and Professional Programs
Toll-free at 877.NDC.OHIO extension 5173 or 216.373.5173
gradadmissions@ndc.edu
notredamecollege.edu/adult
Academic Policies and Procedures for Master Degrees

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.
• A pre-approved and completed action research project.

Requirements for the Master of Arts in Security Policy Studies
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 hours of graduate credit.
• Completion of three residency requirements.
• Completion of Capstone II experience and final project.

Institutional Review Board
All research conducted by students or faculty of Notre Dame College is subject to review by the Institutional Review Board (IRB). The purpose of the IRB is to protect human subjects engaged as subjects in research, to follow FDA guidelines with regard to ethical research and to create an effective user-friendly process to conduct research at Notre Dame College. For further information, contact the respective program director.

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 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 Programs for Professional Education.

No more than six graduate credits may be transferred into the Master of Arts in Security Policy 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. Significant life experience for specific courses may be considered if the experience matches objectives for courses in the program.

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 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 candidate will be dismissed from the program.
• Any course in which a graduate candidate 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 the 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 revert to an F. For those enrolled in an action research project (ARP), the time period for incompletes may be extended up to 12 months. Once a student registers for the ARP, the student has one year to complete it. Thus, if a student registers in the fall term, she/he has until the end of the next fall term to complete the ARP. If the student has not completed the project at that point, the Registrar will place a “W” for withdrawal on the student’s transcript. Once the “W” is placed on the transcript, the student must re-register for the course.

**Grade Numerical Equivalent Quality Points**

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

**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 carried out by the faculty outside of the Judicial Procedure. Those penalties include but are not limited to: failure on the specific assignment, failure of the course, and/or a letter detailing the offense which is kept in the Office of Academic Affairs. Note that although deference is given to the faculty to handle matters of Academic Dishonesty, such action does not preclude further disciplinary action under the College Judicial Procedures.
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 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 department/division chairperson (if the appropriate chairperson is the instructor in question, then the concern should be directed to the Academic Affairs Office). 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 appropriate department/division chairperson 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 the dispute to the Vice President for Academic Affairs (VPAA) within one week of the previous meeting. The VPAA will consult with the appropriate department/division chairperson 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 VPAA. 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 VPAA in which it reviews the issues and recommends a solution. This report is to be made within thirty days of the date the appeal was made to the VPAA. The VPAA 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 set forth in the Student Handbook which can be found on the Notre Dame College website.

Class Attendance
It is expected that graduate candidates will attend each meeting of a course. However, an instructor sets attendance policies, and the graduate candidate 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 candidate 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.
Financial Aid Policies

Those admitted to the Master's programs (M.A. and M.Ed. degrees) 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. You can apply on the Internet at www.fafsa.ed.gov.

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 (FASFA) and an institutional application are required and can be found on our website at: notredamecollege.edu/finaid/FederalTeachGrant.aspx.

Further information about the Federal Stafford Loan program or the Federal TEACH Grant Program can be found at notredamecollege.edu/finaid.

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, B-, C+, C, C-, 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.

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 60 graduate credit hours 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
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. An academic advisor 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.
* Please note that this policy can be found on the back of the Financial Aid Award Letter.

Federal Refund Policy/Return of Title IV Federal Student Aid (including Federal Stafford Loans and TEACH Grants)
Students receiving federal financial aid who withdraw from all classes or cease to attend prior to completing more than 60% of an enrollment term will have their eligibility for federal aid recalculated based on the percentage of the term completed. The eligibility is recalculated by dividing the number of days completed (as certified by the instructor) by total number of days in the term.

The total number of calendar days in a term excludes any scheduled breaks of more than five days. If the College returns funds to the Title IV aid programs, the student MAY owe the College charges that were originally paid at the time of disbursement. Students may also be required to return funds released to them for personal expenses. Students are responsible for any balance owed to Notre Dame College because of the repayment of Federal Aid Funds.

Student Accounts
Tuition Payment
It is the policy of Notre Dame College that tuition and fees for a given semester are to be paid OR acceptable arrangements made by the first day of class. Students who register after that deadline are expected to have acceptable payment arrangements in place 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 whose balances are not current will be unable to register.

Tuition Refunds
If a student withdraws from Notre Dame College during the semester, any unpaid balance covering the period of enrollment will become due. Refunds 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. 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.
Resources and Additional Information

All students at NDC, regardless of their proximity to campus or regardless of 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 NDC home page, a navigation tab is clearly labeled “Resources and Services.” Students can contact NDC staff in any of the support areas via telephone or email.

The Campus

Notre Dame College is located in South Euclid, Ohio, a suburb less than 30 minutes east of downtown Cleveland. Cleveland, a center of commerce and industry, is home to many leading national and multi-national corporations. Local businesses, schools, hospitals and civic organizations provide opportunities for cooperative education experiences for Notre Dame students. These experiences enhance the student employment opportunities following graduation.

Cleveland, located on Lake Erie, offers a variety of cultural and recreational activities, from professional and amateur theater productions to professional sports. Notre Dame College is 15 minutes from University Circle, a center of cultural, educational, medical, religious and social service institutions. The Cleveland Museum of Art, the Museum of Natural History, the Cleveland Institute of Art, the Cleveland Institute of Music, the Cleveland Botanical Gardens and Severance Hall, home of the world-famous Cleveland Orchestra, are all located in the Circle. The Cleveland Play House, the oldest repertory company in the nation, is only 30 minutes from Notre Dame College as is Playhouse Square, a cluster of restored theaters with a combined capacity larger than Lincoln Center. Playhouse Square has been meticulously refurbished to house the Great Lakes Theater Festival and top Broadway road companies. Cleveland has the beauty of the North Coast and the waters of Lake Erie for water sports. The MetroParks system is Cleveland’s Emerald Necklace, providing more than 100 miles of park drive, picnic areas, ponds and hiking and biking trails. The College is located within walking distance of the Euclid Creek Reservation. In the winter, three area ski resorts located within a short drive of the city offer downhill and cross-country skiing. Cleveland also hosts a variety of professional sports teams for the enthusiastic spectator. Enjoy Browns football, Indians baseball and Cavs basketball.

The Administration Building

The College sits on a wooded 61-acre campus. The Tudor Gothic Administration Building houses most of the classrooms and offices, a Science Research Center, the Dwyer Learning Center, computer and multi-media labs, the Performing Arts Center and the Student Success Center. Constructed in 1928, the Administration Building is listed on the National Register of Historic Places by the U.S. Department of the Interior.
The Dwyer Learning Center
The Dwyer Learning Center in the Student Success Center consists of an electronic classroom, a student computer lab, a 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.

The writing lab and tutoring room are available for students to work one-on-one with tutors in specific subject areas. Peer tutors, many of whom are education majors, are recommended by faculty. Additional networked computers are located in this area.

Clara Fritzsche Library
The Clara Fritzsche Library, dedicated in 1971, houses a collection of more than 95,000 volumes. Located next to the Keller Center and adjacent to the Administration Building, the two-story structure 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 which 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 90 academic, public and special libraries that provides access to over 48 million books and audiovisual materials and 150 databases containing thousands of journal titles and full text articles. In addition to these resources, the Library receives more than 250 periodicals in print form. Current issues are housed on the first 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 master’s theses. Computers on both floors 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.

The Library provides a variety of facilities conveniently located on the first floor. The Computer Room is a popular place for students to congregate. It contains six additional computer work-stations that may be used for research, searching the Internet, email and word processing. The Seminar Room may be scheduled for meetings, quiet study, or video/DVD viewing. The Library also features an award-winning art gallery that may be booked for showings by local artists. The Falcon Café, conveniently located at the east entrance of the Library, offers an array of hot and cold drinks, breakfast items, salads, sandwiches, soups, snacks and desserts. The Technology Classroom, located on the Library’s second floor, is a state-of-the-art 40-seat classroom, equipped with two
Smart Boards and laptops for each student. Smart technology enables instructors to use a more interactive approach to teaching and to integrate graphics, PowerPoint slides, DVDs and videos seamlessly into their presentations. The Technology Classroom is already a popular place for classes, workshops, and meetings by faculty and staff trained in the use of the new technology available. Six additional classrooms are located on the second floor. One of these classrooms houses 20 computer workstations and functions as an additional computer lab at times when classes are not scheduled there.

The Clara Fritzsche Library also houses two special collections. The Abrahamic Center, located on the second floor of the library, houses a collection of books, videos, journals and posters relating to the Holocaust, diversity and anti-bias issues. The Eastern Church Resource Center, located on the first floor, houses a unique collection of books, videos, and audio tapes relating to the Eastern Church and ecumenism. These rooms may also be reserved for meetings or quiet study.

The Library offers a spacious environment for research and study and is handicap accessible. Lounge areas are located on the first and second floors. Carrels are scattered throughout the library and provide additional work areas for students.

The Clara Fritzsche Library is committed to being a “user-oriented” facility. A helpful and informed staff is available to provide assistance to all patrons. The Library offers bibliographic and information technology instruction programs throughout the year. These include a general orientation, subject specific instruction and individual instruction upon request. 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 a three-week period upon presentation of a current Notre Dame I.D. card. Library patrons may also use their I.D. to receive borrowing privileges at over eighty academic libraries throughout Ohio, including John Carroll University, Ursuline College, and St. Mary Seminary.

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

Book Store
The Notre Dame virtual bookstore is a full-service bookstore. All required and recommended textbook adoptions are available in a variety of formats: new, used, ebook or custom course packs. The virtual bookstore is a VeriSign Secure Site and all purchases made by either credit card or financial aid are protected by the latest version of Secure Socket Layer Technology (SSL) to encrypt information.
Course Formats

Courses within the Graduate Program in Professional Education are offered on campus in face-to-face sessions and online. Students may usually register for classes in either or both formats during all semesters. Regardless of the format all courses include the same content and achieve the same outcomes.

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.

On Campus Courses
On campus courses for the M.Ed. degree are scheduled during the fall and spring semesters. These are 15-week sessions and each course meets once per week in the evening.

Summer courses are also available in the M.Ed. program. There are two, four-week sessions. Classes are scheduled during the morning and afternoon, Monday through Thursday. A student can register for six credits or two courses in each summer session. If a student attends both summer sessions and registers for two courses in each one, a total of twelve credits can be earned. This is a very rigorous schedule and should be considered carefully.

Online Courses
In an online course, students do not physically meet together in the same room. However, in the education program only students and instructor do meet in a virtual classroom. Each week all participants log in and voice and text chat with each other in real time. Each course meets synchronously once a week.

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 two years.**
- **Microsoft Office 97-2003 or 2007.** One copy of Microsoft Office 2007 Software Package is available to a Notre Dame student for a fee of $40.00. Contact the IT Department, 216.373.5244.
- **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.**
- **A computer headset which is available for as little as $19.99 at outlets such as Radio Shack, Best Buy, Walmart, and Microcenter.**
Course Descriptions

Education

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 502 Multimedia Integration for Instruction 3 credits
This course explores multimedia and interactive technologies and their application to the learning environment. Graduate candidates create learning activities that include video, podcasting, vodcasting and other emergent and assistive technologies. Integrating Technology across the Curriculum: Research and Assessment (ED 501) is a prerequisite for this course.

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 the nature and role of word recognition in understanding the reading process; the rationale and methods of assessment and instruction of phonemic awareness, decoding, spelling, and vocabulary and their application in reading and writing for the pre-kindergarten through adult learners; and identification of deficits in each area of reading and their relationship to the average, struggling, and gifted readers. This course or Literacy Theories and Research Application (ED 525) should be taken early in the reading sequence of courses.
ED 525  Literacy Theories and Research Application  3 credits
This course presents the major theories and instructional practices that are the basis of reading instruction. Graduate candidates are introduced to the major reading journals and library resources. By accessing these resources, graduate candidates develop a strong knowledge base of theoretical models and effective teaching strategies. This course or Multisensory Approaches to Language Development (ED 521) should be taken early in the reading sequence of courses.

ED 535  Theoretical Model Approach to Literacy  3 credits
This course exposes graduate candidates to a variety of cognitive learning models and study guides that help students learn specific content through critical thinking skills, problem solving, and collaborative interactions. A study of the theoretical foundations of each model contributes to an overall understanding of the basis of the models and the types of optimal learning of each model. Assessments and modifications for the learning models are presented. Graduate candidates collaborate through small group discussions to compare models, implement models through the creation of group and individual lessons, and critique the learning models and study guides presented in the course.

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. Literacy areas of word attack, vocabulary, fluency, comprehension, and writing are studied. Learning how to use the strategies and the research base that form them are explored. Sharing experiences about implementing these strategies aid the graduate candidates in working with students and other teachers. Multisensory Approaches to Language Development (ED 521) 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 and learning styles. Graduate candidates become familiar with specific assessments for addressing specific reading problems in classroom and clinical situations and understand how to administer tests and analyze the results in a collaborative format. Multisensory Approaches to Language Development (ED 521) is a prerequisite 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.
ED 607 Research Design
This course introduces graduate candidates to the steps involved in formulating an action research project. Graduate candidates gain an understanding of the basis of sound research procedures and the skills necessary to design and conduct their own research projects. The course culminates in the development of the first three chapters of the action research project. Chapter One includes the introduction and reflection about the value of the action research project. Chapter Two includes the review of the literature. Chapter Three describes the methodology or what will be done throughout the project. All core and content courses should be completed before registering for this course.

ED 614 Student Teaching/MMIS
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.

ED 623 Advanced Desktop Publishing
This advanced course explores creative uses of desktop publishing in the classroom and for professional growth. Graduate candidates develop non-online and online instructional resources consistent with today's informational needs and technologies. The graduate candidates design and implement professional development experiences (and associated support materials) that focus on planning and designing learning environments for diverse students that promote safe and healthy use of technology resources. Integrating Technology across the Curriculum: Research and Assessment (ED 501) is a prerequisite for this course.

ED 630 Collaborative Teaming and Problem Solving
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
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
The goal of this course is to develop effective reading teachers to work with students in a remedial/enrichment tutoring situation. 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 intervention process. The Role of Phonics in Reading (ED 521), 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
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 681 Critical Thinking Using Technology 3 credits
This course incorporates software packages and teaching techniques that stimulate problem-solving and higher-level thinking skills. Graduate candidates evaluate their technology integration strategies and apply instructional design models to improve their teaching practices. Graduate candidates mentor teachers in the development and implementation of a problem-based unit plan that integrates technologies to stimulate critical thinking skills. Integrating Technology across the Curriculum: (ED 501) is a prerequisite for this course.

ED 682 The Role of Technology Coordinators in Schools 3 credits
This course includes the planning, implementation, and supervision of information technology used in schools; techniques and strategies for teaching technology concepts and skills; development of technology curriculum guidelines for evaluating, selecting, and installing equipment and establishing labs; identifying teacher support groups and granting agencies; and exploration of national standards. Integrating Technology across the Curriculum: Research and Assessment (ED 501) is a prerequisite for this course.

ED 698 Action Research Project I 2 credits
This course is a continuation of the action research project. The graduate candidate, under the direction of the research advisor, analyzes the data gathered through the action research project and describes the results and implications that exist from the project. Chapters Four and Five are completed through this course. All core and content courses should be completed before registering for this course.

ED 699 Action Research Project II 1 credit
This course is the final step of the graduate candidate’s program. The candidate identifies the second reader for the action research project and completes all changes required by the research advisor and second reader. The candidate prepares and presents the process and results of the action research project to an invited audience. Completion of all requirements for the graduate program must be completed for this course.

Security Policies Studies

SPS 500 Leadership, Ethics and Decision-Making
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
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
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 and 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
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
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
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
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
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
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
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
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
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 two to four 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
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 two to four 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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