

2024-2025

**GRADUATE CATALOG**

# STEVENSON UNIVERSITY



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## 2024-2025 GRADUATE CATALOG

# Stevenson University

## Academic Continuity Policy, Notice of Nondiscriminatory Policy and Catalog Disclaimer

### ACADEMIC CONTINUITY POLICY

The University sets forth and upholds standards and policies and prioritizes the integrity of the academic experience. In the event that temporary adjustments must be made to the policies or processes included in the Catalog, information will be posted to the Registrar's Office Page on the SU website and shared with students via the Office of the Registrar.

### NOTICE OF NONDISCRIMINATORY POLICY

Stevenson University admits students of any race, color, sex, religion, and national or ethnic origin to all of the rights, privileges, programs, benefits, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, sex, religion, disability, and national or ethnic origin in the administration of its education policies, admission policies, scholarship and loan programs, and other university-administered programs. The University is committed to providing all students with an educational environment free of bias, discrimination, intimidation, or harassment. In this regard, Stevenson University complies with all relevant federal, state, and local laws. The University also complies with all applicable laws and federal regulations regarding prohibition of discrimination and accessibility on the basis of age, disability, veteran status, or otherwise.

### CATALOG DISCLAIMER

Stevenson University reserves the right to add, revise, or drop programs and courses; to implement new policies and procedures; and to change published calendars as it deems necessary. The information contained in this catalog is accurate as of the date of publication; however, Stevenson University reserves the right to add, revise, or modify its contents when necessary. Such changes, which will appear in the online catalog, will be applicable to all students who are enrolled at the time the changes occur. The online version of the Stevenson catalog is the governing version, and students should refer to the SU website for the most up-to-date information.

### OWINGS MILLS CAMPUS

100 Campus Circle  
Owings Mills, Maryland 21117-7803

### OWINGS MILLS NORTH

11200 Gundry Lane  
Owings Mills, Maryland 21117

### GREENSPRING CAMPUS

1525 Greenspring Valley Road  
Stevenson, Maryland 21153-0641

### CONTACT INFORMATION

Phone: 410-486-7000  
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### CATALOG PUBLICATION DATE

August 22, 2024

## Master's Degree Academic Calendar: Fall 2024 - Spring 2025

### Academic Calendar: Fall 2024 to Summer 2025

#### Fall 2024 Semester

|                    |   |
|--------------------|---|
| Aug. 26 - Dec. 15  | Fall 2024 semester (24FSEM)   |
| Aug. 26 - Oct. 20  | 8 week 1 (24F8W1)   |
| Sept. 2            | Labor Day - University closed   |
| Sept. 3            | Last day to drop for (24FSEM) and (24F8W1)                                  |
| Sept. 27 - Oct. 12 | Last day to withdraw with a "W" for (24F8W1) Yom Kippur - University Closed |
| Oct. 21 - Dec. 15  | 8 week 2 (24F8W2)   |
| Oct. 22            | Final grades for (24F8W1) due by 5pm  |
| Oct. 28            | Last day to drop for (24F8W2)   |
| Oct 28             | Registration for Spring 2025 begins   |
| Oct. 31            | Last day to withdraw with a "W" for (24FSEM)                                |
| Nov. 20            | Last day to withdraw with a "W" for (24F8W2)                                |
| Nov. 27 – Dec. 1   | Thanksgiving holiday - University closed                                    |
| Dec. 17            | Final grades for (24FSEM) and (24F8W2) due by 5pm                           |
| Dec. 24 - 25       | Christmas holiday - University closed                                       |
| Dec. 31 - Jan. 1   | New Year's holiday - University closed                                      |

#### Spring 2025 Semester

|                   |   |
|-------------------|---|
| Jan. 27 - May 18  | Spring 2025 semester (25SSEM)                     |
| Jan. 27 - Mar. 23 | 8 week 1 (25S8W1)                                 |
| Feb. 4            | Last day to drop for (25SSEM) and (25S8W1)        |
| Feb. 28           | Last day to withdraw with a "W" for (25S8W1)      |
| Mar. 24 - May 18  | 8 week 2 (25S8W2)                                 |
| Mar. 25           | Final grades due for (25S8W1) by 5pm              |
| Mar. 31           | Last day to drop for (25S8W2)                     |
| Apr. 7            | Registration for Fall 2025 begins                 |
| April 10          | Last day to withdraw with a "W" for (25SSEM)      |
| April 18 - 20     | Easter holiday - University closed                |
| April 25          | Last day to withdraw with a "W" for (25S8W2)      |
| May 19 - 20       | Commencement (Schedule TBD)                       |
| May 20            | Final grades due for (25SSEM) and (25S8W2) by 5pm |
| May 26            | Memorial Day - University closed                  |

Summer 2025 sessions will be held between **May and August**. Multiple sessions are available. Please consult the Summer Schedule of Classes for details on the sessions and classes available or contact Stevenson University Online at 443-352-4030.

## Doctoral Program Calendar: Fall 2024 - Spring 2025

### Fall Semester 2024

|                  |  |
|------------------|--|
| Aug. 26          | First day of classes                                     |
| Sept. 2          | Labor Day—University closed                              |
| Sept. 3          | Last day to add/drop 16-week undergraduate courses       |
| Oct. 12          | Yom Kippur — University closed                           |
| Oct. 14 - 15     | Fall Break —University open                              |
| Oct. 14          | Midterm grades available to students in Student Planning |
| Oct 28           | Registration for Spring 2025 begins                      |
| Oct. 31          | Last day to withdraw from a 16-week class with a “W”     |
| Nov. 27 - Dec. 1 | Thanksgiving holiday — University closed                 |
| Dec. 9 - 15      | Final examinations                                       |
| Dec. 17          | Final grades due by 5pm                                  |
| Dec. 24 - 25     | Christmas holiday — University closed                    |
| Dec. 31 - Jan. 1 | New Year's holiday — University closed                   |

### Winterim 2025

|         |  |
|---------|--|
| Jan. 6  | Winterim begins                            |
| Jan. 20 | Martin Luther King Day — University closed |
| Jan. 26 | Winterim ends                              |

### Spring Semester 2025

|              |  |
|--------------|--|
| Jan. 27      | First day of classes                                     |
| Feb. 4       | Last day to add/drop 16-week undergraduate courses       |
| Mar. 17 - 23 | Spring Break - University open                           |
| Mar. 17      | Midterm grades available to students in Student Planning |
| Apr. 7       | Registration for Fall 2025 begins                        |
| Apr. 10      | Last day to withdraw from a 16-week class with a "W"     |
| Apr. 18 - 20 | Easter Holiday — University closed                       |
| May –12 - 18 | Final examinations                                       |
| May 19 - 20  | Commencement (Schedule TBD)                              |
| May 20       | Final grades due by 5pm                                  |
| May 26       | Memorial Day—University closed                           |

### Summer Session 2025

Summer sessions will be held between **May and August**. Multiple sessions are available. Please consult the *Summer Schedule of Classes* for details on the sessions and classes available or contact the Registrar’s Office at 443-334-2206.

Academic calendar information for students enrolled in accelerated undergraduate and master’s programs can be found in the [Enrollment Calendar](#) available on the Registrar’s Office website.



# The Stevenson Approach

## About Stevenson University

Founded in 1947 as Villa Julie College, Stevenson University serves more than 2,700 undergraduate students, as well as doctoral students in its Doctor of Psychology (Psy.D.) program and more than 1,000 online graduate and bachelor's students through Stevenson University Online. Stevenson is dedicated to creating connections to careers, a supportive community and individualized support, and exceptional experiences in and out of the classroom to foster students' academic, social, and professional success.

## Academic Coursework

One of the strengths of the graduate programs at Stevenson University is the ability to offer curricula that is geared to the skills and knowledge needed in the student's major field combined with faculty mentoring, small classes, and personal attention to each student's needs. Programs and courses are regularly reviewed to ensure that the content reflects the most current knowledge in the field. Faculty are experts in their subject area and often are employed in leadership roles in their fields of expertise.

## Stevenson Ideals

**Motto: "Pro Discendo, Pro Vivendo" (For Learning, For Living)**

### Mission and Values

#### Mission

The university is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The university blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The university meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to creatively address the opportunities and problems facing their communities, the nation, and the world.

#### Values

The core values of the university provide a foundation for faculty, staff, and students to fulfill the mission and achieve the vision of the institution. The values are focused on community, learning, integrity, and excellence.

- **Promoting a sense of community**, the university embraces the common bonds and obligations within and beyond the campus while respecting individual and cultural differences.

- **Fostering learning**, the university promotes the pursuit of theoretical and practical knowledge while encouraging a life well-lived - a lifelong philosophy of informed, critical thinking to meet evolving challenges and opportunities.
- **Instilling integrity**, the university requires acting with dignity and honesty while adhering consistently to the university's ethical codes.
- **Achieving excellence**, the university lauds superior performance while recognizing the importance of persistence toward goals.

## Diversity and Inclusion Statement

Stevenson University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The university embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning differences, and political perspectives. The university believes its core values are strengthened when all of its members have a voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the university who positively influence their local and global communities.

## History of Stevenson University

### University Timeline

#### 1947

Villa Julie College is founded by the Sisters of Notre Dame de Namur at "Seven Oaks," an 80-acre estate in Greenspring Valley. The College opens its doors on October 1.

#### 1954

Official approval as a two-year college is granted by the Maryland State Department of Education.

#### 1967

Villa Julie becomes an independent institution, no longer affiliated with the Catholic Church, with governance vested in a newly formed Board of Trustees comprised of business, civic, and professional leaders.

#### 1971

In response to increasing enrollment, the College builds a multi-million dollar complex consisting of an art wing, learning resource center, and student center. Evening and summer sessions are inaugurated this same year.

#### 1972

Villa Julie becomes co-educational.

**1984**

Villa Julie becomes a four-year college offering a bachelor's degree in Computer Information Systems.

**1985-1986**

While the College continues to offer two-year programs, academic offerings grow to include new majors and programs that provide a wider choice of career possibilities and support the changing requirements of the business and professional communities in the region.

**1993**

Off-campus housing for students in garden-style apartments opens a short distance from the College.

**1994**

Villa Julie is awarded membership in NCAA Division III.

**1995**

The College begins the first phase of construction of the Academic Center, Inscape Theatre, Student Union and Gymnasium, and Science Center on the Greenspring campus.

**1996**

The Maryland State Department of Education (MSDE) grants approval for programs for the preparation of elementary and early childhood teachers.

**1997**

The College celebrates its 50th anniversary.

**1999**

President Carolyn Manuszak and Dean Rose Dawson retire after a combined 65 years of service to Villa Julie.

**2000**

The new decade brings the inauguration of Villa Julie's fifth President, Kevin J. Manning, Ph.D.

**2002**

The School of Graduate and Professional Studies is created to serve the needs of adult learners and professionals. Through this school, students can enroll in master's degree programs, evening/weekend bachelor's degree programs, or accelerated bachelor's degree programs. Additionally, the College begins offering an accelerated B.S. to M.S. degree in Advanced Information Technology, enabling students to earn both a bachelor's and a master's degree in five years.

**2003**

The College breaks ground on its first campus-owned student housing complex in Owings Mills.

**2004**

Apartment-style housing for 550 students and a community center opens in Owings Mills. The College leases classroom space on the same piece of land, allowing students to live and attend classes at the same location for the first time in Villa Julie history. Those moves, along with the purchase of the former Baltimore Ravens training facility and the office building where the College leased classroom and office space, create a new campus in Owings Mills. The same year, the Board of Trustees begins discussing the possibility of transitioning to university status.

**2006**

Rockland Center opens to provide student dining, offices for Student Affairs, and a banquet hall for functions organized by on- and off-campus groups. The Caves Sports and Wellness Center, the new name for the renovated facility formerly used by the Baltimore Ravens, opens. In August, the College begins offering an online Master of Science in Forensic Studies degree. The Board approves university status in November and later establishes a committee to oversee a study of name options for the institution.

**2007**

In May, the College breaks ground on a new 60,000-square-foot academic building in Owings Mills to house the newly formed Brown School of Business and Leadership. Villa Julie celebrates its growth through the 2007-2008 academic year as part of its 60th anniversary. A new tradition, Founders Day, is inaugurated on October 1 to commemorate the day the college first opened.

**2008**

On June 11, 2008, the Board votes unanimously to change the name of the institution. The new name, Stevenson University, is unveiled the next morning.

**2011**

Two new residence halls welcome an additional 500 students on the Owings Mills campus, and the new 3,500-seat Mustang Stadium opens in early September. In November, the University purchases the Owings Mills site of Shire Pharmaceuticals. The 28-acre site—which today includes the Zaffere Library, School of Design and the Manning Academic Center—comprises the University's North campus.

**2012**

The University Archives establishes the Maryland Bible Society Collection at Stevenson to house the society's historic 400-year-old first edition of the King James Bible. In December 2012, the Greenspring Valley Orchestra, conducted by Stevenson music professor Robert Suggs, celebrates its 10th Anniversary Concert.

**2013**

The men's lacrosse team wins Stevenson's first NCAA national championship, beating the Rochester Institute of Technology's Tigers at Philadelphia's Lincoln Financial Field on May 26.

**2014**

In April, Stevenson unveils the iconic 12-foot-tall, bronze mustang statue, "Victory," outside Mustang Stadium. The Dick Watts Athletics Hall of Fame opens named in honor of Dick Watts, the University's former Director of Physical Education.

**2015**

The School of Nursing and Health Professions is created bringing Stevenson's number of schools to seven.

**2016**

In August, the University dedicates the 200,000-square-foot Kevin J. Manning Academic Center (MAC). Stevenson also receives naming gifts for two of schools housed in the MAC: the Sandra R. Berman School of Nursing and Health Professions and the Beverly K. Fine School of the Sciences.

**2017**

Stevenson opens the Center for Student Success to provide student resources and academic support services in one central

location. The new center includes the Office of Student Success, the John L. Stasiak Academic Link, and the Experiential Learning Center. In March, the Board concludes its presidential search and names Elliot Hirshman, Ph.D., President of San Diego State University (SDSU), as the new President of Stevenson University. The School of Graduate and Professional Studies changes its name to Stevenson University Online.

#### 2018

The University's first Professional Minors are offered in Management and Organization Leadership, Entrepreneurship and Small Business Development, Human Resources, Real Estate, and Software Design and Coding.

#### 2019

In November, senior Patrick Watson crosses the finish line at the 2019 NCAA DIII Cross Country Championships, becoming the first student-athlete in Mustang Athletics history to capture an NCAA individual national championship. In the fall, Stevenson celebrates its 25th anniversary in NCAA athletics.

#### 2020

In February, Stevenson announces a \$2 million naming gift from the Philip A. Zaffere Foundation for the new campus library. In March, the University announces the launch of its first doctoral program, the Doctor of Psychology (Psy.D.) in Clinical Psychology.

On September 25, Stevenson assumes ownership of Parcels 1 and 2 of the former Rosewood Center property after concluding its agreement with the State of Maryland. This property will be developed as Stevenson's East campus.

#### 2021

In March, after the first year of the COVID pandemic, Stevenson announces its plan to return to full in-person classes, student events and activities and intercollegiate athletic competition for the 2021-2022 academic year.

#### 2022

The University holds a ceremonial groundbreaking for the new 42,000 square-foot Philip A. Zaffere Library.

In February, the new Cordish Family Tennis Bubble opens on the Greenspring campus. The Bubble will be used annually between November and March as the winter practice facility for the men's and women's tennis teams.

In April, the University completes the new outdoor track and field hockey turf field on East campus.

In September, for the fifth year in a row, Stevenson is named among the nation's "Best Value Schools" by *U.S. News and World Report*. Stevenson also dedicates the new Dennis A. Starliper Applied Finance Lab in the Brown School of Business, named after faculty member Dennis Starliper who donated funds to create the digital lab where business students can experience and participate in real-time stock market trading.

In October, the University partners with the Women's Institute of Torah Seminary and College of Baltimore (WITS) to create Pre-Med, Pre-Dental, and Biomedical Engineering degree pathways for WITS students.

#### 2023

In February, the Athletics Department unveils its new Mustang logo.

The University creates the Center for Student Life and Leadership (CSLL) as a new space for student groups and leaders to host meetings, brainstorm, plan initiatives and events, or simply reflect and learn together.

The Professional Minors program adds two new minors—Event Planning and Web Design—bringing the total number of Professional Minors to seven.

In April, Stevenson celebrates the official opening of the East campus with a ribbon cutting ceremony.

In September, the University announces its new 38,000-square-foot Sandra and Malcolm Berman Family Performing Arts Center project. Construction is slated to begin in 2024 on North campus. In October, Garrison Hall is renamed Garrison Student Union in recognition of the many student resources housed under its roof.

#### 2024

In January, the Zaffere Library is readied and outfitted for its spring semester opening.

In February, Stevenson dedicates the Kahlert Foundation Makerspace in the MAC. The new space includes the Innovation Lab and Biomedical Engineering Lab.

## Accreditations

### Institutional Accreditation and Authorization

- Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, 267-284-5000.
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, Maryland 21201, 410-767-3301.

### Programmatic Accreditation and Approvals

- American Bar Association (ABA), Standing Committee on Paralegals and Approval Commission, 321 N. Clark Street, Chicago, Illinois 60654. 800-285-2221 (Legal Studies Program).
- Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001. 202-887-6791 (Nursing Programs).
- Council for Standards in Human Service Education (CSHSE), 3337 Duke Street Alexandria, Virginia 22314. 571-257-3959 (Counseling & Human Services Program).
- International Accreditation Council for Business Education (IACBE), 11960 Quivira Road, Suite 300, Overland Park, Kansas. 913-631-3009 (All Business Programs).
- Maryland Board of Nursing (MBON), 4140 Patterson Avenue, Baltimore, Maryland 21215-2254. 410-585-1900 (Nursing Programs).
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, Maryland 21201. 410-767-3301 (All Programs).

- Maryland State Department of Education (MSDE), 200 West Baltimore Street, Baltimore, Maryland 21201. 410-767-0600 (Teacher Education Programs).
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, Illinois. 60018, 773-714-8880 (Medical Laboratory Science Program).
- National Council for State Authorization Reciprocity Agreements (NC-SARA), 3005 Center Green Drive, Suite 130, Boulder, Colorado 80301. 303-848-3275 (Distance Education Programs).
- U.S. Department of Veterans Affairs, State Approving Agency (VA-SAA), Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, Maryland 21201. 410-767-3300 (All Programs).

# Life at Stevenson

## Campus Resources and Services

### Campus Technology

Stevenson University is committed to providing all active students, faculty, and staff with secure and reliable technology and network infrastructure and services. The Office of Information Technology (OIT) is responsible for many of the technologies across all campus locations. This includes the computer labs, classrooms, residence halls, faculty and staff offices, and administrative areas.

OIT operates two data centers, one on each campus, to achieve a high level of availability and performance. Both campuses have hard-wired and wireless networks with many classrooms and residence halls connected at gigabit speeds. Our dedicated digital connection to the Internet is rated at 3000 Mbps and provides fast and reliable access shared among the Stevenson community.

Among the dedicated computer labs on campus, several labs are open for general use at varying times. These labs offer Mac and PC computers with the latest software needed for academic work.

### Computer Logins

Each student, faculty, and staff member must have an individual SU Single Sign-On account to use the computer equipment and network resources. All users must have read and electronically signed the Information Technology Acceptable Use Agreement before using their account. The complete agreement can be found on the SU Portal and the university's Consumer Information page. Students, faculty and staff should never share their login credentials with anyone, including members of the Technology Support Center or OIT. All account holders will be held responsible for all activity conducted under their login.

### Access to Technology Services

Stevenson University offers the capability for students, faculty, and staff to connect to various services on the University's network from off-campus via the Web. This access includes, but is not limited to, Blackboard, Email, Microsoft Office 365 programs, and Self-Service.

### Resident Student Technology Support

Resident students may use computers, tablets, smartphones, game systems and media devices on the Resident Hall campus network. Students are not allowed to connect servers, wireless access points, routers, gateways, or any other similar devices to the wired or wireless network. Unauthorized devices detected on the network will be blocked and denied access.

### Personal Device Support

OIT support for personal devices is limited to basic troubleshooting to access Stevenson University's services, network, and systems. For more involved troubleshooting or

repairs to devices not owned by Stevenson University, it is highly recommended that all students, faculty, and staff maintain service plans through the manufacturer/vendor. Technology Support Center staff can only provide limited support for these types of issues. While OIT offers general assistance to resolve any software issues, staff will not install software on personal devices.

### Technology Helpdesk and Contact Information

The Technology Support Center has two locations for walk-in support; on the Owings Mills campus in the Brown School of Business and Leadership, Room 100, and on the Owings Mills North campus in the Kevin J. Manning Academic Center, Room N159. Any technology-related assistance can be acquired at these facilities by students, faculty, staff, and administrators or by calling 443-334-3000 or x3000 from on campus or toll free at 1-866-344-8190.

Students may also contact The Technology Support Center by sending an email to [helpdesk@stevenson.edu](mailto:helpdesk@stevenson.edu) or by submitting a support request through [Helpdesk.stevenson.edu](https://Helpdesk.stevenson.edu).

Technology assistance is available by phone during the days and evenings when the University is open. For updates on all unplanned outages or service interruptions, please visit [outage.stevenson.edu](https://outage.stevenson.edu).

### Dining Services

Stevenson University Dining Services offers dining options on all Stevenson campuses. Stevenson Dining is expecting some new and exciting menu choices for the students to enjoy in the Fall of 2024. Hours of operation can easily be found at each respective dining location, as well as on the Sodexo dining website. ([SodexoMyWay.com](https://SodexoMyWay.com)).

Students with a meal plan can use their meal swipes or Flex dollars at every dining location. Flex dollars, which are currency attached to the student ID, can also be used at on-campus retail locations, on-campus sporting event concessions, and at designated off-campus partner locations. On-campus dining and retail locations also accept cash, debit, and credit card payments. In the fall of 2023, Stevenson added two new "A" meal plans to provide students with the ability to match their dining experiences with their daily activities. In total, three "A" plans help to provide our resident's variety. Please visit the Admissions page of the Stevenson University site or the SodexoMyWay site to see meal plan assignment requirements.

On the Owings Mills South campus, students can choose to dine at the Rockland Marketplace, Pandini's (@ Rockland), swing by the Garrison Coffee House next door in Garrison Hall, or at "The Natural" Smoothie Concept, a new venue located in the Ratcliffe Community Center. Rockland Marketplace, located in Rockland Center, provides an innovative, all-you-care-to-eat dining experience. With over ten unique food stations, students with all different dietary lifestyles can easily find a delicious meal. Offerings include the Simple Servings station (allergen free

items), a vegan station, the deli, short order grill, Mongolian “stir-fry” grill, a made to order action station, the pizza station, the Hometown (comfort food), and a huge salad bar along with a Belgium waffle, fruit & yogurt bar for breakfast.

Stevenson Dining has late study nights covered too with Pandini’s, an Italian-style eatery featuring hand-made pizzas, pastas, and sandwiches. Freshly brewed coffee and barista prepared specialty beverages are a quintessential necessity for any college campus. The Garrison Coffee House, which proudly serves Starbucks products, offers brewed coffee, Frappuccino, refreshers, and more, including bottled beverages and scrumptious pastries. Students can also find Grab N Go foods and snacks. Ratcliffe Community Center’s “The Natural” smoothie concept offers fresh smoothies, coffee, and additional Grab N Go items.

On the Greenspring campus, students can find the “Mustang Corral”, with Grab N Go sandwiches and salads, coffee, bottled and fountain soft drinks, and snacks..

Café North, located on the Owings Mills North campus, offers made-to-order breakfast sandwiches, made-to-order deli and grill stations, a salad bar, and a Hometown station offering freshly-made entrees and soups each weekday, Monday through Friday. Located within Café North is a retail station where students can purchase salads and sandwiches, freshly prepared sushi, snacks, and beverages.

The off-campus partners include great options such as Qdoba, Dunkin’ Donuts, Tropical Smoothie Café CVS, Subway, and many more. New dining option partners are frequently added for students to enjoy using their Flex Dollars off-campus. To see all of the off-campus partners and their locations, check out the Sodexo dining website.

For additional information about Dining Services go to [Stevenson.SodexoMyWay.com](http://Stevenson.SodexoMyWay.com) or call 443-394-9354.

## Career Connections

The Career Connection Center (CCC) provides all students with a variety of career-focused programs, services, and resources to ensure student success during their college career and beyond. Students are introduced to the CCC and our career and professional developmental model beginning in their first year at the University.

### The Career Connection Center Tools

The Career Connection Center maintains a comprehensive career website and portal page which host information on Career Pathways for majors at Stevenson University, job and internship opportunities, on-campus recruiting, job success tips, résumé samples, interviewing resources, career assessments, a calendar of events, mock interviews, and many other tools related to career development. In addition, the CCC maintains an online Career Management System (CMS), Handshake. Handshake includes internships as well as full-time and part-time job opportunities. Career Advisors are available to review resumes which students may upload to the Handshake system. To assist with major and career exploration, the Career Connection Center provides a diverse menu of career assessments to meet student needs. Assessments that help to identify strengths, interests, values, and personality including the MBTI and FOCUS 2.

### Appointments with Career Advisors

The Career Connection Center staff works with all students at the undergraduate and graduate level to develop the skills, experiences, and confidence needed for success. Students are strongly encouraged to meet with their Career Advisor each year to monitor progress toward goals and review the steps they have taken in their career planning. Advising sessions include: deciding your major, career direction, researching careers and jobs, mock interviews, resume and cover letter reviews, internship and job search assistance, networking and career fair preparation, personal brand development, graduate and professional school preparation. Appointments can be made on Handshake or over the phone. Career Advisors conduct satellite drop-in advising in academic centers; the schedule is posted on the CCC website.

### Career Peer Advisors

Drop-in appointments with trained student Career Peers available weekdays in the CCC and through drop-in hours at various campus locations, as advertised on the CCC website.

### Career Fairs, Networking Events, and Information Sessions

Students are encouraged to participate in a variety of career related events where they can meet and network with employers. Employer events are listed on Handshake as well as the Career Connection Center portal and webpage and include: on-campus recruiting for internships and full-time jobs, career seminars and workshops presented by business and community leaders, career fairs and industry networking events, and many other programs. The CCC collaborates with Alumni Relations, Residence Life, student groups, and Faculty to support career development and life experiences that develop Stevenson University students into prepared and skilled emerging professionals for the workplace.

### Executive in Residence Program and Classroom Presentations

Students also have the opportunity to meet with executives in various industries through the Executive in Residence program. The executives are dedicated and highly skilled professionals who volunteer their time to discuss various career related issues with students. Topics range from interviewing to managing expectations in the workforce. They also provide meaningful advice on career pathways, as well as make connections to others in industry. Through partnerships with faculty, the Career Connection Center also coordinates introductions to faculty for industry professionals to serve as subject matter experts in the classroom.

## Library Services

The Stevenson University Library supports the students, faculty and staff of the SU community as they engage in research, teaching, and learning.

Library services can be accessed remotely through the library home page [stevensonlibrary.org](http://stevensonlibrary.org) and at three convenient on-campus locations: Greenspring, Owings Mills and the Learning Commons on Owings Mills North. Whether students are working alone, reading recreationally, or studying with a group, they can find a place that meets their needs at the SU library.

Through scholarly subscription databases encompassing many disciplines, students enjoy remote access to more than 70,000

full-text magazines, journals, and newspapers, over 200,000 eBooks, high-quality images, and streaming video. OneSearch on the library home page makes it easy to search most of the library's resources using a single search box.

The Greenspring Campus library holds the bulk of our print and film collections. The Stevenson University Archives are housed in the GS library as well as a Children's Collection for Education students. The Owings Mills Library, located in the Brown School of Business and Leadership, holds a print collection that covers a wide range of topics. This library also houses the print legal collection for Legal Studies students.

There is a browsing collection at both the Greenspring and Owings Mills library locations for leisure reading. The Learning Commons at Owings Mills North is an active, flexible space supporting collaborative work and interdisciplinary research.

Courier services deliver books from local academic libraries (Johns Hopkins, Goucher, Loyola-Notre Dame, the University of Maryland libraries and others) five days a week. Our interlibrary loan service also delivers items electronically.

Knowledgeable and friendly librarians stand ready to help Stevenson University students find reliable resources appropriate for their assignments. Research services are available in person, by phone, and electronically via text, chat, and email. Close to the residence halls, the OM Library is a great place to study or do research. For the latest information regarding library hours, visit the Stevenson University Library website: [stevensonlibrary.org](http://stevensonlibrary.org)

## University Store

### The Starting Gate: Stevenson University Campus Store

Located in Garrison Hall South adjacent to Garrison Coffee House. *The Starting Gate* has available required and recommended books for both traditional courses and courses offered through Stevenson University Online (SUO), as well as supplies for classroom use. A wide variety of other goods and services are for sale, including accessories, a large selection of Stevenson-imprinted clothing, gift items, and magazines. During the semester, *The Starting Gate's* hours of operation are Monday through Thursday from 8:30 a.m. to 7:30 p.m., Friday from 8:30 a.m. to 4:30 p.m., and Saturday from 8:30 a.m. to 1:30 p.m. Additional hours are scheduled before the beginning of each semester. Please note: Hours are subject to change. *The Starting Gate* also follows the University's holiday schedule and emergency closings. Students may also purchase merchandise and textbooks online at University Store for traditional and SUO courses. Specific ISBNs for ALL textbooks can be found on *The Starting Gate's* website.

### Francis X. Pugh Courtroom

In 2009, Stevenson University and Stevenson University Online opened a state-of-the-art mock trial courtroom on the Owings Mills campus. Housed within the Brown School of Business and Leadership, the courtroom is based on the high-tech courtroom at William & Mary Law School. The undergraduate legal studies program uses the space for their Mock Trial teams with Stevenson's students being the first undergraduates in the state to have a courtroom for their studies.

The mock trial courtroom features the latest courtroom technology including electronic screens, screen projectors, a SMART Board interactive whiteboard fully integrated into the courtroom technology, touchscreen annotation functions, a portable Polycom HD video conferencing unit, video and audio

digital recording using the Mediasite hardware and software platform, fully integrated presentation podium and fully integrated technology when using videotapes, DVDs, slides, electronic presentations, handouts, and live images. The mock trial courtroom technologies help continue the long tradition of providing SU students with a leading edge in the workplace.

## Alumni Information

The Stevenson University Alumni Association is composed of a strong and vibrant network of alumni who remain engaged in the life of the university beyond graduation. Members work to advance themselves and the greater Stevenson community by participating in university events and initiatives, connecting with fellow alumni, serving as ambassadors across their professional and personal networks, and making their alma mater a philanthropic priority. The Stevenson University Alumni Association is inclusive of all graduates of the institution's undergraduate and/or graduate degree programs. There is no membership fee.

The Alumni Association is led by the members of the Stevenson University Alumni Association Board (AAB). The AAB builds alumni connections across the Stevenson University community and directly aligns its work with the divisional priorities of the Office of University Advancement. Members of the AAB bring invaluable expertise from a wide range of industries, majors, class years, student experiences, and backgrounds. They are led by an Executive Committee including but not limited to the President, Vice President, and Immediate Past President.

The AAB seeks to recognize, encourage, and mentor undergraduate students. In support of this goal, members of the AAB launched the Alumni Association Scholarship Fund in spring 2019. The purpose of the fund is to provide financial support and encouragement to a rising junior with financial need who is involved in the Stevenson community through clubs, organizations, and/or community service. The AAB raises money for the fund through personal contributions, annual appeals, and gift components built into alumni event tickets.

## The Wellness Center

The Wellness Center includes both Student Health Services and Counseling Services. These services are located at the Owings Mills campus on the first level of the Caves Sports and Wellness Center. The Wellness Center staff can be reached at 443-352-4200, by fax 443-352-4201, or at [wellness@stevenson.edu](mailto:wellness@stevenson.edu). The Wellness Center is open Monday through Friday from 9:00 a.m. to 5:00 p.m. Also, Fonemed, our 24/7 nurse line for both mental health and physical health concerns, can be reached at 1-800-245-4691. The Wellness Center is committed to providing a welcoming environment where diversity, equity, and inclusion are valued.

## Student Health Services

The Wellness Center offers limited primary care services by appointment with one of our health providers. A minimal fee will be charged to the student's account for services and supplies. Insurance can be used for medications and outside testing, i.e., labs or x-rays. Vaccine clinics and outreach programs are offered throughout the year.

### Student Health Requirements

All new commuter and resident students taking classes on

campus are required to have the Stevenson University Student Health Requirements completed by June 1 for fall entrance and January 15 for spring entrance. All new students taking classes on campus are required to complete these requirements even if they are turning in other health related records to other departments. Please refer to those specific departments for any health requirement questions, i.e., Athletics. Nursing students do not need to resubmit the Student Health Requirements every year. Students who have been away from Stevenson University for at least two years and are reapplying for admission as a student taking classes on-campus must complete another Student Health Form. Failure to submit a completed Student Health Form will block a student from registering for future classes and/or lead to removal from housing.

In addition, all students living in Stevenson University housing are required to be immunized against meningococcal disease (MCV4/Menveo/Menactra). Some students may require a booster dose of the meningitis vaccine prior to moving into the Residence Halls if they did not receive a booster after the age of 16. At this time, the meningitis B (Trumenba/Bexero) vaccination is NOT required for Stevenson students. All new students taking classes on campus are required to have records showing proof of MMR and Varicella. The COVID vaccine is no longer required, but it is highly recommended.

## **Counseling Services**

Counseling services are free and confidential for all Stevenson University students and include short-term counseling and crisis intervention. Counseling staff can help students address a wide range of issues, including anxiety, depression, and relationship difficulties. Off-campus referrals can be provided if a student's needs are beyond the Wellness Center's scope of service. If deemed appropriate, the counseling staff can also refer students for limited onsite psychiatric care through the Wellness Center's Psychiatric Nurse Practitioner. Psychiatric services come with a small fee charged to the student's account.

## **The University Pandemic Plan**

The University has a comprehensive Pandemic Plan in place. It is included as an appendix in the Crisis Management Plan, which can be found on the President's Office portal page under the "Forms and Documents" tab.

# Admissions

## General Admissions Policy

Stevenson University is committed to ensuring that the incoming classes will be comprised of highly qualified individuals representing diverse academic and professional backgrounds and accomplishments. Admission to Stevenson is reserved for applicants who have demonstrated the ability to meet the demands of graduate work. Students who enroll in course work at Stevenson University are classified as either degree seeking students or non-degree seeking students.

A degree-seeking student is defined as a student who has been accepted by the University in pursuit of a doctoral degree, master's degree, or post-baccalaureate certificate. A degree or certificate seeking student may enroll for course work for each consecutive semester as long as they remain in good academic standing in the program. A full-time load for a graduate student is 6 credits or more.

Students who are not currently seeking a degree from Stevenson University are limited to part-time status, and financial aid is not available to them. While enrolled, non-degree seeking students must meet the same academic standards for continued enrollment as degree students. Non-degree seeking students can pursue graduate-level coursework. Doctoral-level coursework is not available for non-degree seeking students.

## Admissions Procedures and Processes

### Post-Baccalaureate Certificates Admissions Policies

Post-baccalaureate certificates are offered through Stevenson University Online. Students who wish to earn a certificate must apply and meet admissions requirements for the certificate program. Once admitted, the student will be coded as a certificate-seeking student. Students enrolled in a post-baccalaureate program may be eligible for financial aid and are encouraged to contact the Office of Financial Aid for further information. If a student has earned or is currently pursuing a master's degree from SU, they are not eligible to receive a certificate for the same program and concentration. However, a student who earns a certificate may return to SU and apply those courses toward a master's degree in the same program.

A student may apply up to 6 graduate credits from SU or another regionally accredited institution to a certificate program. Credits are awarded at the discretion and final approval of the appropriate academic program administrator. If a student desires to change from a master's program to a certificate program, a *Change of Program* form must be completed.

A certificate-seeking student must apply to receive the certificate within two semesters of completing course requirements. Post-baccalaureate certificates are governed by the graduate admissions and academic policies. Admissions requirements for certificates are as follows.

### Certificate in Community-Based Education & Leadership, Crime Scene Investigation, Forensic Investigation, Literacy Education, and National Board Teaching Professional

- Completed online application.
- Completion of bachelor's degree from a regionally accredited institution.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Personal statement.

### Certificate in Digital Forensics

- Completed online application.
- Completion of bachelor's degree from a regionally accredited institution.
- Degree in information technology (IT) or advanced coursework/work experience in IT.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Personal statement.

### Certificate in Forensic Accounting

- Completed online application.
- Completion of bachelor's degree from a regionally accredited institution.
- Undergraduate major in accounting or advanced coursework/professional work experience in accounting.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Personal statement.

**Certificate in Nursing Education and Population-Based Care Coordination**

- Completed online application.
- Completion of a bachelor's degree in nursing from a regionally accredited institution.
- Current registered nurse's license in good standing.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the NACES website
- Cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- One professional letter of recommendation from a current or past supervisor.
- Resume of professional experience.
- Personal statement.

**Certificate in Quality Management and Patient Safety**

- Completed online application.
- Completion of bachelor's degree from a regionally accredited institution.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the NACES website
- Cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- One professional letter of recommendation from a current or past supervisor.
- Resume of professional experience.
- Personal statement.

**Certificate in Secondary STEM Teaching and Learning**

- Completed online application.
- Completion of a bachelor's degree in a math or science discipline or closely related field from a regionally accredited institution, or significant coursework in math or science, and/or professional teaching experience in secondary math or science.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the NACES website
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- One letter of recommendation - professional or academic.
- Personal statement.

**Graduate Application Deadline**

Stevenson University reviews applications for post-baccalaureate certificates and Master's degree programs on a rolling basis throughout the year. However, the University strongly encourages applicants to the online certificate programs or the Master's degree programs to submit all required documents no later than three weeks prior to the start of the desired session. The Doctor of Psychology in Clinical Psychology (Psy.D.) program admits students for Fall enrollment only. Information regarding application due dates can be found on the University website.

**Master's Degree Admissions Policies**

Admission to the master's programs is open to individuals who have attained bachelor's degrees from regionally-accredited colleges or universities. Applicants to the master's programs are expected to have a cumulative GPA in past academic work of no less than 3.00 on a four-point scale. All applicants are given opportunities to discuss their professional experience in the areas of their desired programs via the personal statement.

Admission to the Communication, Community-Based Education and Leadership, Crime Scene Investigation, Digital Transformation and Innovation, Forensic Investigation, Forensic Studies, and Integrative Learning programs requires the following:

- Completed Graduate Application.
- A bachelor's degree from a regionally-accredited institution.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Personal Statement.

Admission to the Cybersecurity and Digital Forensics program requires the following:

- Completed Graduate Application.
- Bachelor's degree from a regionally-accredited institution in a related field (information assurance, computer science, network administration or computer security) and at least two years of related work experience or a bachelor's degree from a regionally-accredited institution in an unrelated field and at least five years of experience in information technology, telecommunication systems, system administration, network management, or information assurance.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#)
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Personal Statement.

Admission to the Master of Arts in Teaching: Early Childhood Education program requires the following:

- Completed Graduate Application.
- A bachelor's degree from a regionally-accredited institution.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- One letter of recommendation—professional or academic.
- Personal Statement.

Admission to the Forensic Accounting program requires the following:

- Completed Graduate Application.
- A bachelor's degree in accounting from a regionally-accredited institution or advanced coursework/work experience in accounting.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Personal Statement.

Admission to the Forensic Science program requires the following:

- Completed Graduate Application.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- Personal Statement.
- Completion of coursework and/or a bachelor's degree in a natural science field such as biology or chemistry and/or completion of a bachelor's degree with the appropriate prerequisite coursework from a regionally-accredited institution.
- Cumulative and math/science GPA in past academic work of no less than 3.00 on a four-point scale.
- Completion of the following course prerequisites with a grade of "C" or better:
  - General chemistry I and II and lab (8 credit hours)
  - Organic chemistry I and II and lab (8 credit hours)
  - Biology I and lab (4 credit hours)

- Calculus or statistics (3 - 4 credit hours)
- Physics I and II for science majors and lab (8 credit hour)

Admission to the Healthcare Management program requires the following:

- Completed Graduate Application.
- A bachelor's degree from a regionally-accredited institution.
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- One professional letter of recommendation from a current or past supervisor.
- Résumé of professional experience.
- Personal statement.

Admission to the Master of Arts in Teaching: Secondary STEM program requires the following:

- Completed Graduate Application.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Completion of bachelor's degree in a science or math discipline from a regionally accredited institution.
- Analysis of transcripts to determine if all required content coursework has been met to satisfy field of licensure (biology, chemistry, earth/space science, mathematics, physical science, or physics) requirements.
- One letter of recommendation—professional or academic.
- Personal statement.

Admission to the Nursing program requires the following:

- Completed Graduate Application.
- Current registered nurse's license in good standing.
- Completion of a bachelor's degree in nursing from a regionally-accredited institution.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the [NACES website](#).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.

- One professional letter of recommendation from a current or past supervisor.
- Résumé of professional experience.
- Personal Statement.

Admission to the RN to MS option requires the following:

- A completed application for Online Undergraduate Degree Admissions (please see the Stevenson University Online web page).
- Current registered nurse's license in good standing.
- A minimum cumulative GPA of 3.00 on a four-point scale.
- Satisfactory completion of ENG 151 or equivalent.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the NACES website.
- Personal Statement.

### **Additional Master's Degree or Certificate for Students Returning to Stevenson University**

Students who wish to return to Stevenson University for an additional master's degree at the institution, must formally apply to the new degree program. If the new degree program contains cross-listed coursework, a student may only apply up to 15 credits from a previous degree at SU towards the new degree program. The capstone course cannot be applied to both degrees. A student must have earned at least a "B" in the course that will be applied to the subsequent master's degree.

### **Additional Master's Degree or Certificate for Students Earning a Prior Degree or Certificate at Another Institution**

Students who have already earned a master's degree or post-baccalaureate certificate from a regionally accredited institution and who are accepted to an SU master's degree or post-baccalaureate certificate program, can apply a maximum of 15 credits of relevant course work from the previous degree or certificate to an additional master's degree and a maximum of 6 credits of relevant courses to a post-baccalaureate certificate. A student must have earned at least a "B" in any courses that will be applied to the subsequent master's degree or certificate. If the previous degree or certificate was earned at SU, the capstone course cannot be applied to both programs.

Stevenson students in the following master's degree programs are not eligible for the indicated post-baccalaureate certificate programs:

- Master of Science in Community-Based Education and Leadership is not eligible for the certificate in Community-Based Education and Leadership.
- Master of Science in Crime Scene Investigation is not eligible for the post-baccalaureate certificate in Crime Scene Investigation.
- Master of Science in Cybersecurity and Digital Forensics is not eligible for the certificate in Digital Forensics.

- Master of Science in Forensic Investigation is not eligible for the post-baccalaureate certificate in Forensic Investigation.
- Master of Science in Forensic Accounting is not eligible for the post-baccalaureate certificate in Forensic Investigation.
- Master of Science in Forensic Accounting is not eligible for the post-baccalaureate certificate in Forensic Accounting.
- Master of Science in Healthcare Management with a concentration in Quality Management and Patient Safety is not eligible for the certificate in Quality Management and Patient Safety.
- Master of Science in Nursing with a concentration in Nursing Education is not eligible for the post-baccalaureate certificate in Nursing Education.
- Master of Science in Nursing with a concentration in Population-Based Care Coordination is not eligible for the post-baccalaureate certificate in Population-Based Care Coordination.
- Master of Arts in Teaching: Secondary STEM is not eligible for the certificate in Secondary STEM Teaching & Learning.
- Master of Arts in Teaching: Early Childhood Education is not eligible for the certificate in Secondary STEM Teaching & Learning.

### **Transfer of Graduate Credit**

A maximum of 15 graduate credits may be transferred into a Stevenson University Master's degree from a previously attended, regionally accredited institution. A maximum of 6 credits may be transferred into a Stevenson University post-baccalaureate certificate program from a previously attended, regionally accredited institution.

Applicants to the Doctor of Psychology in Clinical Psychology program who were previously enrolled in, but did not complete, an APA-accredited doctoral program in a health service psychology field may be eligible for credit transfer; any such requests will be reviewed on a case-by-case basis. No other graduate coursework will be accepted for transfer credit in the Doctor of Psychology program.

An official transcript from each institution where the credits were earned must be submitted. Coursework completed outside of the United States must be evaluated by an organization that is a current member of the National Association of Credential Evaluation Services (NACES) and an official NACES member transcript must be submitted. Only courses/credits completed with a grade of "B" or better at other regionally accredited institutions are generally transferrable into Stevenson University graduate and certificate programs at the discretion and with the approval of the appropriate academic administrator and school dean. Courses that do not transfer include personal development or orientation courses and credit given for portfolio work.

Transfer credit is awarded at the discretion and with the approval of the appropriate academic program administrator and school dean. All transferrable courses must be sufficiently equivalent to courses offered at Stevenson University.

Upon matriculation, graduate students may not take courses elsewhere and transfer them into Stevenson University graduate programs.

Regardless of the number of transfer credits accepted, students must still complete the academic program requirements as

shown in the Stevenson University Graduate Catalog and on the student's degree audit.

Transfer applicants should have left the sending institution in good standing. Grades and grade point averages earned at another institution do not transfer. The transferred credits apply toward graduation, but the grade points are not used in calculating the academic average required for graduation. Students seeking information on the transferability of credits may contact the relevant academic program administrator.

## Credit for Prior Learning

### ACE-American Council on Education credit

#### American Council on Education (ACE)

Students may receive academic credit and/or waivers of prerequisite courses in undergraduate or graduate academic programs based on credit recommendations provided by the American Council on Education (ACE). Students who successfully complete a course, examination, or certification with an ACE recommendation can receive an official transcript which can be reviewed by the relevant Academic Program Administrator at Stevenson. Please note that not all ACE-approved credits are guaranteed to transfer to Stevenson University. Prospective students are encouraged to contact your Admissions/Enrollment Counselor and current students are encouraged to contact your Academic Program Administrator to determine the transferability of ACE-approved credits. Please see the ACE website for more information.

### Credit for Professional Certification

A maximum of 6 credits may be awarded in a Stevenson University master's degree program or post-baccalaureate certificate program for the completion of an approved certificate from a professional organization. Official documentation of successful completion of the certificate must be submitted and additional documentation including, but not limited to, a syllabus, curriculum or other documentation of the content of the certificate may be requested. Credit for a completed certificate is awarded at the discretion and with the approval of the appropriate academic program administrator and dean of the school in which the program resides. All approved certificates must be sufficiently equivalent to courses offered at Stevenson University. Credits awarded for an approved certificate are applied to the 15 credit maximum for all prior coursework that can be awarded in a master's degree program or the 6 credit maximum that can be awarded in a post-baccalaureate certificate program. Students in the Psy.D. in Clinical Psychology program may not earn credit for professional certifications.

Upon matriculation, graduate students may not complete certificates elsewhere and transfer them into Stevenson University graduate or post-baccalaureate certificate programs.

### Credit by Portfolio

Matriculated students may earn credit for degree requirements by pursuing a Credit by Portfolio option. Students interested in this option are encouraged to meet with their Success Coach or Academic Advisor and their Academic Program Administrator to determine if they have appropriate professional experience for which college credit may be awarded. Upon approval of the

Academic Program Administrator, the student will enroll in a 3-credit portfolio development course in which they will assemble appropriate evidence demonstrating that their documented experiential learning meets the objectives of the course for which they wish to receive credit. Completed portfolios are reviewed by faculty evaluators and awarded a grade of "P" (Pass) or "NC" (No Credit). Credits for specific courses are awarded for successful completion of a portfolio and a grade of "P". Awarded credits are posted on the student's transcript and are counted toward degree completion requirements. A maximum of 6 credits can be earned by portfolio, not including the portfolio development course. Credit earned by portfolio is included in the maximum of 15 credits for all prior coursework that can be awarded in a master's degree program or the 6 credit maximum that can be awarded in a post-baccalaureate certificate program. Students in the Psy.D. in Clinical Psychology program may not earn credit by portfolio.

## Doctoral Admissions Policies

Admission to doctoral programs is competitive and limited. All doctoral applicants are expected to have a cumulative GPA in past undergraduate and graduate (if applicable) academic work of no less than 3.00 on a four-point scale; some doctoral programs may have more restrictive GPA requirements. Standardized assessment results, personal statements, academic and professional recommendation letters, and interviews may also be used by program admissions committees in making admissions decisions.

Application to the Doctor of Psychology in Clinical Psychology program requires the following:

- Completed Graduate Application.
- A bachelor's degree from a regionally accredited institution.
- Official college transcripts from all previous undergraduate and graduate academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the NACES website.
- Completed Personal Statement and supplemental questions (available in the application and on the program website).
- CV/resume.
- Three academic or professional letters of recommendation and accompanying recommendation form. At least one letter must be from an academic reference (i.e., a professor or academic research supervisor who has taught or directly supervised the applicant). At least two academic references are strongly preferred. Professional references should also come from individuals who have supervised the applicant in a professional context (e.g., internship, paid employment, etc.). All letter writers should be able to speak to your potential for doctoral-level study and/or clinical practice.
- Official GRE scores (optional). While GRE scores are not required for admission, applicants may submit them for consideration as part of your application package. The exam must be taken within the past five years.

Following initial review of application materials, a subset of applicants will be invited to participate in a full-day individual and group interview process. All application components, including interview performance, will be considered in final admissions decisions.

Annual criminal background checks are required for all students in the program. During the summer prior to enrollment, accepted students are required to obtain, pay for, and pass a criminal background check through a third-party vendor contracted by the Doctor of Psychology in Clinical Psychology program to conduct background screenings. These background checks are regularly required by the clinical sites at which students will complete practica and internships. Failure to pass a criminal background check may result in revocation of acceptance to the program.

### U.S. Permanent Residents

Applicants who are currently United States permanent residents must meet all the stated admissions requirements and follow the same application procedures as U.S. citizens. However, permanent residents must also submit a high-quality, color copy of the front and back of their valid U.S. Permanent Resident card. The Admissions Office will not process the application without this component. All permanent residents and some other eligible non-citizens can apply for federal need-based financial aid programs.

### Non-Degree Students

#### Graduate Students

A student may enroll in master's-level courses without enrolling in a master's degree or graduate certificate program by applying for admission as a non-degree seeking master's-level student, which requires submission of the following:

- Application for Non-Degree Status - Master's.
- Official college transcripts, including the final transcript from their bachelor's degree-granting institution.

The criteria for admission are the same as those for degree-seeking students, and non-degree seeking students are not eligible for financial aid. No more than six graduate credits may be taken while under this non-degree status unless permission is granted by the Provost or their designee.

At the time of registration, students who wish to enroll in a course that has a pre-requisite must have an official college transcript on file verifying successful completion of the pre-requisite course. A non-degree seeking student may become a degree-seeking student by applying for and being granted regular admission to Stevenson University.

## Readmission and Reinstatement

### Readmission - Master's Degree or Post-baccalaureate Certificate

Master's degree or post-baccalaureate certificate students who are absent from the University for three or more consecutive semesters for any reason, including an approved Leave of Absence, must apply for readmission. Students should have been in good academic standing at the end of the last semester attended and must submit the Application for Readmission/Reinstatement, downloadable from the university website. If the student attended any other college since leaving Stevenson, an official transcript from each college or university attended is required. Readmission is not complete until all official documents are received. Students who are readmitted to the University are under the current catalog of the academic year in which they return.

Students who are absent from the University for two semesters or fewer do not need to apply for readmission and should contact their Student Success Coach to register for classes. Official transcripts of any work taken at another institution must be submitted directly to Stevenson University Online. Students who return to the University after two semesters or fewer will return under the same catalog year in which they first enrolled at Stevenson.

### Readmission - Doctoral Degree

Doctoral students who have been absent from the University for three or more consecutive semesters, with or without an approved Leave of Absence, are not eligible for readmission.

### Readmission of Service Members

In compliance with ED 34 C.F.R. 668.18 and the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), Stevenson University will promptly readmit students who, because of military service, must be absent from the University for more than 30 consecutive days, or for fewer than 30 days, if the absence results in a withdrawal from the University. For the purpose of this policy, military service is defined as "service, whether voluntary or involuntary, in the armed forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days" (ED 34 C.F.R. 668.18).

Regulations governing the readmission of service members after an absence because of military service can be found in the Code of Federal Regulations. The notification of service and the intent to return to Stevenson required by the federal regulations should be made to Stevenson's School Certifying Official in the Registrar's Office.

# Financial Information

## Costs

### Tuition and Fees (2024–2025)

#### Master's Degree Seeking Students

| Programs                                 | Tuition per credit |
|--|--------------------|
| Communication                            | \$685              |
| Community-Based Education and Leadership | \$505              |
| Crime Scene Investigations               | \$705              |
| Cybersecurity and Digital Forensics      | \$705              |
| Digital Transformation and Innovation    | \$685              |
| Forensic Accounting                      | \$705              |
| Forensic Investigation                   | \$705              |
| Forensic Science                         | \$705              |
| Forensic Studies                         | \$705              |
| Healthcare Management                    | \$685              |
| Integrative Learning                     | \$505              |
| Nursing                                  | \$635              |
| Teaching                                 | \$505              |

#### Certificate Seeking Students

|  | Tuition per credit |
|--|--------------------|
| Community-Based Education and Leadership | \$505              |
| Crime Scene Investigation                | \$705              |
| Digital Forensics                        | \$705              |
| Forensic Accounting                      | \$705              |
| Forensic Investigation                   | \$705              |
| Literacy Education                       | \$505              |
| Nursing Education                        | \$635              |
| Population-Based Care Coordination       | \$635              |

|                                      |       |
|--------------------------------------|-------|
| Quality Management & Patient Safety  | \$685 |
| Secondary STEM Teaching and Learning | \$505 |

| Doctoral Degree Seeking Students | Annual   |
|----------------------------------|----------|
| Full-time tuition                | \$18,597 |
| Fees                             | \$799    |

#### Miscellaneous Fees

|                    |       |
|--------------------|-------|
| Returned Check Fee | \$25  |
| Late Payment Fee   | \$100 |
| Graduation Fee     | \$25  |

## Refund Policy

#### Master's Degree Students - Refund Policy

Tuition is 100% refundable through the published last day to drop without record. After that date, no refunds will be given. Please consult the Enrollment Calendar for these dates.

#### Doctoral Students - Refund Policy

Tuition is refundable according to the following schedule for doctoral students. A partial refund may be made to students who withdraw from Stevenson University within the first 28 calendar days of fall or spring semester. Any credit balance remaining after these adjustments to the student's account will be refunded. Tuition and disbursed institutional aid will be adjusted in accordance with the Tuition Refund Policy within the first 28 calendar days of each semester. Federal financial aid will be adjusted in accordance with the Federal Return of Title IV calculation. The Title IV calculation is based on the day of attendance as a percentage of total days in the semester until 60%. Please note, inclusive access electronic course materials are not refundable after the 9th calendar day.

#### Fall and Spring Semester Tuition Refund Schedule

|      |   |
|------|---|
| 100% | First day through the 9th calendar day          |
| 75%  | 10th calendar day through 15th calendar day     |
| 50%  | 16th calendar day through the 21st calendar day |
| 25%  | 22nd calendar day through 28th calendar day     |
| 0%   | After the 28th calendar day                     |

#### Summer Sessions

100% First day through drop without penalty date

0% After drop without penalty date

Refunds are computed as of the date on which a written request for withdrawal is received in the Registrar's Office. Tuition and fees are charged based on course loads as of the last day of add/drop each semester. Charges will not be adjusted if courses are dropped after the last day to add/drop. Tuition refunds will only be processed if a student withdraws from the University within the first 28 calendar days of the fall or spring semester. No adjustment of semester charges will be granted to students who are suspended or expelled for academic or disciplinary reasons. The University reserves the right to suspend or dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory.

Students receiving financial aid should review the refund policies described in the section on Financial Aid under Disbursement of Aid.

## Refund and Withdrawal Policy for Service Members

Stevenson University students who are called to active duty during the course of a term or session should contact the Assistant Registrar, Veteran & Military Education Benefits to formally withdraw for military service. For the purpose of this policy, military service is defined as "service, whether voluntary or involuntary, in the armed forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days" (ED 34 C.F.R. 668.18).

Students who withdraw from the University for military service during the course of a term or session are eligible for a 100% refund of tuition and fees. Room and board expenses will be prorated based on the official date of withdrawal.

Students must supply a copy of military orders to be eligible for any tuition, fees, or room and board adjustments. Students receiving financial aid will be subject to the refund policies as provided by the federal or state agency sponsoring the aid. Department of Defense Military Tuition Assistance and Veteran's Education Benefits will be returned to the government agency as required.

Students who have to withdraw from the University after the add/drop deadline will receive a grade of W or I, depending on the amount of coursework completed and the expected length of the absence.

## Financing Options

Stevenson University offers an option of a payment plan for each semester. Nelnet Campus Commerce serves as the administrator of the plans. The payment plan allows students and families to pay amounts due to the University in manageable monthly installments. The payment plan provides the benefits of easy, online enrollment, flexible payment options, no interest charges, and 24/7 easy account access. The enrollment fee is \$50. Credit card/debit card and automatic bank (ACH) payments are accepted payment methods. For information visit My College Payment Plan or call 800-609-8056.

## Tuition Insurance

Stevenson University has partnered with GradGuard™ to provide semester tuition insurance. The Tuition Protection Plan supplements the University's tuition refund policy. To get a quote or learn more about selecting this optional tuition insurance from GradGuard visit [GradGuard.com/Tuition/Stevenson](http://GradGuard.com/Tuition/Stevenson) or call 866-985-7598.

## Financial Aid

For the most current financial aid information, please refer to the SU Financial Aid Office website at [stevenson.edu/finaid](http://stevenson.edu/finaid).

The website contains detailed information about the types of aid, governing rules, the application process, the Free Application for Federal Student Aid (FAFSA), policies, procedures, and forms. Links to helpful resources such as the U.S. Department of Education and the Maryland Higher Education Commission. Some information and current scholarship announcements are posted on the Financial Aid Office Facebook page at [facebook.com/steve.finaid](https://facebook.com/steve.finaid).

Financing higher education is an important concern for many students and parents. Types of financial assistance available to students attending Stevenson University include federal grants and loans, Maryland state grants, and donor scholarships.

## Federal Financial Aid Programs

Financial aid funds post to student accounts after the financial aid census date. The census date typically marks the end of the add/drop period for the semester. This is the date we take a "snapshot" of all students' enrollment to establish the "official enrollment" for reporting purposes and financial aid eligibility.

The courses for which a student is registered as of the census date determine the amount of financial aid he/she will receive. Enrollment as of the census date will be compared to the Enrollment Status on the student's Offer Letter to determine if the eligibility requirements are still being met for each of the aid programs listed. Offer Letter revisions are sent via e-mail to a student's University account. It is possible for a student's aid to be increased, decreased, or even canceled.

If a student increases or reduces the number of credits enrolled in before the census date, the financial aid may be adjusted, as appropriate, for the new enrollment level. If aid is reduced and a balance on the SU account is created, the student will be responsible for payment. If credits are added after the census date, aid will not be increased. Aid may be affected if the student is taking courses that begin after the census date. Loans will disburse when the student reaches half-time enrollment. Financial aid may also be affected if a student submits FAFSA information or corrections after the census date.

The Financial Aid Office should be notified immediately concerning any changes in enrollment. Please note:

- Enrollment status is monitored after the drop date for each of the sessions for which a student is enrolled during the semester. Once half-time enrollment is attained, the Financial Aid Office will disburse loan funds. The student must be enrolled at-least half-time at the time of disbursement. Federal grants will post after the LAST drop date for all sessions for which a student is enrolled in the semester.

- State scholarships and grants post upon receipt of the funds from the state of Maryland; generally, November for the fall semester, March for the spring semester.
- Private scholarships from independent sources will be credited upon receipt of these funds by the Student Accounts Office. Often times, these scholarships are sent to the University in one check and therefore post as a single disbursement for the fall semester.
- Credit Balance - For those students with a credit balance resulting from financial aid, a refund check will be issued by Student Accounts Office. State aid recipient refund checks may be delayed due to the receipt date of these funds.

## Maryland State Programs

The Maryland Higher Education Commission (MHEC) sponsors numerous grant and scholarship programs for Maryland residents. The state of Maryland offers an on-line inquiry system that allows students to view the status of their financial aid application and/or grant information.

The Senatorial Scholarship Program is offered to current high school seniors and students enrolled at least half-time in a degree-seeking, undergraduate or graduate program. Applicants must complete the FAFSA by **priority deadline of March 1, 2024** to receive notification of eligibility by April 15, 2024, and contact their senator in February for further instructions.

The Delegate Scholarship Program is offered to current high school seniors and students enrolled at least half-time in a degree-seeking, undergraduate or graduate program. Applicants must complete the FAFSA by the **priority deadline of March 1, 2024** to receive notification of eligibility by April 15, 2024, and contact their delegates in February for further instructions. A detailed list of all state of Maryland financial aid assistance programs and applications is available on the web site of the Maryland Higher Education Commission at [mhec.state.md.us](http://mhec.state.md.us). State financial aid assistance is based on the availability of funds. Information about grants and other financial aid programs for residents of other states can be found at [finaid.org](http://finaid.org) and select the link for "US State Government Aid."

The Teaching Fellows for Maryland Scholarships is for students who are enrolled or plan to enroll at an eligible institution in an undergraduate or graduate program who are seeking to pursue a course of study or program in an academic discipline leading to a Maryland professional teacher's certificate must fulfill the following requirements.

- Be a Maryland resident or have graduated from a Maryland high school.
- Be currently enrolled in high school and have an overall GPA of 3.3 on a 4.0 scale or its equivalent after completion of the first semester of the senior year or be currently enrolled as a full-time undergraduate student at an eligible institution.
- Have a cumulative GPA of 3.3 on a 4.0 scale and have made satisfactory progress toward a degree in an academic discipline leading to a Maryland professional teacher's certificate.
- Achieved a score 500 on the reading and math portions of the SAT, with a combined score of at least 1100 or achieved a composite ACT score of 25; or achieved a score of 50% on the GRE and have demonstrated an exceptional dedication to or aptitude for teaching.

- The students must agree to work as public school or public pre-kindergarten teachers in the state. For more information please visit: MD Teaching Fellows

A recipient is eligible to receive an scholarship amount of 100% of the annual tuition and mandatory fees of a resident undergraduate student or graduate student, as appropriate, at the University of Maryland College Park (UMPC) and 100% of the room and board of a resident undergraduate student or graduate student, as appropriate, at the institution; or 50% of the annual tuition and mandatory fees of a resident undergraduate or graduate student, as appropriate, at the institution and 100% of the room and board of a resident undergraduate student or graduate student, as appropriate, at the institution. A private nonprofit institution must provide a matching scholarship in an amount equal to the state scholarship provided for tuition and fees only.

The Cybersecurity Public Service Scholarship Program supports students who are pursuing an education in programs that have been identified by the Secretary of Higher Education as being directly relevant to cybersecurity.

To be eligible for this scholarship students must fulfill the following requirements.

- Eligible for in-state tuition under the provisions of Education Article, Title 15, Annotated Code of Maryland.
- Enrolled full-time at a public or a private non-profit institution in the state in an approved credit-bearing degree or an approved credit-bearing certificate program and be within two years of graduation from the student's program.
- Maintain a cumulative GPA of at least a 3.0 while enrolled at the institution in an approved cybersecurity field. Student cannot be receiving a Federal Cyber Corps Scholarships for Service.

The amount of the Cybersecurity Public Service Scholarship shall be in the amount prescribed by MHEC and may be used to pay for education expenses as defined by MHEC, including: tuition and mandatory fees; and room and board. For more information please visit: Cybersecurity Scholarship Program.

## Veterans Benefits

Stevenson University is approved by the Maryland Higher Education Commission for the training of veterans under the Veterans Readjustment Benefits Act of 1966, Public Law 89-358.

A veteran desiring to determine eligibility under any of the VA's GI Bill® chapters may obtain information and apply at [va.gov/education/how-to-apply](http://va.gov/education/how-to-apply). Following VA approval, the VA will send the student a Certificate of Eligibility (COE), which will indicate their percentage of benefits (50-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the VA's website: [va.gov/education/transfer-post-9-11-gi-bill-benefits/](http://va.gov/education/transfer-post-9-11-gi-bill-benefits/). The student should forward the COE to the School Certifying Official (SCO) located in the Registrar's Office as soon as it is received. Questions regarding the use of educational benefits should be directed to the SCO located in the Registrar's Office.

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

After the veteran has received the Certificate of Eligibility, the student should contact the SCO in the Registrar's Office at [veteransbenefits@stevenson.edu](mailto:veteransbenefits@stevenson.edu) to request certification of enrollment. The veteran will email the SCO their Certificate of Eligibility. Each semester, students intending to utilize veterans benefits for the upcoming semester will need to complete a Declaration of Intent form that can be found by going to [forms.stevenson.edu](https://forms.stevenson.edu) and selecting Registrar's Office Forms. Please note, certification is not automatic, and the Declaration of Intent form must be completed for each term the student wants to use VA benefits.

If a student using VA Benefits has a change in their enrollment status, such as adding, dropping, or withdrawing from a course(s), their benefits may be impacted. It is critical that the student contacts the SCO in the Registrar's Office to determine the impact, if any, of these changes.

Attendance of students is verified at midterms. Students who stop attending class(es) and fail to officially withdraw prior to the withdrawal deadline, will receive a grade of FX (failure for non-attendance). If a student is reported as not attending, they will be contacted and advised of the repercussions of non-attendance. Please note: the VA does not pay for grades of FX. Students who are awarded grades of FX will be reported to the VA and will be required to repay benefits to the VA and Stevenson University.

According to the Veterans Benefits and Transition Act of 2018 section 3679 (e) of Title 38, United States Code, a covered individual is any student who is entitled to Veteran Readiness & Employment (VR&E, Chapter 31) or Post-9/11 GI Bill® (Chapter 33) education benefits. Stevenson University will permit any covered individual to attend or participate in the course of education from the date on which the individual provides to the University a certificate of eligibility for entitlement to educational assistance under Chapter 31 or Chapter 33 and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Stevenson will not impose any penalty, including assessment of late fees or the denial of access to classes, libraries, and other institutional facilities, on any covered individual who is unable to meet financial obligations to the institution due to delayed disbursement of funds from the VA under Chapters 31 or 33. Stevenson will not require covered individuals to borrow additional funds. Stevenson University reserves the right to follow normal collection procedures for any difference between the amount of a covered individual's financial obligation and the amount of the VA education benefit disbursement.

To qualify for this provision, students must provide a Certificate of Eligibility or VA Form 28-1905; a Declaration of Intent form, which can be accessed by going to [forms.stevenson.edu](https://forms.stevenson.edu) and selecting Registrar's Office Forms; and any additional information required to properly certify enrollment.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

## Post 9-11 GI Bill and Yellow Ribbon Program

Stevenson University is proud to participate in The Yellow Ribbon program, which is part of the Post-9/11 GI Bill®. This program is specifically designed for students wishing to attend private colleges and universities, and allows institutions of higher learning to fund tuition expenses that exceed the Department of Veterans Affairs' annual cap, per student. For the 2024 - 2025 academic year, the VA will pay a maximum of \$28,937.09 to any private college or university, based on the student's percentage of eligibility. For eligible Yellow Ribbon Program students, Stevenson and the VA will divide any remaining tuition and fee charges 50/50, so that they are covered in full. Please note that tuition and fees do not include on-campus housing or meal plan charges; these expenses need to be paid by the student.

Only veterans entitled to the maximum benefit rate of 100% (based on service requirements) or their designated transferees may receive this funding. Stevenson currently offers unlimited enrollment to eligible students.

Starting August 1, 2022, you may become eligible for the Yellow Ribbon Program if you're currently an active-duty service member who qualifies at the 100% level (you already served on active duty for at least 36 months) or if you're a spouse using the transferred benefits of an active-duty service member who meets these qualifications.

The VA will determine eligibility and will send the student a Certificate of Eligibility (COE), which will indicate their percentage of benefits (50-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the GI Bill's® website: VA Transfer of Benefits. The student should forward the COE to the school certifying official located in the Registrar's Office as soon as it is received. Any questions regarding the use of educational benefits should be directed to the school certifying official located in the Registrar's Office.

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

## Tuition Assistance (TA) and Maryland National Guard Benefits

Tuition Assistance (TA) is a benefit paid to eligible service members. TA is available for courses included in an approved academic program or certificate that are offered either in the classroom or online. Students should submit the appropriate documents to the Student Accounts Office certifying that they have approval for TA. Active duty service members must speak with their Educational Service Office (ESO) or counselor within their military service prior to enrolling. A joint education agreement also exists between the Maryland National Guard and Stevenson University. Active Guard members enrolled in an accelerated undergraduate program can receive a maximum of a 50% tuition discount for the first six credit hours per semester. The cost of the first six credit hours will be based on the traditional undergraduate part-time per credit rate. In the event that the SUO undergraduate standard tuition rate is less than the

50% part-time traditional undergraduate rate, employees will receive the lower tuition rate. The appropriate paperwork should be submitted to the Student Accounts Office to qualify for this discount. Service members desiring information about courses and degree requirements should contact the SCO in the Registrar's Office.

## Qualifying for Need-Based Aid

Financial aid programs were created by the federal government and based on the premise that the primary responsibility for paying for college rests with the student and their family. Need-based financial aid is available to families who demonstrate a need for additional resources to help pay college costs.

Stevenson University is committed to helping students cover their college costs through a variety of grants, work-study, and loan programs.

The formula used to determine whether a student is eligible for need-based aid is: Cost of Attendance (COA) <minus> Student Aid Index (SAI) = Financial Need.

## Aid Application Procedure

In order to apply for federal aid, the student must

- Apply for admission to Stevenson University. He/she must be an accepted student to receive a financial aid award offer.
- Complete the online Free Application for Federal Student Aid (FAFSA) at FAFSA.gov.
- The Stevenson University federal school code is #002107 and the priority filing deadline for the fall semester is February 15.

Financial aid offer letters are valid for one academic year. Students must reapply for aid by filing the FAFSA every year between October 1 and February 15 for the following year to ensure maximum consideration of aid.

## Student Eligibility Requirements

In general, to receive aid from the federal student aid programs, students must:

- Be a U.S. citizen or eligible non-citizen. Have a high school diploma, General Educational Development (GED) certificate, or have completed a high school education in a home school setting that is recognized as a home school or private school under state law.
- Enroll in an eligible program as a regular student seeking a degree or certificate.
- Be registered with Selective Service if required (in general, if you are a male age 18 through 25).
- Meet satisfactory academic progress standards set by Stevenson University.

The Financial Aid Office must:

- Certify that the student is not in default on a federal loan or owes money on a federal grant.
- Certify that the student will use federal student aid only for educational purposes.

Additionally, most financial aid programs require at least half-time enrollment (6 credits for undergraduate students; 3 credits for graduate students) each semester. Most scholarships require full-time enrollment. Please see the individual financial assistance programs for minimum credit requirements.

For maximum consideration of aid, students are encouraged to apply for financial aid each year by completing the FAFSA between October 1 and February 15 for the following fall semester.

## Offering of Aid

### Cost of Attendance and the Student Aid Index (SAI)

Cost of Attendance (COA or budget) represents a reasonable estimate of the cost of attending the university for a 9-month academic year (fall and spring semesters). The Financial Aid Office determines student budgets every year as a basis for offering financial aid funds. The student's budget includes direct costs: tuition, fees, room, and board; and indirect costs: allowances for books, supplies, transportation, and personal/miscellaneous expenses. Direct costs are charges for which the student will be billed directly by Stevenson. Indirect charges are costs incurred as a result of going to college, but for which a student is not necessarily billed. Actual charges vary depending on the choice of program, enrollment, and living arrangements (for example, apartment vs. double occupancy). The Student Aid Index (SAI) is an eligibility index number that a college's or career school's financial aid office uses to determine how much federal student aid the student would receive if the student attended the school. This number results from the information that the student provides in their FAFSA® form.

### Disbursement of Aid

Funds will post to a student's account after the financial aid census date. The census date typically marks the end of the add/drop period for the semester. This is the date a "snapshot" is taken of all students' enrollment to establish the "official enrollment" for reporting purposes and financial aid eligibility.

The classes for which a student is registered as of the census date determines the amount of financial aid they will receive. Enrollment as of the census date will be compared to the enrollment status on the student's offer letter to determine if the eligibility requirements are still being met for each of the aid programs listed. Offer letter revisions are sent via email to a student's campus address. It is possible for a student's aid to be increased, decreased, or even canceled. Revisions may be necessary because of changes in housing status, academic status, enrollment status, verification, conflicting information, additional resources, fraud, availability of funds, federal or state regulations, and computation error.

If a student increases or reduces the number of credits in which they are enrolled before the census date, the financial aid may be adjusted, as appropriate, for the new enrollment level. If aid is reduced and a balance on the SU account is created, the student will be responsible for payment. If credits are added after the census date, aid will not be increased. Aid may be affected if the student is taking courses that begin after the census date. For example, if a student is enrolled in a traditional undergraduate program and taking a class that starts after the census date, the Federal Pell Grant will not be disbursed until after the last drop date for which the student is enrolled. If the student fails to begin attendance in all classes, the grant will be reduced accordingly. Loans will disburse when the student reaches half-time enrollment. Financial aid may also be affected if a student submits FAFSA information or corrections after the census date.

The Financial Aid Office should be notified immediately concerning any changes in enrollment or campus housing. Please note:

- Accelerated Students - Enrollment status is monitored after the drop date for each of the sessions for which a student is enrolled during the semester. Once half-time enrollment is attained, the Financial Aid Office will disburse loan funds. The student must be enrolled at least half-time at the time of disbursement. Federal grants will post after the LAST drop date for all sessions for which a student is enrolled in the semester.
- At the latest, state scholarships and grants will post upon receipt of the actual funds from the state of Maryland; generally, November for the fall semester, March for the spring semester.
- Work-study earnings are not posted to student accounts. The student will receive a bi-weekly paycheck directly from Stevenson University.
- Private scholarships from independent sources will be credited upon receipt of these funds by the SU Student Accounts Office. Often these scholarships are sent to the University in one check and, therefore, post as a single disbursement for the fall semester.
- Credit Balance - For those students with a credit balance resulting from financial aid, a refund check will be issued by the SU Student Accounts Office after aid is posted from all sources. State aid recipient refund checks may be delayed due to the receipt date of these funds.

### Book Vouchers

Under certain circumstances, students may be eligible for a book voucher if their total aid exceeds their total charges. Book vouchers are applied to a student's SUOne card and can only be used, in person, at the University store. For more information, contact Student Accounts at 443-334-3500.

### Master Promissory Note, Annual Student Loan Acknowledgement, and Loan Entrance Counseling

To make certain that student loan borrowers are given the most up-to-date information on student loans, all borrowers are required to complete an online entrance counseling session. This information will apply when the student begins repayment of their loans.

First time borrowers are required to complete entrance loan counseling before the Financial Aid Office can process their loan. The purpose of the entrance counseling is to ensure students understand their rights and responsibilities as a new loan borrower as well as the regulations governing each loan program, such as interest rates, grace, deferment/forbearance options, prepayment, consolidation, and other general repayment obligations. Students will be informed of the consequences of not repaying their student loans (default) and of various repayment strategies. Instructions for completing the Entrance Counseling and the Master Promissory Note are included in the publication Financial Aid Guide. For more information on the Direct Loan Program, visit the federal website at [studentaid.gov](http://studentaid.gov).

Annual Student Loan Acknowledgement (ASLA) will have to be completed annually for federal aid to disburse to a student's account. Instructions for completing ASLA are included in the publication "*Financial Aid Guide*."

All student loan borrowers are required to complete exit counseling before graduating or withdrawing from Stevenson University or ceasing to enroll at least half-time.

### Using Federal Financial Aid to Pay for Repeating a Course

Effective July 1, 2012, a student may use federal financial aid only one time to pay for repeating a course previously passed. If the student received a grade higher than an "F", this is considered passing by the Department of Education regulations and they may then only repeat that course one time using federal financial aid. If the student has not received a passing grade previously in the course, there is no limit to how many times the course may be retaken, provided satisfactory academic progress policy guidelines are met. Continually repeating courses may eventually impact the requirements affecting Satisfactory Academic Progress (SAP).

### Continued Eligibility

Financial aid offers are valid for one academic year. Students must reapply for aid by filing the FAFSA every year between October 1 and February 15 to ensure maximum consideration of aid.

### Stevenson Financial Aid Satisfactory Academic Progress (SAP)

#### Financial Aid Satisfactory Academic Progress (FA-SAP) - Graduate Students

This policy addresses the Financial Aid requirement for Satisfactory Academic Progress (FA-SAP) in determining a student's eligibility for financial aid. This FA-SAP policy is not to be confused with the University's academic standing policy, which addresses the requirements for good academic standing at the university.

Financial aid recipients are required to maintain satisfactory academic progress toward their degree requirements in order to remain eligible to receive financial aid. Federal and State regulations require Stevenson University's Financial Aid Office to establish, publish, and apply FA-SAP standards (see below) to monitor and evaluate a student's progress toward a degree. FA-SAP is formally evaluated at the end of the fall and spring semesters for each student recipient of financial aid. Progress is determined quantitatively (pace of completion) and qualitatively (grade point average).

Failure to maintain FA-SAP after one semester will result in a FA-SAP warning. Students will continue to receive financial aid while on warning. Failure to maintain FA-SAP for two consecutive semesters will result in the suspension of a student's financial aid. The Financial Aid Office will notify students who do not meet satisfactory academic progress (FA-SAP) through an email sent to the student's Stevenson University email account. Students whose financial aid is suspended may remain eligible for Stevenson University aid.

#### Quantitative Standards

Graduate students receiving financial aid are required to make steady progress toward the completion of their degree per the standards set forth below.

**Credits Attempted:** The maximum timeframe for completion of

a degree program is defined as 150% of the credits required to complete the degree. For example, if a Master's degree requires 30 credits, then 45 is the maximum number of credits that can be attempted to receive financial aid (30 x 150% = 45).

**Rate of Completion:** Students must also reach the designated completion rate based on their number of attempted credits. The completion rate is calculated by taking the number of credits earned divided by the number of credits attempted. Students must complete a minimum of 66.67% of their attempted credits to remain eligible for financial aid.

Attempted credits include the following:

- Graded credits (A, B, C, F, FX,)
- Incomplete grades (I)
- Withdrawn credits (W, WF)
- Repeat courses (if taken to replace failing grades)
- Transfer credits accepted by Stevenson University\*
- Foundational courses

\*Transfer credits accepted by Stevenson University will be included in the progress completion requirement as well as in the maximum attempted credits.

### Qualitative Standards

Grade Point Average: Graduate students receiving financial aid are required to meet the minimum requirement for grade point average (GPA), which is a 3.0.

Students who fail to meet these FA-SAP requirements for two consecutive semesters will have their financial aid suspended. No financial aid will be disbursed during subsequent semesters for students on financial aid suspension.

There are two ways for a student to regain eligibility for financial aid:

- In the event an extenuating circumstance exists, the student submits a written appeal in accordance with the appeals process outlined in the next section of this policy. The student is then placed on financial aid probation, allowing one additional semester to bring the FA-SAP requirements up to minimum standards.
- The student attends SU during the suspension of financial aid eligibility, pays for tuition and fees without the help of financial aid, and does well enough to satisfy all FA-SAP standards as outlined in this policy.

**Appealing FA-SAP Findings** A student who has had extenuating circumstances and wishes to appeal the suspension of their financial aid must do so by taking the steps set forth below.

The student must submit an appeal in writing to the Financial Aid Appeals Committee. The appeal letter must address the extenuating circumstance(s) as to why FA-SAP was not met. Extenuating circumstances can include, but are not limited to, illness, death of a family member, family difficulties, financial difficulties, etc. The committee will review the appeal and notify the student in writing of their decision by email.

If the appeal is approved, then the student is required to meet with their Student Success Coach or Academic Advisor to create

a FA-SAP academic plan. Upon completion of the plan, the Financial Aid Office will reinstate the student's financial aid for one semester. At the end of the semester when final grades are posted, the Financial Aid Office will evaluate FA-SAP with the following potential outcomes:

- Students who now meet FA-SAP requirements will continue to receive financial aid.
- Students who pass all attempted credits and earn a semester GPA above a 3.30 may be eligible to continue to receive financial aid and remain on financial aid probation.
- Students who still do not meet FA-SAP requirements are not eligible to receive financial aid and are not eligible to appeal.

### Maryland State Financial Aid

Students receiving grants or scholarships from the State of Maryland may need to meet additional requirements to maintain eligibility for state financial aid. State financial aid is provided through the Office of Student Financial Assistance (OSFA) at the Maryland Higher Education Commission (MHEC). MHEC provides a number of state grants, scholarships, and loan assistance repayment programs for eligible Maryland residents, each with its own eligibility and renewal criteria. Students who do not meet the renewal requirements for a grant or scholarship provided by the State of Maryland will no longer be eligible to receive that funding. If extenuating circumstances exist and the student would like to appeal the loss of a State grant or scholarship, they must do so directly to the OSFA at MHEC.

Eligibility requirements for State financial aid grants and scholarships can be found on the MHEC website: <https://mhec.maryland.gov/preparing/Pages/FinancialAid/descriptions.aspx>

Instructions on how to appeal the loss of State financial aid can be found on the MHEC website: [https://mhec.maryland.gov/preparing/Pages/FinancialAid/ProgramDescriptions/prog\\_appeals.aspx](https://mhec.maryland.gov/preparing/Pages/FinancialAid/ProgramDescriptions/prog_appeals.aspx).

### Return of Title IV Funds Policy

This Return of Title IV Funds (R2T4) policy applies to anyone who receives federal financial aid, has begun classes, and subsequently either withdraws (official or unofficial) from the courses the student was scheduled to complete during the payment period. (We have three payment periods at Stevenson University: fall semester, spring semester and summer semester.)

When a student withdraws from their courses, for any reason including medical withdrawals, they may no longer be eligible for the full amount of Title IV funds the student was originally scheduled to receive. Stevenson University follows the federally prescribed policies and procedures for calculating whether the student has earned all or a portion of their federal financial aid.

For students in accelerated courses (sessions) within the 16 week payment period, such as 8 week 1, 8 week 2, and/or any other variable length course that is not scheduled to run the entire 16 weeks, we are required to review each session individually. This means that even if a student successfully completes one session and subsequently withdraws from a later term within the same payment period, we still must review eligibility under the most recent federal guidance.

Stevenson University is required to return all unearned federal aid attributed to school charges. This means that a portion of the student's tuition and fees is no longer covered by financial aid, and the student is liable for paying the balance of school charges. This amount will be subject to immediate repayment and no further registration activity will be allowed and official transcripts will not be released until the balance is paid in full.

Stevenson University's tuition refund policy will not affect the amount of Title IV aid the student has earned as described in this document. The tuition refund policy is located at: Student Accounts (p. 23).

### Withdrawal Date

For an official withdrawal, the effective withdrawal date is the first date of notification by the student to SU. Students should complete the withdrawal form. If a student does not follow the official withdrawal procedure and subsequently earns a grade of FX, the effective withdrawal date must be determined on a case by case basis.

Stevenson University may use a last date of attendance at an academically related activity for the effective withdrawal date if the last date a student attended class or submitted coursework is verified by an employee at Stevenson University (or an employee at one of our consortium institutions) who has sufficient knowledge of a student's academic participation, or if there is an emergency situation (death, incapacitation, etc.) and there is third party documentation that verifies a student has not academically participated. In the case of unofficial withdrawals, Stevenson University does not accept a student's self-reported last date of attendance.

Regulations require schools to perform calculations within 30 days from the date the school determines a student's withdrawal and to process the actual return of funds within 45 days of the student's withdrawal.

Return of Title IV Funds Process - The Financial Aid office follows the instructions outlined in the federal worksheet when calculating Title IV earnings according to the following steps.

#### Step 1: Student's Title IV Aid Information:

- The total amount of Title IV aid disbursed (if any) for the session in which the student withdrew. (A student's Title IV aid is counted as aid disbursed in the calculation if it has been applied to the student's account on or before the date the student withdrew.)
- The total amount of Title IV aid disbursed plus the aid that could have been disbursed (if any) for the session in which the student withdrew.
- Students who are taking modules/accelerated courses, the Financial Aid Office will review the following to determine if a R2T4 is needed.
- Did the student complete all the requirements for graduation from the program of study?
- Did the student successfully complete, with passing grades, Title IV-eligible coursework in a module or combination of modules consisting of 49% or more of the countable days in the payment period or period of enrollment (excluding scheduled breaks of five or more consecutive days and all days between modules)?
- Did the student successfully complete, with passing grades, Title IV-eligible coursework equal to or greater than what the

school considers to be half-time enrollment for the payment period or period of enrollment?

#### Step 2: Percentage of Title IV Aid Earned

The Financial Aid Office will determine a calculation needed and calculate the percentage of aid earned as follows:

- For students attending non-accelerated courses, the number of calendar days completed by the student divided by the total number of calendar days in the payment period (weekends included) in which the student withdrew minus any scheduled breaks of 5 days or more.

Days Attended (minus scheduled breaks if attended through that period)/days in Payment Period (minus scheduled breaks) = Percentage Completed

- For students attending SUO courses within the payment period, the number of scheduled days completed by the student divided by the total number of calendar days in the payment period (weekends included) in which the student withdrew minus any days the student was not scheduled to attend (unscheduled breaks) and any scheduled breaks of 5 days or more.

Days Attended (minus scheduled breaks if attended through that period)/scheduled days in Payment Period (minus scheduled or unscheduled breaks) = Percentage Completed

Please note: If the calculated percentage exceeds 60%, (for 16-week semester with no 8-week classes) or 49% (for modules i.e. less than 16-week classes) then the student has "earned" all aid for that period.

#### Step 3: Amount of Title IV Aid Earned by the Student

The Financial Aid Office will calculate the amount of aid earned as follows:

- The percentage of Title IV aid earned (Step 2) multiplied by the total amount of Title IV aid disbursed or by what could have been disbursed for the payment period in which the student withdrew (Step 1).

Total Aid Disbursed x Percentage Completed = Earned Aid

#### Step 4: Amount of Title IV Aid to be Returned or Disbursed

- If the aid already disbursed equals the earned aid, no further action is required.
- If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program in accordance with the federal guidelines. Go to Step 5.
- If the aid already disbursed is less than the earned aid, the Financial Aid Office will calculate a Post-Withdrawal Disbursement. If this post-withdrawal disbursement contains loan funds, the student will be notified and will need to accept or decline these funds. (A student should evaluate the situation as not to incur additional debt unnecessarily.)

Total Disbursed Aid - Earned Aid = Unearned Aid to be Returned

#### Step 5: Amount of Unearned Title IV Aid to be Returned by the School

- Add the total of institutional charges for the period.
- Multiply the percentage of unearned aid by the institutional charges.

- Calculate the lesser amount of the Title IV aid to be returned with the amount of unearned charges. This equals the amount of Title IV funds to be returned by the school.

**Step 6: Order of Returned Funds by the School**

The order of return of funds is proscribed by the Department of Education regulations as follows:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal PLUS Loans (both Parent and Graduate)
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants (FSEOG)
6. Federal TEACH Grants

The student's grace period for loan repayments for Federal Unsubsidized and Subsidized Direct Loans will begin on the day of the withdrawal from the University. The student should contact the servicer if he/she has questions regarding the grace period or repayment status. If the student is not returning to Stevenson University, exit counseling should be completed online at Federal Student Aid.

Step 7, 8, 9, &10: Unearned Title IV Funds Due Directly from the Student

- Subtract the amount of Title IV aid being returned by the school from the amount of Title IV aid to be returned. If the amount is greater than zero, subtract the total loan funds the school must return from the total amount of net loans disbursed to the student. If the amount is less than or equal to the total, the school will notify the holder of the loan and Federal Direct loan funds are paid back to the lender by the student in accordance with the terms of the borrower's promissory note.
- If the amount is greater than the total, subtract the unearned Title IV aid due from the student with the amount of loans to be repaid by the student.
- Multiply the amount of Title IV grant aid that was or could have been disbursed by 50%, this is the amount of grant protection available.
- Subtract the initial amount of Title IV grant funding for the student to return with the grant protection. If this amount is less than or equal to zero, no further action is necessary.
- If the amount is greater than zero, the student must return the funds as proscribed by the Federal guidelines.

**Notification**

Students will receive a revised offer letter indicating the actions taken by the Financial Aid office, including any information on funds that may have been returned to the federal aid program(s) on behalf of the student.

**Example of Return of Funds Calculations**

In the following example the student's institutional charges will be adjusted by the amounts that must be returned to the Title IV programs. Please note that charges used in these examples may not reflect true University charges.

The student lives off campus. The charges are as follows:

The student withdraws on 9/21. For a modular student the student does not meet any of the R2T4 exemptions (Step 1). This is day 22 out of 106 days in the term.  $22/106 = 20.8\%$  of Title IV

funds earned by the student. Title IV funds total = \$3205.00 (\$537.00 + \$2668).  $\$3205.00 \times 20.8\% = \$667.00$  Title IV funds earned.

Title IV funds to be returned:  $\$3205.00 - \$666.64 = \$2538.36$  to be returned to Federal Programs.

Unearned Title IV funds due from the University: Institutional charges = \$2067.00; unearned Title IV =  $79.2\% (100\% - 20.8\%)$ ;  $\$2067 \times 79.2\% = \$1637.00$ . This will become a balance due on the student account since Return of Title IV Funds calculation is required.

Stevenson University must return \$1637.00 of the Title IV funds. The Financial Aid Office will reduce the Subsidized Federal Direct Loan by this amount since this type of aid is ahead of Federal Pell Grant on the federal order list. The amount of overall student loan debt is reduced.

Unearned Title IV funds to be returned by the student: Unearned Title IV aid to be returned - amount returned by Stevenson University = amount to be returned by student:  $\$2538.36 - \$1637.06 = \$901.30$  to be returned by Student A.

Note: Loan amounts to be returned by student (or parent in the case of a PLUS loan) are returned in accordance with the terms of the promissory note.

How can a student attending accelerated courses (sessions) determine if they are a withdrawal for Title IV purposes?

1. After beginning attendance in the payment period, did the student cease to attend or fail to begin attendance in a course they were scheduled to attend? If the answer is no, this is not a withdrawal. If the answer is yes, go to question 2.
2. When the student ceased to attend or failed to begin attendance in a course they were scheduled to attend, was the student still attending any other courses? If the answer is yes, this is not a withdrawal; however other regulatory provisions concerning recalculation may apply. If the answer is no, go to question 3.
3. Did the student confirm attendance in a course in a term beginning later in the payment period? If the answer is yes, this is not a withdrawal, unless the student does not return. If the answer is no, this is a withdrawal.

Take, for example, a student who is a recipient of Title IV program funds who is scheduled to complete two courses in each of the first two of three sessions within the payment period (5 week 1 and 5 week 2).

**Scenario 1:** The student begins attendance in both courses in the first session but ceases to attend both courses after just a few days and does not confirm that they will return to any courses in sessions two or three. The student is a withdrawal because they ceased to attend courses they were scheduled to attend (Yes to question 1); was not still attending any other courses (No to question 2); and did not confirm attendance in a course in a session beginning later in the period (No to question 3).

**Scenario 2:** The student begins attendance in both courses in the first module but withdraws from just one of the courses after just a few days. The student is not a withdrawal. Although the student ceased to attend a course they were scheduled to attend (Yes to question 1), the student was still attending another course (Yes to question 2).

**Scenario 3:** If the student completes both courses in term one, but officially drops both courses in term two while still attending

the courses in term one, the student is not a withdrawal. Because the student officially dropped both courses in module two before they began, the student did not cease to attend or fail to begin attendance in a course they were scheduled to attend (No to question 1). However, because the student did not begin attendance in all courses, other regulatory provisions concerning recalculation may apply.

**Scenario 4:** If the student completes both courses in session one, starts attending both courses in session two but withdraws from both of these courses, the student is a withdrawal. Although the student successfully completed the first module, the student ceased to attend courses they were scheduled to attend (Yes to question 1); was not still attending any other courses (No to question 2); and did not confirm attendance in a course in a term beginning later in the period (No to question 3).

#### **Intent to Enroll: Confirmation of Attendance in a Future Module during the Payment Period**

As mentioned in the above scenarios, when it is determined that a student has withdrawn, students must confirm attendance in a future course within the same payment period, even if the student is already registered for future courses. You can confirm attendance by completing the bottom section of the online Accelerated Class Add/Drop or Withdrawal Forms. This form allows us to suspend the Return of Title IV Funds Calculation. As long as the student successfully completes the future course(s) within the current payment period, no other action will be necessary.

### **Consumer and General Information**

Every student applying to the University for admission is encouraged to apply for assistance through the Financial Aid Office. Information about policies, procedures, and most of the information that a student will need to apply for financial aid, including the types of aid available and how to apply, can be accessed through Stevenson University's financial aid website. We strongly encourage all students to spend time reviewing the tools and information there. It is important that students and families are aware of the policies that govern access to financial aid records at Stevenson University as well as the College Loan Code of Conduct, Drug Conviction and Aid Eligibility, *Financial Aid Handbook*, *Financial Aid Guide*, and various other consumer information policies. In addition, there are a variety of helpful financial aid resources available online. Direct access to their websites is available through the links listed on the Financial Aid website located at [stevenson.edu/finaid](http://stevenson.edu/finaid).

# Academic Information

## University Degree Requirements

### Requirements for the Master's Degree

Stevenson University Online offers master's degrees in a variety of majors. In order to obtain a master's degree from Stevenson University, a student must:

1. Complete all courses required by the degree.
2. Achieve a minimum GPA of 3.00.
3. Comply with all policies, procedures, and regulations of the University.
4. File the official Application for Graduation in accordance with published deadlines.

### Requirements for the Doctoral Degree

Stevenson University offers a Doctor of Psychology in Clinical Psychology degree. In order to obtain this degree from Stevenson University, a student must:

1. Complete all courses required by the degree.
2. Achieve a minimum GPA of 3.00.
3. Comply with all policies, procedures, and regulations of the University.
4. Submit the official Application for Graduation in accordance with published deadlines.

### Graduate Degrees

Stevenson University currently offers the following online master's degrees.

- Communication
- Community Based Education and Leadership
- Crime Scene Investigation
- Cybersecurity and Digital Forensics
- Digital Transformation and Innovation
- Early Childhood Education (MAT)
- Forensic Accounting
- Forensic Investigation
- Forensic Science
- Forensic Studies
- Healthcare Management
- Integrative Learning
- Nursing
- STEM Teaching (MAT)

Stevenson University currently offers the following campus-based master's and doctoral degrees.

- Doctor of Psychology in Clinical Psychology (Psy.D.)
- Master of Arts in Clinical Psychology (available only to students enrolled in the Psy.D. program)

## Graduate Student Success Resources

Stevenson University Online is dedicated to the academic achievement, support, and engagement of all students. A wide variety of academic support services are provided to support the needs of adult students while balancing work, family, and education.

Academic Support Services provided for online graduate students include:

- Dedicated Student Success Coaches - Provide schedule planning and one-on-one advising from student's initial course through graduation.
- Comprehensive Online New Student Orientation - Required online orientation course prepares student for their first academic course.
- Virtual Orientation to Student Success - Live online orientation option allows students to learn about the online learning environment and resources, and meet student success coaches, academic program administrators, and faculty.
- Brainfuse Online Tutoring - 24/7 access to e-tutors, writing center, and academic resources.
- Library Resources - Online and onsite resources with accessible librarians.
- Career Connection Center - The Career Connection Center staff provide individual counseling and career planning services to students and alumni.

### Accessibility & Disability Services

Stevenson University provides reasonable accommodations to qualified students with documented disabilities. To establish eligibility for services, students must register with the Office of Accessibility & Disability Services (ADS) and provide current, appropriate documentation by a qualified provider. Eligibility for accommodations is determined on an individualized basis, based on the student's documented need. The Office of Accessibility & Disability Services (ADS) can be reached at 443-352-5320 or [ADS@stevenson.edu](mailto:ADS@stevenson.edu).

For the complete policy on Students with Disabilities, see University Policies located on the university website.

## Academic Grading Information

### Grade Point Average

Academic standing and graduation are based on the grade point average. To calculate the cumulative GPA, total the credit hours and then the grade points from all semesters. Divide the total grade points by the total credit hours. The grade points allotted to each letter grade are listed in the Grading System section of

the catalog. There is no rounding in the calculation of the student's GPA.

## Graduate Grading Scale

A student's performance in a course will be measured in accordance with the following grading system.

- A = Excellent: Outstanding achievement and initiative exceeding course requirements.  
4.0
- B = Good: Work meeting minimum course requirements at the graduate level.  
3.0
- C = Unsatisfactory: Work failing to meet the minimum course requirements. It is the lowest possible passing grade.  
2.0
- F = Failure  
0.0
- FX = Student stops attending classes prior to the withdrawal deadline, yet fails to officially withdraw. This grade is calculated as an "F" in the GPA.  
0.0

The grade of "A" is awarded only to those students who fully meet the above standard, who additionally demonstrate exceptional comprehension and application of the course material, and demonstrate initiative in exceeding course requirements.

The grade of "B" represents work meeting minimum course requirements at the graduate level. The student receiving a grade of "B" has consistently demonstrated a complete understanding of the material and concepts presented throughout the course. Additionally, the student has completed all course requirements on time, exhibited enthusiastic interest in topics and discussions and is able to present and apply course concepts in a clear and organized manner, both orally and on written tests.

The grade of "C" is the lowest acceptable grade in any graduate program. Some programs have additional requirements. Please see the program-specific sections of this catalog for details.

## Incompletes

A grade of incomplete (I) will only be granted by written request by the student and is subject to the approval of the faculty member and the academic program administrator of the major in which the course resides. The Request for Incomplete Grade form is available through [forms.stevenson.edu](https://forms.stevenson.edu) and must be used; an email is not sufficient to request an incomplete. Incompletes are granted only when a student has completed at least 75% of the semester or session and circumstances such as illness, death in the family, or a documented crisis situation prevent the student from completing the course by the end of the semester or session. A grade of incomplete must be requested no later than the last day of classes at the end of the semester or session in which the student is taking the course. A student must submit to their instructor the work outlined on the submitted Request for Incomplete Grade form no later than 30 days after the last day of the semester or session. The instructor then has five days to submit a change of grade to the Registrar's Office. If the grade is not changed within this time frame (35 days from the last day of the semester or session), the grade of "I" will automatically convert to a grade of "F". Exceptions to this

policy require special review by the dean of the school in which the course resides.

## Grade Appeals

For information regarding grade appeals, please see University Policies located on the Stevenson University website. Please note a student has seven calendar days from the date grades are posted to submit an appeal.

## Academic Standing for Graduate Degree-Seeking Students

Student grades are reviewed at the end of each term. Good academic standing in a master's or doctoral programs requires a minimum cumulative 3.00 GPA for all courses taken for credit. The grade of "C" is the lowest acceptable passing grade in a graduate program. Failure to maintain good academic standing will result in probation and/or suspension as outlined in the Academic Probation/Suspension policy. Specific academic programs may have additional requirements to remain in good academic standing (please see program-specific sections of this catalog).

## Academic Progress

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. A grade of "C" is the lowest acceptable passing grade in all graduate courses. Once a student matriculates at Stevenson, program requirements must be completed within four years for a post-baccalaureate certificate, seven years for a master's degree, and nine years for a doctoral degree after the first course applied to the degree was completed. Time taken for an approved Leave of Absence does not count toward these limits.

A student who has failed to complete all requirements by the prescribed deadlines may petition for a one-year extension of time in which to complete the outstanding requirements. A request for extension of the time to earn a degree or certificate must be submitted in writing to the academic program administrator no later than one full semester prior to the end of the allowed degree completion period using the Request for Extension of Time to Degree form. An approved one-year extension may be continued for a maximum of one additional year if a student demonstrates satisfactory progress toward the degree or certificate.

Depending on the academic program, a student who receives an approved extension of their time to earn a degree or certificate may be required to have some courses revalidated. Please see specific academic program policies.

## Academic Probation/Suspension

A minimum cumulative GPA of 3.0 is required for all graduate work completed in a Master's or Doctoral degree program. A grade of "C" is the lowest acceptable passing grade in all graduate courses. A student whose cumulative GPA falls below the required minimum in one term will be placed on Academic Probation with the University. A second consecutive term on Academic Probation will result in Academic Suspension from the University. Specific academic programs may have additional probation/suspension policies (see specific program sections).

## Academic Reinstatement

Only students suspended from a Master's degree program are eligible to be considered for reinstatement into the same or a different degree program. Students who are academically suspended from a Master's degree program at the university may apply for reinstatement after a waiting period of 6 months. No reinstatement requests will be accepted from a student academically suspended more than once, nor from students dismissed from a program due to academic integrity violation. Doctoral students who have been suspended from their program are not eligible for reinstatement.

In order to be considered for **reinstatement to the same program**, the following conditions must be met by the student:

- Submission of a completed Application for Reinstatement
- Submission of official college transcripts from each college or university attended since leaving Stevenson University
- Submission of a written statement explaining circumstances leading to the student's poor academic standing and how those conditions have changed or will change upon reinstatement
- Provision of additional pertinent information that may be helpful in considering the request for reinstatement, such as medical documents, letters of support and/or recommendation(s).

In order to be considered for **reinstatement into a different program**, the student must meet all requirements listed above and demonstrate that they meet all admissions requirements for the new program. A student who has been academically suspended from a Master's degree program and is readmitted into a different program may be eligible to apply up to 15 credits from the first program into the second. Written approval must be obtained from the Academic Program Administrator of the new program, and a grade of B or better must have been earned in all credits from the previous program that will be applied to the new program.

Revalidation of courses may apply when a student is reinstated into the same or a different academic program, according to program-specific policies (see program sections of this catalog).

Upon reinstatement into the same or a different program, the student will be eligible to register for program courses only after successful completion of GRAD 500 - Thinking, Researching, and Writing for Success.

The official university transcript will include all courses completed in any academic program, and all grades will be calculated in a student's reported cumulative GPA according to university policy. Specific academic programs may have additional academic policies relating to reinstatement. Please see program-specific sections of this catalog.

## Registration and Course Information

### Credit-Hour Definition

Regardless of course duration, delivery, or instructional method, Stevenson University awards academic credit in compliance with Maryland state requirements outlined in the Code of Maryland Regulations (COMAR) and with the Department of Education's federal credit-hour definition, as defined in the Federal Code of Regulations.

**State credit hour definition** (COMAR 13b.02.02.16.D) (1) *An in-State institution shall award 1 credit hour for:*

- A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;
- A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days, and holidays;
- A minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is ensured and learning is documented; or
- Instruction delivered by electronic media based on the equivalent outcomes in student learning in §D(1)(a) of this regulation, and may include a combination of telelessons, classroom instruction, student consultation with instructors, and readings, when supervision is ensured and learning is documented.

(2) *One quarter hour of credit is awarded for instruction equivalent to 2/3 of the contact hours required for 1 credit hour.*

**Federal credit hour definition** (34 CFR §600.2)

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- *one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- *at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.*

For additional information please see the Academic Affairs portal page.

### Course Load

A full-time load for graduate students is 6 credits.

### Registration

Registration takes place on the days scheduled in the academic calendar. Students may register on or after their assigned appointment time, and registration is done online using Student Planning. Master's degree-seeking students are not required to meet with their student success coach but are strongly encouraged to do so. Doctoral students should consult with their academic program administrator regarding course selection.

There are several circumstances that could cause a student's registration to be blocked. Students will not be allowed to register who have not met their financial obligations to the University. Those students who have not been cleared by Student Accounts prior to the start of the semester will be removed from their classes.

Courses may be canceled for insufficient enrollment, and students will be notified via email regarding course cancellations.

All prerequisites, including any minimum grade requirements, for a course must be fulfilled prior to starting the course. Students may be removed from a course when the prerequisites have not been met. Students are not permitted to "sit in" on classes for which they are not registered.

For more information about registration, please see the Registration Guide on the Registrar's webpage and information on the Registrar's portal page.

## Course Add/Drop

Students may add or drop classes only during the published add/drop period. Course changes during the add/drop period will not be reflected on the student's transcript.

## Auditing Graduate Courses

Graduate courses may be audited with approval of the academic program administrator. Courses in the Doctor of Psychology program are not open to audit. Only classes that are open for enrollment are eligible to be audited in any term. Students may change an audit to a credit-bearing course only during the drop/add period. Students may change a credit-bearing course to an audit until the last day to withdraw with a "W." A student can change a course to audit status by using the Course Audit Form that is available through forms.stevenson.edu. Changing a course to audit may have financial aid implications and will also make an athlete ineligible if the athlete is no longer full-time. The VA does not pay for audited courses for those students who receive VA benefits. Courses that are audited are the same cost as courses that are taken for credit, and no academic credit is given for an audited class. Students who change a course to audit status are expected to attend the class.

## Course Withdrawal

Students may withdraw from a course only during the published withdrawal dates. Students withdrawing from a course during this period will have a "W" recorded on their transcript; a grade of "W" does not affect the GPA. The last date for withdrawal from a course without penalty is listed in the enrollment calendar for each semester. Withdrawing from a course after the published withdrawal date results in a grade of "WF." Master's degree-seeking students should consult with their success coach. Students in the doctoral program should consult with their academic program administrator.

## Change of Catalog Year

If a student elects to move to a new catalog year, all policies of the new catalog will apply to the student, and the student must fulfill all requirements of the new catalog year. Students may not change to a prior catalog year. If a student desires to change to a new catalog year, the student should discuss this with their academic program administrator or success coach so that all implications of the change are fully reviewed. A Change of Catalog Year form is available through the forms.stevenson.edu link. Students in the Doctor of Psychology program are not eligible to change catalog years unless they fully withdraw from the program while in good academic standing and are formally readmitted.

## Attendance Graduate Courses

Each student is responsible for participation in an online class; this involves timely submission of all assignments, participation in Blackboard, and any other requirements set forth in the syllabus. Students who stop submitting work by the dates

specified in the syllabus and fail to officially withdraw will be given a grade of "FX" which calculates as an "F" in their GPA. Students in a face to face class are expected to fulfill all course requirements. Students who stopped attending and fail to officially withdraw will be given a grade of "FX" which calculates as an "F".

## Online Course Non-Participation Policy

Stevenson University Online students enrolled in any graduate course will be dropped from such course by the Registrar's Office if the student does not participate in the course by 11:59 PM of the Sunday of the first week of the session. A student will be deemed to have participated in the course if the student engages in at least one required assignment or activity during the first week of the course. A student who is dropped from a course for non-participation under this policy will not be charged any tuition or fees for the course.

## Repeating Graduate Courses

A student may not register for the same graduate course more than two times without prior approval of the Academic Dean of the school in which the course is offered. Withdraws and audits count as attempts. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken will remain on the student's transcript. If a student withdraws from a course that has already been taken, the grade of "W" does not replace the original grade in the calculation of the student's grade point average. Specific academic programs may have additional academic policies relating to repeating courses. Please see program-specific sections of this catalog.

## Graduate Course Revalidation

Some academic programs may require some or all program requirements to be completed within a specified time prior to graduation. In such programs, students who will have courses that exceed the specified requirement at the time of graduation must have the relevant courses revalidated in order to count toward the degree program. The academic program administrator, with the cooperation of the program faculty, will review the course(s) and have final approval. Please see program-specific sections of this catalog.

## Final Examinations

All students are required to take final examinations or complete final projects. If a student misses an examination or project deadline because of an emergency or illness, the student must contact the faculty member as soon as possible. If the student cannot reach the faculty member, the student should contact the academic program administrator for their major.

## Leave of Absence from the University

A degree-seeking student who finds it necessary to cease enrollment at the University for one or more consecutive semesters (with the intent of returning at a later date) must complete the leave of absence section of the Withdrawal from the University form that is available through the forms.stevenson.edu link. The leave of absence can be in effect for a maximum of two consecutive semesters. A student with a leave of absence on file does not need to reapply for admission to the University if they return within two consecutive semesters. Students who return to the University after a leave of

absence of two consecutive semesters or fewer will return under the same catalog year in which they first enrolled at Stevenson.

## Withdrawal from the University

A degree-seeking student who wishes to withdraw from the University must do so using the Withdrawal from the University form that is available through the forms.stevenson.edu link.

### Military Service Withdraw and Refund Policy

Stevenson University students who are called to active duty during the course of a term or session should contact the School Certifying Official to formally withdraw for military service. For the purpose of this policy, military service is defined as “service, whether voluntary or involuntary, in the armed forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days” (ED 34 C.F.R. 668.18).

Students who withdraw from the University for military service during the course of a term or session are eligible for a 100% refund of tuition and fees. Room and board expenses will be prorated based on the official date of withdrawal.

Students must supply a copy of military orders to be eligible for any tuition, fees, or room and board adjustments. Students receiving financial aid will be subject to the refund policies as provided by the federal or state agency sponsoring the aid. Department of Defense Military Tuition Assistance and Veteran’s Education Benefits will be returned to the government agency as required.

Students who have to withdraw from the University after the add/drop deadline will receive a grade of W or I, depending on the amount of coursework completed and the expected length of the absence.

### Medical/Compassionate Withdrawal Policy

Withdrawals after the published last day to withdraw are only allowed for approved medical/compassionate reasons. A student may only request a medical or compassionate withdrawal in extraordinary cases in which serious illness or injury (medical) or another significant personal situation (compassionate) prevents a student from continuing their classes, and incompletes or other arrangements with the instructors are not possible. Any student submitting a request for a medical or compassionate withdrawal must have a compelling reason for the request and thorough and credible documentation. If, after the last day to withdraw, the student does not complete their classes or leaves the university without obtaining official approval, the student will be assigned a final course grade based upon the assignments completed by the student during the course(s).

## Transcript Requests

Transcripts are sent at the request of the student through the National Student Clearinghouse. The Registrar’s Office does not accept email requests. Faxed requests are not accepted, and transcripts are not faxed or emailed.

Current students can print an unofficial copy of their transcript. Current students may also request an official transcript sent electronically by going to the National Student Clearinghouse.

Alumni or students who have withdrawn from the University must request their transcripts through the National Student Clearinghouse.

## Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers.

Stevenson University requires students found responsible for a first violation of academic misconduct to complete an academic integrity educational course. Please be aware that there may be a cost associated with completing this requirement.

For additional information regarding the Academic Integrity and Academic Misconduct Policies, please see University Policies located on the Stevenson University website.

## Graduation Information

To earn a degree from Stevenson University (i.e., to qualify for graduation), students must meet all University and program requirements as stated in the University catalog. Students must fulfill catalog requirements in effect at the time of matriculation or students may elect to move to a later catalog year. Students may not split requirements from multiple catalog years. It is the responsibility of the student to fulfill all requirements for graduation. Careful consultation with an academic advisor is strongly encouraged.

Degrees are conferred in May, August, or December. Students who complete degree requirements in a Winter term will have their degrees conferred in May. Participation in a commencement ceremony does not confer a degree. Diplomas may be withheld for any graduate with unresolved financial obligations.

The academic record of anyone receiving a degree is closed three months after the end of the semester. Any changes to the academic record must be made prior to the closure of the academic record.

## Diploma Information

Diplomas are mailed to the address listed on the application for graduation. They are sent via U.S. mail approximately six weeks after degree conferral. Diplomas are sent after all final grades have been received and degree requirements are confirmed complete. Diplomas include the graduate’s name, degree, and major. The date listed on the diploma reflects the end of the semester when the degree is officially considered complete rather than the commencement date.

The official academic transcript, not the diploma, is considered the certifying document to verify a degree. Graduates will be issued one diploma. Replacement diplomas may be requested due to the name change from Villa Julie College to Stevenson University, due to an official personal name change, or due to a lost or damaged diploma. The replacement diploma may only be requested in writing by the graduate using the request form located on the Stevenson University website. The fee for a replacement diploma is \$50.

## Graduation Application

Graduating students are required to submit an Application for Graduation to the Registrar's Office according to published deadlines. At the time of application, a \$25 fee is charged.

- December graduates must submit by August 1.
- May and August graduates must submit by January 1.

Failure to apply by the published deadlines may delay the evaluation and awarding of a student's degree. Students may apply online on the Stevenson University website.

## Graduation Ceremonies

Scheduled commencement ceremonies are held in May. Summer graduates should be within two courses of degree completion prior to the start of the summer term to be eligible to participate in the May commencement. Students may only participate in one ceremony unless they are earning an additional degree. Only bachelor's, master's and doctoral degree candidates may participate in commencement exercises. Certificate program completion does not qualify a student for commencement participation. Only a graduate with mobility issues may have someone accompany them across the stage.

## Student Rights and Responsibilities and Grievance Procedure

For additional information about academic and student conduct policies, please see University Policies located on the Stevenson University website. Additional information regarding student grievance policies and procedures can also be found there.

# Graduate Fields of Study

Stated below are learning outcomes that represent what Stevenson University believes all master's degree-seeking students should know, be able to do, and value upon completion of their master's degree. These outcomes are consistent with the mission of Stevenson University Online to help students graduate with the competence and confidence needed to address creatively the opportunities and challenges facing them, their careers, organizations, and communities. The Master-level Learning Outcomes serve as a benchmark to ensure consistent rigor and expectation for all master's degree-seeking students.

Graduates of Stevenson University master's degree programs are:

**A. Competent Professionals who:**

- Elucidate the major theoretical underpinnings of the discipline
- Articulate current and future trends in the field of study
- Apply advanced discipline knowledge to practical workplace challenges
- Communicate fluently across various perspectives and modalities with technological proficiency

**B. Creative Leaders who:**

- Articulate challenges and opportunities
- Analyze alternative perspectives and patterns
- Synthesize multiple sources of evidence
- Collaborate to advance a shared goal
- Adapt to multiple cultural contexts and environmental uncertainties

**C. Confident Citizens who:**

- Examine relevant ethical perspectives
- Practice personal and professional awareness and accountability
- Reflect on their role within a global community
- Evaluate and respond to community concerns

## Communication

### Description

The Master of Science in Communication is designed for professionals who want to build a foundation of effective communication competencies for personal and professional advancement. According to the National Association of Colleges and Employers 2015 Job Outlook Survey, over 73 percent of employers reported communication skills as a top qualification they seek in potential job candidates. This master's program helps graduates translate fundamental ideas of communication into real-world applications and develop their skills in evaluating and creating solutions to conflicts that occur within organizations. Graduates also will be equipped to assist organizations in constructing successful team-building strategies

and streamlining internal and external communications across various cultural, social, and business settings.

Graduates will be eligible for career opportunities in a variety of growing industries including public relations, advertising and promotions, marketing management, media sales, event planning, and market research. Maryland occupational projections indicate that the potential need for professionals in these industries will continue to increase steadily over the next decade. Employment opportunities for graduates in these growing markets include, but are not limited to, Public Relations Manager, Public Relations Specialist, Advertising Manager, Promotions Manager, Media Sales Manager, Event Planner, and Market Research Analyst.

### Outcomes

Upon completion of the Master of Science in Communication, graduates will be able to:

1. Synthesize various theories of human communication.
2. Create written works using scholarly skills in cultural, social, and business communication contexts.
3. Generate appropriate ethical responses as they examine different cultural, social, and business communication contexts.
4. Explain how cultural similarities and differences influence human interaction and communication.
5. Develop creative and practical solutions to problems in cultural, social, and business communication contexts using appropriate methods of communication.
6. Synthesize primary research sources using qualitative and quantitative approaches.
7. Synthesize communication theories, apply communication skills, and deliver professional messages in cultural, social, and business communication contexts.

### Requirements

**Required courses:**

|        |   |   |
|--------|---|---|
| CM 505 | Communication Theory and Applications     | 3 |
| CM 510 | Research Writing and Methods              | 3 |
| CM 600 | Cultures and Communication                | 3 |
| CM 605 | Communication Ethics in the Public Sphere | 3 |
| CM 615 | Nonverbal Communication                   | 3 |
| CM 620 | Conflict Communication and Leadership     | 3 |
| CM 625 | Media Literacy                            | 3 |
| CM 630 | Communication, Technology and Society     | 3 |
| CM 635 | Crisis Communication                      | 3 |
| CM 720 | Communication Capstone                    | 3 |

### Course Descriptions

See CM - Communication Courses (p. 63)

## Community-Based Education and Leadership

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### Description

The Master of Arts in Community-Based Education and Leadership is designed to meet the growing demand for highly qualified professionals to teach, lead, and manage in non-formal education settings. Practicing professionals will gain the knowledge and skills to become effective educators, managers, and change leaders in their organizations. Upon completion of the master's program, graduates will have the ability to meet the needs of diverse populations of learners, build transformative learning communities, and foster collaborative partnerships within the expanding non-formal educational sector. The master's degree will prepare students to serve in a variety of educational and leadership positions with nonprofit organizations, private and public educational institutions, and government and community agencies.

### Outcomes

Upon completion of the Master of Arts in Community-Based Education and Leadership, students will be able to:

1. Analyze formal, informal, and non-formal theories and frameworks of education.
2. Examine the developmental and cognitive characteristics of learners through the life span.
3. Explore sociological and cultural influences on communities, organizations, and groups.
4. Create, implement, and assess community-based educational programs.
5. Design engaging and innovative learning experiences that foster critical thinking, creativity, and communication skills of learners.
6. Synthesize multiple sources of evidence to make decisions.
7. Use multiple modes of communication to advocate for community-based education.
8. Create management and strategic plans for the sustainability of community-based educational organizations.
9. Foster collaboration among educational institutions, public, private and non-profit agencies, and other community stakeholders.

### Requirements

#### Required Courses (24 Credits):

##### Community-Based Education and Leadership Courses:

|                   |  |   |
|-------------------|--|---|
| CBEL 610          | Foundations and Frameworks of Community-Based Education  | 3 |
| CBEL 612/INTL 612 | Innovative Teaching and Learning for 21st Century Skills | 3 |
| CBEL 614          | Program Planning, Implementation, and Evaluation         | 3 |
| CBEL 616/INTL 616 | Community Engagement and Leadership                      | 3 |

##### Theory and Research Courses:

|                 |  |   |
|-----------------|--|---|
| ED 604/INTL 604 | Cognitive, Social, and Emotional Development of Learners | 3 |
|-----------------|--|---|

|                 |   |   |
|-----------------|---|---|
| ED 606/INTL 606 | Socio-political and Cultural Influences on Families, Organizations, and Communities | 3 |
| ED 608/INTL 608 | Action Research   | 3 |

#### Elective Courses (12 credits):

Students select four courses from at least two of the following areas of focus:

##### Communication Courses:

|        |   |   |
|--------|---|---|
| CM 600 | Cultures and Communication                | 3 |
| CM 605 | Communication Ethics in the Public Sphere | 3 |
| CM 620 | Conflict Communication and Leadership     | 3 |
| CM 625 | Media Literacy                            | 3 |

##### Management and Leadership Electives:

|                 |   |   |
|-----------------|---|---|
| CBEL 670        | Volunteer Management  | 3 |
| CBEL 672        | Advocacy in Community-Based Organizations                   | 3 |
| CBEL 674        | Legal Issues and Risk Management in Community Organizations | 3 |
| DTI 635/HCM 635 | Innovative Leadership & Management                          | 3 |
| DTI 644/HCM 644 | Project Management  | 3 |

##### Teaching and Learning Electives:

|                   |  |   |
|-------------------|--|---|
| CBEL 662          | Youth Development                                      | 3 |
| CBEL 664          | Teaching & Learning for Specialized Populations        | 3 |
| ED 510            | Psychology and Development of Adolescents              | 3 |
| ED 605            | STEM Curriculum Principles and Practices               | 3 |
| ED 620            | Literacy Strategies in the STEM Content Areas          | 3 |
| ED 625            | Advanced Literacy Strategies in the STEM Content Areas | 3 |
| ED 630            | Principles of Special Education                        | 3 |
| ED 690            | Issues in STEM Education                               | 3 |
| LTED 621          | Culturally Responsive Literacy                         | 3 |
| LTED 623/INTL 623 | Digital Literacy and Media                             | 3 |

### Certificate Option

Community-Based Education and Leadership (p. 57)

### Course Descriptions

CBEL-Community-Based Education and Leadership Courses (p. 63)

## Crime Scene Investigation

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### Description

The Master of Science in Crime Scene Investigation is designed to prepare students to identify, collect and analyze crime scene evidence and to summarize and communicate their findings in a courtroom setting. Federal, state and local law enforcement agencies rely on crime scene investigators to assist field investigative personnel in gathering physical evidence that is then provided to crime laboratory personnel for scientific examination. Prosecutors, defense attorneys, judges and jurors

continue to place more importance on the value of scientific evidence in the criminal justice system. Graduates of this degree program will be prepared for careers as crime scene investigators.

## Outcomes

Upon completion of the Master of Science in Crime Scene Investigation, graduates will be able to:

1. Process forensic evidence and report findings in an ethical manner.
2. Communicate those findings in both written and oral formats.
3. Apply the quality assurance, quality control and safety requirements used in accredited forensic science laboratories.
4. Evaluate crime scenes and select the appropriate steps to be followed in documenting, collecting, preserving and processing evidence.
5. Develop a comprehensive analysis of the scientific literature on a topic.
6. Formulate a hypothesis, design, and execute a research project.
7. Develop a thesis that reflects the results of the research project; explains those results; and formulates novel suggestions for further study.
8. Participate in mock judicial examinations.

## Requirements

### Required Courses

|                     |   |   |
|---------------------|---|---|
| FSCI 500            | Survey of Forensic Science                    | 3 |
| FSCI 540            | Crime Scene Photography                       | 3 |
| FSCI 610            | Physical Evidence at Crime Scenes             | 3 |
| FSCI 615            | Safety/Quality Control/Quality Assurance      | 3 |
| FSCI 630            | Crime Scene Investigation                     | 3 |
| FSCI 632            | Pattern Analysis                              | 3 |
| FSCI 675            | Crime Lab: Structure and Operations           | 3 |
| FSCI 702            | Seminar in Forensic Science                   | 3 |
| FSCI 760            | Thesis Development in Forensic Science        | 3 |
| FSCI 761            | Forensic Science Thesis                       | 3 |
| FSCI 762            | Expert Witness Preparation and Practice       | 3 |
| FSCI or FS Elective | Forensic Science or Forensic Studies Elective | 3 |

Choose one elective from the following courses: FSCI 640, FSCI 645, FSCI 660, FSCI 617, FSCI 620, FSCI 617. The forensic studies electives must be approved by the forensic science program director.

## Certificate Option

Crime Scene Investigation (p. 57)

## Course Descriptions

See FSCI - Forensic Science Courses (p. 71)

# Cybersecurity and Digital Forensics

## Description

The Master of Science in Cybersecurity and Digital Forensics will prepare students with a well-rounded, in-depth knowledge of forensic tools and techniques, as well as provide opportunities to enhance specialized skillsets in areas such as network and cloud forensics, e-discovery, incident response and penetration testing. Students in this program will use current techniques and tools to detect, investigate, analyze, preserve, interpret, document and present digital evidence. Relevant legal and theoretical topics are covered to ensure students have a holistic understanding of the environment in which they will work.

## Outcomes

Upon completion of the Master of Science in Cybersecurity and Digital Forensics, graduates will be able to:

1. Interpret and apply the applicable laws and statutes that govern cyber security.
2. Collect and preserve digital evidence (including volatile data and network data) during a computer forensic examination in a forensically sound manner.
3. Select the appropriate tools to analyze, interpret, and recover operating system, application, and registry data, as well as other relevant artifacts.
4. Identify attack vectors and vulnerabilities, including advanced persistent threats (APTs) in order to proactively identify vulnerabilities as well as propose appropriate defenses to exploitation.
5. Analyze information systems for signs of compromise and identify data that has been exfiltrated from those systems.
6. Produce a professional forensic report that articulates the methodology used for the collection, handling, analysis, and preservation of digital evidence and asserts appropriate conclusions and recommendations.
7. Present an oral defense of forensic findings.

## Prerequisite Requirements

Students who wish to enter the master's program in cybersecurity and digital forensics must meet **one** of the following admissions prerequisite requirements:

- Bachelor's degree from an accredited institution in a related field (information assurance, computer science, network administration or computer security) and at least two years of related work experience.
- Bachelor's degree from an accredited institution in an unrelated field and at least five years of experience in information technology, telecommunication systems, system administration, network management, cybersecurity, digital forensics or information assurance.

## Requirements

**Choose one of the three required courses:**

|           |                                |   |
|-----------|--------------------------------|---|
| FSCOR 601 | Foundations of Justice         | 3 |
| FSCOR 603 | Litigation Theory and Practice | 3 |
| FSCOR 606 | Forensic Research and Writing  | 3 |

### Required Courses

|   |  |   |
|---|--|---|
| CYBF 643/FSIS 643                             | Incident Response and Evidence Collection              | 3 |
| CYBF 644/FSIS 644                             | Windows Forensic Examinations                          | 3 |
| CYBF 662/FSIS 662                             | Network Penetration Testing                            | 3 |
| CYBF 671                                      | Cyber Hunting  | 3 |
| CYBF 680                                      | Legal Compliance and Ethics                            | 3 |
| CYBF 685                                      | Malware Detection, Analysis, and Prevention            | 3 |
| CYBF 710                                      | Mock Intrusion and Response                            | 3 |
| FSIS 642                                      | File Systems Forensic Analysis                         | 3 |
| FSIS 646                                      | Windows Intrusion Forensic Investigations              | 3 |
| <b>Elective Courses: (Complete 6 credits)</b> |  |   |
| CYBF 650/FSIS 650                             | Intrusion Detection Systems (IDS), Firewalls, Auditing | 3 |
| CYBF 661/DTI 661                              | Cybersecurity Risk Mitigation Techniques               | 3 |
| CYBF 663/FSIS 663                             | Network and Cloud Forensics                            | 3 |
| CYBF 670                                      | Cyber Warfare and Cyber Terrorism                      | 3 |
| FSEL 610                                      | Advanced Electronic Discovery                          | 3 |
| FSEL 630                                      | Online Investigation: Strategy & Techniques            | 3 |
| DTI 661/CYBF 661                              | Cybersecurity Risk Mitigation Techniques               | 3 |
| GRAD 601                                      | Residency Session I                                    | 1 |
| GRAD 602                                      | Residency Session II                                   | 1 |
| GRAD 603                                      | Residency Session III                                  | 1 |

## Certificate Option

Digital Forensics (p. 58)

## Course Descriptions

See CYBF - Cyber Forensics Courses (p. 64)

## Digital Transformation and Innovation

### Description

The Master of Science in Digital Transformation and Innovation (DTI) equips students with the skills and knowledge required to help organizations achieve a competitive advantage in an increasingly global, technology-driven, and information-rich marketplace. The degree program provide students not only with knowledge about a wide variety of technologies and their architectures but also with an understanding of how to obtain the integration of the full range of information technologies within an organization, from both strategic and operational perspectives. It is designed either for students interested in furthering their knowledge of the use and deployment of technology or for the business professional looking to improve management skills along with a practical working knowledge of today's information technologies.

Graduates of Stevenson's DTI degree program will be able to interpret hardware and software standards, manipulate the architecture of current and emerging technologies, and interpret and evaluate the impact of these technologies on competition, organizational structure and workflow processes. They will have the knowledge and ability to communicate effectively on

business and technical concerns with all levels of personnel both internal and external to the organization.

The master's degree addresses this need on three levels: the organization, the individual, and the technology. The program core begins by providing an overview of the organization's processes and the systems that support them to achieve the corporation's goals. This is followed by courses dealing with the concepts of human cognition and creativity that address why IT systems frequently fail to meet the requirements of customers. Armed with this knowledge, the IT systems professional can be creative and innovative in more accurately solving the organization's problems and meeting the needs of the customer. The intent is to emphasize the need for information systems professionals to be creative in problem solving and innovative in finding opportunities within the organization.

The degree program has two tracks: emerging technology and innovative leadership. Tracks focus on the business and management of internal and external information systems essential for support of the organization's connection to its partners and customers.

The capstone courses provide for the integration of practice and theory across the two tracks.

All courses can be completed entirely online. Some 8-week courses are offered in a hybrid format which meet one night per week.

## Outcomes

Upon completion of the Master of Science in Digital Transformation and Innovation, graduates will be able to:

1. Analyze the external and internal environment of an organization.
2. Formulate a strategy for digital transformation to create and/or maintain a competitive advantage in the industry.
3. Create innovative technology solutions to optimize organizational performance.
4. Communicate business information to stakeholders in varied formats.
5. Demonstrate professional competencies related to contemporary business careers.

### Emerging Technology Track Outcomes

Upon completion of the emerging technology track, graduates will be able to:

1. Appraise the current and emerging technologies relevant to an organization.
2. Formulate recommendations for adopting new software, hardware, and cloud solutions.
3. Develop technology transition plans for an organization.

### Innovative Leadership Track Outcomes

Upon completion of the innovative leadership track, graduates will be able to:

1. Appraise the current management processes and technology used to support operations.

2. Formulate the organizational needs and goals from a forward-looking perspective.
3. Develop transformative strategies to meet the stakeholders' needs and goals.

## Requirements

The curriculum for the M.S. in DTI consists of four components: core courses, track courses, elective courses, and capstone courses.

### Core Courses (15 credits)

|                 |   |   |
|-----------------|---|---|
| DTI 601         | Innovation and Organizational Evolution     | 3 |
| DTI 604         | Cognitive Science for Requirements Analysis | 3 |
| DTI 606         | Creativity in Information Systems           | 3 |
| DTI 644/HCM 644 | Project Management                          | 3 |
| DTI 663         | Cyberlaw: Legal and Regulatory Issues       | 3 |

### Capstone Courses (6 credits)

|         |                                   |   |
|---------|-----------------------------------|---|
| DTI 701 | Digital Transformation Strategies | 3 |
| DTI 702 | Master's Project                  | 3 |

### Students select one of the following tracks (9 credits)

#### Track One: Emerging Technology Management

|                  |   |   |
|------------------|---|---|
| DTI 640          | Operating Environments: Architecture and Infrastructure | 3 |
| DTI 643          | Electronic Commerce                                     | 3 |
| DTI 661/CYBF 661 | Cybersecurity Risk Mitigation Techniques                | 3 |

#### Track Two: Innovative Leadership

|                 |                                     |   |
|-----------------|-------------------------------------|---|
| DTI 635/HCM 635 | Innovative Leadership & Management  | 3 |
| DTI 645         | Supply Chain Management             | 3 |
| DTI 667/HCM 667 | Competitive Edge with CRM Platforms | 3 |

### Electives: Complete 6 credits

|          |   |   |
|----------|---|---|
| DTI 634  | Enterprise Data Management              | 3 |
| DTI 646  | Disaster Recovery & Business Continuity | 3 |
| DTI 662  | Business to Business Applications       | 3 |
| DTI 670  | Competitive Theory                      | 3 |
| DTI 671  | Fostering Innovation in the Digital Era | 3 |
| DTI 672  | IT Financial Management                 | 3 |
| GRAD 601 | Residency Session I                     | 1 |
| GRAD 602 | Residency Session II                    | 1 |
| GRAD 603 | Residency Session III                   | 1 |

## Course Descriptions

See DTI- Digital Technology and Innovation

## Forensic Accounting

### Description

A Master of Science in Forensic Accounting is designed to prepare students to synthesize the accounting and auditing skills necessary to investigate and analyze financial evidence and to interpret, summarize and communicate their finds in a courtroom setting. The banking crisis that led to implementation of the Sarbanes-Oxley Act and subsequent financial crises that

led to the Dodd-Frank Wall Street Reform and Customer Protection Act have created a demand for forensic accountants in public and private practices, corporations, government agencies and other organizations. Graduates of this degree program will be prepared for these positions.

## Outcomes

Upon completion of the Master of Science in Forensic Accounting, graduates will be able to:

1. Examine financial statements for false and/or misleading statements.
2. Assess fraud risk and adequacy or internal control structures.
3. Evaluate financial evidence.
4. Synthesize accounting, auditing, computer and investigative analysis into coherent, defensible conclusions.
5. Communicate findings, analysis, conclusions and recommendations effectively, both orally and in writing.

## Requirements

### Required Courses

|            |                                       |   |
|------------|---------------------------------------|---|
| FSCOR 601  | Foundations of Justice                | 3 |
| FSCOR 603  | Litigation Theory and Practice        | 3 |
| FSCOR 606  | Forensic Research and Writing         | 3 |
| FSCOR 720  | Forensic Studies Capstone             | 3 |
| FSAAC 620  | Forensic Information Technology       | 3 |
| FSAAC 624  | Fraud: Accounting                     | 3 |
| FSAAC 626  | Investigation and Analysis: Auditing  | 3 |
| FSAAC 628  | Investigation and Analysis: Tax       | 3 |
| FSAAC 640  | Business Valuation                    | 3 |
| FSINV 600  | Investigative Techniques/Interviewing | 3 |
| FSLAW 668  | White Collar Crimes                   | 3 |
| FSCI or FS | Forensic Science or Forensic Studies  | 3 |
| Elective   | Elective                              |   |

## Certificate Option

Forensic Accounting (p. 58)

## Course Description

See FSAAC - Forensic Accounting Courses (p. 71)

## Forensic Investigation

### Description

The Master of Science in Forensic Investigation is designed to prepare students to plan and conduct investigations for business and government agencies. Courses emphasize the gathering and reporting of testimonial and physical evidence and prepare students to conduct investigations by interviewing witnesses, analyzing documents, and synthesizing the results into factually accurate and objective investigative reports and court testimony.

## Outcomes

Upon completion of the Master of Science in Forensic Investigation, graduates will be able to:

1. Evaluate the merits of all allegation and prepare an investigative plan, if warranted.
2. Conduct effective interviews and interrogations.

- Evaluate documentary and testimonial evidence.
- Synthesize analysis of facts and law into coherent, defensible conclusions.
- Communicate findings, analysis, conclusions and recommendations effectively, both orally and in writing.

## Policies

Students are required to take and successfully complete FSCOR 601, Criminal Justice; FSCOR 603, Litigation Theory and Practice; and FSCOR 606, Forensic Journal Research and Review, before enrolling in other courses.

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only. A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

## Requirements

### Required Courses:

|            |  |   |
|------------|--|---|
| FSAAC 620  | Forensic Information Technology            | 3 |
| FSCI 500   | Survey of Forensic Science                 | 3 |
| FSCOR 601  | Foundations of Justice                     | 3 |
| FSCOR 603  | Litigation Theory and Practice             | 3 |
| FSCOR 606  | Forensic Research and Writing              | 3 |
| FSCOR 720  | Forensic Studies Capstone                  | 3 |
| FSINV 600  | Investigative Techniques/Interviewing      | 3 |
| FSINV 605  | Investigative Techniques/Physical Evidence | 3 |
| FSLAW 602  | Criminology                                | 3 |
| FSLAW 662  | Fraud Investigation and Analysis           | 3 |
| FSLAW 668  | White Collar Crimes                        | 3 |
| FSCI or FS | Forensic Science or Forensic Studies       | 3 |
| Elective   | Elective                                   |   |

## Certificate Option

Forensic Investigation (p. 59)

## Course Descriptions

See FSINV - Forensic Investigation Courses (p. 73)

## Forensic Science

### Description

The Master of Forensic Science degree with areas of concentration in Forensic Biology and Forensic Chemistry will equip students with the ability to visualize and achieve excellence in a dynamic global community. Students will graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world. Graduates of the

program will be prepared for employment in local, state, or federal government crime laboratories, forensics laboratories, DNA testing facilities, the biotechnology industry, and/or continued study at the doctoral level.

## Outcomes

Upon completion of the Master of Forensic Science degree, graduates will be able to:

- Process forensic evidence and report findings in an ethical manner.
- Communicate those findings in both written and oral formats.
- Apply the quality assurance, quality control and safety requirements used in accredited forensic science laboratories.
- Develop a comprehensive analysis of the scientific literature of a topic.
- Formulate a hypothesis, design and execute a research project.
- Develop a thesis that reflects the results of the research project; explains those results; and formulates novel suggestions for further study.
- Participate in mock judicial examinations.

Upon completion of the Master of Forensic Science Area of Concentration in Forensic Biology, students will be able to:

- Examine the science underlying DNA analysis.
- Describe how DNA is analyzed.
- Analyze serological evidence.
- Analyze immunological evidence.

OR

Upon completion of the Master of Forensic Science Area of Concentration in Forensic Chemistry, students will be able to:

- Examine the science underlying chemical analysis.
- Describe the toxicology and analytical chemistry relevant to isolating and identifying drugs and toxic substances.
- Analyze chemical evidence.
- Analyze trace evidence.

## Prerequisite Requirements

### Forensic Science Program Prerequisite Requirements

Students who wish to enter the master's program in forensic science must have a bachelor's degree in chemistry, biology, or other equivalent natural science, or forensic science - with a cumulative and science/math grade point average of 3.00 or higher on a four-point scale and must meet the following course prerequisites.

The degree programs mentioned above should have the minimum natural science core requirements consisting of the following:

- General chemistry I and II and lab for science majors (8 credit hours)
- Organic chemistry I and II and lab (8 credit hours)
- Biology I for science majors (4 credit hours)
- Physics I and II and lab for science majors (8 credit hours)
- Calculus (3 credit hours)

- Statistics (3 credit hours)

Applicants interested in the Master of Forensic Science Area of Concentration in Chemistry should have the following course work:

- Analytical/Quantitative chemistry
- Instrumental analysis
- Physical chemistry
- Inorganic chemistry

**Note:** *The above courses should have a laboratory component.*

Applicants interested in the Master of Forensic Science Area of Concentration in Biology should have the following course work:

- Biochemistry
- Molecular biology
- Genetics
- Population statistics
- Cell biology
- Microbiology

**Note:** *Two of the above courses should have a laboratory component.*

## Requirements

The curriculum for the forensic science program follows and is designed to be completed in as few as two years. Students must complete all core courses. In addition, students must elect an area or concentration and complete all courses in the concentration.

Required Courses:

### Core Courses:

|                     |   |   |
|---------------------|---|---|
| FSCI 500            | Survey of Forensic Science                    | 3 |
| FSCI 610            | Physical Evidence at Crime Scenes             | 3 |
| FSCI 615            | Safety/Quality Control/Quality Assurance      | 3 |
| FSCI 675            | Crime Lab: Structure and Operations           | 3 |
| FSCI 702            | Seminar in Forensic Science                   | 3 |
| FSCI 760            | Thesis Development in Forensic Science        | 3 |
| FSCI 761            | Forensic Science Thesis                       | 3 |
| FSCI 762            | Expert Witness Preparation and Practice       | 3 |
| FSCI or FS Elective | Forensic Science or Forensic Studies Elective | 3 |

FSCI Electives: FSCI 540, FSCI 630, FSCI 632, FSCI subjects not in the primary subject track.

Forensic Studies elective must be approved by the program director.

### Area of Concentration in Biology:

|          |                                    |   |
|----------|------------------------------------|---|
| FSCI 640 | Serology and Immunology            | 3 |
| FSCI 645 | DNA Analysis                       | 3 |
| FSCI 660 | Forensic DNA Computer Applications | 3 |

### Area of Concentration in Chemistry:

|          |                     |   |
|----------|---------------------|---|
| FSCI 617 | Trace Evidence      | 3 |
| FSCI 620 | Drug Analysis       | 3 |
| FSCI 670 | Forensic Toxicology | 3 |

## Course Descriptions

See FSCI - Forensic Science (p. 71)

## Forensic Studies

### Description

The Master of Science in Forensic Studies program is designed to prepare professionals to conduct investigations and examine evidence for the purpose of presenting their findings in legal proceedings as experts in forensic accounting or digital forensics. The program is designed for students whose career goals overlap in two or more areas within forensics or who wish to develop general knowledge in forensic accounting, information technology, and investigations.

The Forensic Studies program is also appropriate for managerial or executive personnel who need a general understanding of a variety of forensic specialties which fall under their areas of responsibility. The broad-based knowledge obtained in the Forensic Studies program prepares students for careers in forensic accounting, digital investigation, and other areas requiring forensic expertise.

### Outcomes

Upon completion of the Master of Science in Forensic Studies, graduates will be able to:

1. Evaluate the merits of an allegation and prepare an investigative plan, if warranted.
2. Conduct effective interviews and interrogations.
3. Evaluate documentary and testimonial evidence.
4. Synthesize analyses of facts and law into coherent, defensible conclusions.
5. Communicate findings, analysis, conclusions and recommendations effectively, both orally and in writing.

### Policies

Students are required to take and successfully complete FSCOR 601, Criminal Justice; FSCOR 603, Litigation Theory and Practice; and FSCOR 606, Forensic Journal Research and Review, before enrolling in other courses.

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only. A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

### Requirements

#### Required Courses

In addition to the core courses, students will choose five electives of their choice.

|           |                                |   |
|-----------|--------------------------------|---|
| FSCOR 601 | Foundations of Justice         | 3 |
| FSCOR 603 | Litigation Theory and Practice | 3 |
| FSCOR 606 | Forensic Research and Writing  | 3 |
| FSCOR 720 | Forensic Studies Capstone      | 3 |

|                     |   |    |
|---------------------|---|----|
| FSINV 600           | Investigative Techniques/Interviewing         | 3  |
| FSINV 605           | Investigative Techniques/Physical Evidence    | 3  |
| FSCI or FS Elective | Forensic Science or Forensic Studies Elective | 3  |
|                     | Five Forensic Electives                       | 15 |

## Course Descriptions

See FSCOR - Forensic Studies (p. 73)

## Healthcare Management

### Description

The Master of Science in Healthcare Management prepares its graduates for leadership positions in which they plan, direct, or coordinate medical and health services in hospitals, clinics, managed care, public health agencies, or similar organizations. The program has two areas of concentration: (1) Quality Management and Patient Safety and (2) Project Management. The curriculum includes integrative experiences that require students to apply real world practice and to synthesize knowledge and skills covered throughout the program. Using the case study method and other problem-solving integrative methodologies, the program provides opportunities for students to participate in team-based activities.

Stevenson's innovative accelerated M.S. in Healthcare Management is designed for working adults who want to complete their degree quickly and expand their career horizons by strengthening their credentials as healthcare managers and administrators. All of the coursework can be completed online. The Master of Science in Healthcare Management including both concentrations has now received specialized accreditation through the International Accreditation Council for Business Education (IACBE).

#### Quality Management and Patient Safety

This area of concentration prepares graduates to plan, organize, lead, control, and evaluate quality improvement initiatives in healthcare organizations. Course work is focused on ethical, effective, evidence-based, patient-centric theory and practices.

#### Project Management in Healthcare

This area of concentration prepares graduates to plan, organize, lead, control, and evaluate healthcare organization projects from start to finish. Course work is focused on ethical, effective financial management, innovative leadership, and interdisciplinary teamwork theory and practices.

### Outcomes

Upon completion of the Master of Science in Healthcare Management, graduates will be able to:

1. Determine conceptual approaches and techniques to analyze the performance of a healthcare system or unit.
2. Evaluate the health status of populations served by healthcare organizations to address service gaps.
3. Assess the impact of proposed health policy on organizational operations and redesign those structures as needed.
4. Apply principles of leading and managing organizational change and promoting organizational and clinical excellence.

5. Manage information resources to assist in legal, ethical, and effective business and clinical decision-making and management.
6. Communicate effectively with external and internal stakeholders.
7. Apply principles of leading and managing health services organizations under alternative financing mechanisms.
8. Apply principles of leading and managing human resources and health professionals in diverse organizational environments.
9. Analyze statistical, qualitative, quantitative, and economic data to assist in ethical and effective business and clinical decision-making.

#### Quality Management and Patient Safety Concentration Outcomes

Upon completion of the program, a graduate in the quality management and patient safety concentration will be able to:

1. Formulate a plan to assess performance of quality management and patient-centric safety efforts in a healthcare system or unit.
2. Critique, synthesize and apply theories, models, and research relating to quality improvement and patient safety initiatives.
3. Deduce trends in healthcare that promote best practices in ethical and effective, evidence-based quality management and patient safety.
4. Produce techniques of operations assessment and improvement that continually improve the quality of care provided and patient safety.
5. Propose and justify methods and tools for analysis of quality management and patient-centric safety initiatives.
6. Demonstrate through written, oral, and other presentation skills, an in-depth understanding of the quality management and patient safety efforts in a healthcare system or unit.
7. Apply principles of leading and managing a quality improvement and patient safety initiative in a healthcare system or unit.
8. Analyze and interpret statistical, quantitative data and other performance indicators of quality management and patient safety initiatives.

#### Project Management in Healthcare Concentration Outcomes

Upon completion of the program, a graduate in the project management in leadership concentration will be able to:

1. Formulate a plan to assess performance of project management in a healthcare system or unit.
2. Critique, synthesize and apply theories, models, and research relating to project management in a healthcare system or unit.
3. Deduce trends in best practices in healthcare teamwork that promote ethical, effective, and efficient interdisciplinary project management.
4. Produce techniques of operations assessment and improvement that assess project management efficiency and effectiveness.
5. Propose and justify tools and methods of project management.

6. Demonstrate through written, oral, and other presentation skills, an in-depth understanding of project management in a healthcare system or unit.
7. Apply principles of leading and managing in a project with an interdisciplinary team in a healthcare system or unit.
8. Analyze and interpret statistical, quantitative data and other performance indicators of project management in a healthcare system or unit.

## Policies

Newly admitted students to the MS in HCM program are allowed to take only one course in the first session after their admission. Depending on the date of admission, the student must take either HCM 600 or HCM 605 as their first and only course. More than one course in their first session requires written permission from the program coordinator. Upon successful completion of their first session, students may register for more than one course.

## Requirements

Students must complete all core courses, all courses for the selected track, and electives from the approved course list.

### Core Courses

|                  |   |   |
|------------------|---|---|
| HCM 557/NURS 557 | Project and Resource Management           | 3 |
| HCM 600/NURS 600 | Managerial Epidemiology and Statistics    | 3 |
| HCM 605          | Healthcare Management and Administration  | 3 |
| HCM 612          | Healthcare Policy, Law, and Ethics        | 3 |
| HCM 620          | Human Resources Development in Healthcare | 3 |
| HCM 650/NURS 650 | Organizational Behavior in Healthcare     | 3 |
| HCM 652/NURS 652 | Health Care Finance: Challenges           | 3 |

### Quality Management and Patient Safety Track

|                  |  |   |
|------------------|--|---|
| HCM 660/NURS 660 | Planning for Evidence-Based Practice     | 3 |
| HCM 662/NURS 662 | Quality Management in Health Care        | 3 |
| HCM 667/DTI 667  | Customer Relationship Management (E-CRM) | 3 |

### Project Management in Healthcare Track

|                 |                                    |   |
|-----------------|------------------------------------|---|
| HCM 635/DTI 635 | Innovative Leadership & Management | 3 |
| HCM 640         | Teamwork in Healthcare Settings    | 3 |
| HCM 644/DTI 644 | Project Management                 | 3 |

### Electives: Complete 6 credits

|                 |  |   |
|-----------------|--|---|
| DTI 672         | IT Financial Management                    | 3 |
| HCM 635/DTI 635 | Innovative Leadership & Management         | 3 |
| HCM 640         | Teamwork in Healthcare Settings            | 3 |
| HCM 642         | Healthcare Project Planning and Management | 3 |
| HCM 644/DTI 644 | Project Management                         | 3 |
| HCM 646         | Project Management Accounting              | 3 |

|           |  |   |
|-----------|--|---|
| HCM 665   | Patient Satisfaction and Quality Improvement | 3 |
| HCM 669   | Patient Advocacy for Healthcare Quality      | 3 |
| HCM 700   | Internship in Healthcare Management          | 3 |
| FSAAC 624 | Fraud: Accounting                            | 3 |
| FSAAC 640 | Business Valuation                           | 3 |
| FSLAW 668 | White Collar Crimes                          | 3 |
| GRAD 601  | Residency Session I                          | 1 |
| GRAD 602  | Residency Session II                         | 1 |
| GRAD 603  | Residency Session III                        | 1 |

## Certificate Options

Quality Management and Patient Safety (p. 61)

## Course Descriptions

See Healthcare Management Course Descriptions (p. 75)

## Integrative Learning

### Description

The Master of Education in Integrative Learning is designed to equip teachers, instructional leaders, and educational professionals with the knowledge, skills, and ability necessary to promote students' 21st century learning, lead curricular reform, and engage community stakeholders for student success in a dynamic and changing world.

As the 21st century unfolds, an integrative approach to teaching and learning has emerged as a necessary model for addressing the learning needs of students in a world where the jobs of tomorrow have not yet been imagined. Integrative learning fosters students' ability to think critically, make connections among concepts and experiences, use multiple literacies to communicate, and apply learning to novel and complex issues or challenges with real-world implications. Integrative learning engages students, parents, teachers, administrators, community members, and policy makers in a shared responsibility for the lifelong learning success of students.

Degree candidates in this 36-credit program will be well-grounded in the social and emotional development of learners; the socio-political and cultural influences on students and communities; rigorous problem-based learning approaches; emerging technologies; and community engagement and leadership. Students complete 21 credits of required coursework in theory, research, and integrative learning practices. Modeling a multidisciplinary approach, students select 15 credits of elective courses from three focus areas of Engaged Learning for 21st Century Skills, Multiple Literacies, and Community Engagement and Leadership, with one area as their primary focus based on individual professional goals. All students complete an action research project and capstone experience implementing theory into practice.

### Outcomes

Upon completion of the Master of Education in Integrative Learning, graduates will be able to:

1. Analyze the social and emotional development that shapes the way learners interpret information, build knowledge, and communicate.

2. Assess the socio-political and cultural influences on learners, their families, and the educational systems within their communities.
3. Design engaging and innovative learning experiences that foster critical thinking, creativity, and communication skills of learners.
4. Evaluate the purpose and application of digital tools and media to support the reading, writing, and communication skills of 21st century learners.
5. Analyze leadership theories and leader behaviors that foster change, empower others, and promote collaboration among educational and community stakeholders.
6. Integrate theory with practice through action research that seeks to advance integrative and engaged learning.
7. Reflect on one's role as an educator and leader.

## Requirements

### Required Courses

#### Theory and Research Core

|                 |   |   |
|-----------------|---|---|
| ED 604/INTL 604 | Cognitive, Social, and Emotional Development of Learners                            | 3 |
| ED 606/INTL 606 | Socio-political and Cultural Influences on Families, Organizations, and Communities | 3 |
| ED 608/INTL 608 | Action Research   | 3 |

#### Integrative Learning Core

|                   |  |   |
|-------------------|--|---|
| CBEL 612/INTL 612 | Innovative Teaching and Learning for 21st Century Skills | 3 |
| CBEL 616/INTL 616 | Community Engagement and Leadership                      | 3 |
| LTED 623/INTL 623 | Digital Literacy and Media                               | 3 |

#### Capstone

Students must select a capstone in their primary focus area.

|          |                   |   |
|----------|-------------------|---|
| LTED 701 | Literacy Capstone | 3 |
|----------|-------------------|---|

#### Electives

##### Primary Focus Area - 9 credits

Students select three elective courses from one of three focus areas below as their primary area of focus: Engaged Learning, Multiple Literacies, Community Engagement and Leadership.

##### Secondary Focus Areas - 6 credits

Students select two elective courses from either of the focus areas other than their primary area.

#### Engaged Learning for 21st Century Skills

Educators will learn pedagogies of integrative, collaborative, and experiential student-centered learning that prepares educators to be on the forefront of innovative education.

|          |   |   |
|----------|---|---|
| CBEL 664 | Teaching & Learning for Specialized Populations                     | 3 |
| ED 510   | Psychology and Development of Adolescents                           | 3 |
| ED 550   | Mathematical Concepts and Problem Solving for Middle School Teacher | 3 |
| ED 560   | Scientific Concepts for Middle School Teachers                      | 3 |
| ED 605   | STEM Curriculum Principles and Practices                            | 3 |

|        |                                 |   |
|--------|---------------------------------|---|
| ED 615 | Principles of Assessment        | 3 |
| ED 630 | Principles of Special Education | 3 |
| ED 690 | Issues in STEM Education        | 3 |

#### Multiple Literacies

Educators will be equipped with the theory and practice necessary to develop learners' knowledge, skills, and abilities in interpreting and using multiple literacies such as visual, digital, media, and technological literacies within varied social and cultural contexts that moves beyond traditional literacy.

|          |  |   |
|----------|--|---|
| CM 615   | Nonverbal Communication                                | 3 |
| LTED 603 | Foundations of Literacy                                | 3 |
| LTED 611 | Literacy Assessment                                    | 3 |
| LTED 621 | Culturally Responsive Literacy                         | 3 |
| LTED XXX | Children's Literature                                  | 3 |
| ED 510   | Psychology and Development of Adolescents              | 3 |
| ED 620   | Literacy Strategies in the STEM Content Areas          | 3 |
| ED 625   | Advanced Literacy Strategies in the STEM Content Areas | 3 |

LTED 603, LTED 611, and LTED 621 meet educational requirements for MSDE Reading Teacher Endorsement  
ED 620 and ED 625 meet MSDE Secondary Reading/Literacy in the Content Area Requirement

#### Community Engagement and Leadership

Students will learn the critical elements of leadership and management necessary to build transformative learning communities and foster collaborative school and community partnerships.

|                   |   |   |
|-------------------|---|---|
| CBEL 610          | Foundations and Frameworks of Community-Based Education | 3 |
| CBEL 614          | Program Planning, Implementation, and Evaluation        | 3 |
| CBEL 616/INTL 616 | Community Engagement and Leadership                     | 3 |
| CBEL 662          | Youth Development                                       | 3 |
| CBEL 670          | Volunteer Management                                    | 3 |
| CBEL 672          | Advocacy in Community-Based Organizations               | 3 |
| CM 600            | Cultures and Communication                              | 3 |
| CM 605            | Communication Ethics in the Public Sphere               | 3 |
| CM 620            | Conflict Communication and Leadership                   | 3 |
| CM 635            | Crisis Communication                                    | 3 |

## Nursing

### Description

The Master of Science in Nursing is designed to help meet the significant national and state need for more nurses prepared at the graduate level, with a special focus on education, forensic nursing, leadership/management or population-based care coordination. Graduates will earn a Master of Science degree with a major in nursing.

Designed as a part-time, accelerated, online program, the program is offered to registered nurses who already have a bachelor's degree in nursing.

Graduates gain the theoretical and analytical knowledge required to contribute to the nursing profession as educators,

leaders/managers, forensic nurses, or population-based care coordinators. All students participate in a practicum experience, partnered with experienced nurses in their chosen specialty, to have the opportunity to learn and demonstrate new knowledge and skills.

#### Program Highlights

- Multiple Starting Points - Students can choose to start their program in the fall, spring, or summer semesters. This gives students the opportunity to begin when they are ready.
- One Course at a Time - Designed for working nurses, the program allows students to focus on one course at a time, building a foundation for future coursework as they progress.
- Flexible Schedule - Students can choose the pace that works best for them, allowing a balance of work, school and life events.
- Accelerated Format - Courses are offered in accelerated 8-week formats. The only exceptions are the capstone and practicum courses, which are offered over a full 16-week semester.

#### Areas of Concentration

Students will choose to focus on one of the following areas of concentration:

- Nursing Education
- Forensic Nursing
- Nursing Leadership/Management
- Population-Based Care Coordination

#### Nursing Education

This area of concentration is designed to help meet the tremendous need for nurse faculty – a shortage that is limiting enrollment in nursing schools nationwide. Education is practiced by all nurses in formal and informal settings. This concentration recognizes the changing practice of nursing education, whether in the academic or clinical setting. From the increasing use of simulation to online courses, nurse educators in today's healthcare environment must be able to develop, implement, and evaluate courses using multiple teaching strategies, including online course delivery.

#### Forensic Nursing

This area of concentration is designed to cultivate and prepare registered nurses to address the needs of victims of violent sexual and non-sexual crimes. Forensic nurses are uniquely positioned to care for patients during the post-traumatic experience. Using the nursing process and a multi-system approach to administer forensic healthcare, collect evidence, and connect the victim to community resources, the forensic nurse improves health and wellness for these individuals.

#### Nursing Leadership/Management

This area of concentration recognizes that all nurses, regardless of position, can be called on to serve in leadership roles. This area also addresses the key workforce need for more nurse managers, as many existing nurse leaders in hospitals and healthcare organizations will retire in the coming years. In challenging economic times, leadership is critical to the success of healthcare institutions.

#### Population-Based Care Coordination

This area of concentration is designed to prepare nurses for roles that have increased in demand since the implementation of the Affordable Care Act. Nursing professionals will gain appropriate skills that enable them to make ongoing changes in the health systems they serve, as well as acquiring the knowledge and abilities to adapt to future challenges in nursing. Graduates of this program may work in a variety of roles, such as case managers with hospital systems, nurse community liaisons with third-party organizations, nurse navigators within hospitals or community coordinators within health departments.

#### Outcomes

The objective of the program is to prepare registered nurses with a Master of Science degree with a major in nursing who will practice in advanced roles as nurse educators, leaders/managers, forensic nurses, or population-based care coordinators. Master's-prepared nurses are professionals with specialized knowledge and skills that are applied within a broad range of patient populations in a variety of practice settings.

Upon completion of the Master of Science in Nursing, graduates will be able to:

1. Advance the scholarship and discipline of nursing through the acquisition and dissemination of new nursing knowledge.
2. Demonstrate advanced mastery of nursing theory, evidence-based practice, service, and research based upon a multidisciplinary theoretical foundation.
3. Analyze advanced roles in nursing as educators, leaders, and managers in a variety of settings: academic environments, health care agencies, political systems, and in the public and private sectors.
4. Advocate for the nursing profession through demonstration of personal accountability, responsibility for advanced nursing practice and professional role modeling and mentoring.
5. Synthesize knowledge of decision-making skills and change theory to promote excellence in nursing practice within a dynamic and global health care system.

#### Education Concentration Outcomes

Upon completion of the program, a graduate in the education concentration will be able to:

1. Analyze trends in nursing science to promote best educational practices.
2. Apply learning theories and curriculum design models in the development of learning experiences in nursing education.
3. Analyze significant issues arising between clinical nursing practice and nursing education.
4. Design curricula for a variety of educational settings using relevant theories and evidence-based teaching strategies.
5. Integrate teaching and learning theory with concepts of health protection, promotion, and maintenance to address the needs of individuals from various cultures.
6. Integrate theories and principles of teaching and learning with knowledge of pathophysiology, pharmacology, and physical assessment in the role of the nurse educator in academic and practice settings.

**Forensic Nursing Concentration Outcomes**

Upon completion of the program, a graduate in the forensic nursing concentration will be able to:

1. Critique concepts and theories of nursing, social justice, and health care delivery related to victims of violence.
2. Integrate social, educational, and legal theory, evidence-based practice, and research to address the complex needs of vulnerable populations and victims of violence.
3. Analyze trends in forensic nursing to develop, promote, and implement protocols, policies, and systems that best respond to the complex health needs of victims and violence.
4. Analyze the impact of role of forensic nurse in advancing the relationship between civic, legal, and health care sectors.
5. Evaluate culturally competent strategies to educate individuals in the traditional of forensic nursing and forensic wellness through the examination of inter-professional collaborative relationships, social networks, and organizational systems.

**Leadership/Management Concentration Outcomes**

Upon completion of the program, a graduate in the leadership/management concentration will be able to:

1. Analyze trends in healthcare and health administration and promote best business management practices that improve the health of our citizens.
2. Synthesize leadership theories and principles of human resource management to improve and promote nursing care in a variety of environments.
3. Analyze significant issues between clinical nursing practice and health care administration and provide leadership in the pragmatic resolution of conflicts.
4. Synthesize and apply theories, models, and research relating to nursing management and health systems.
5. Analyze managerial problems in healthcare and provide resource solutions.
6. Critique concepts and theories of nursing, health care delivery, financing, and regulatory issues related to health care organizations.

**Population-Based Care Coordination Outcomes**

Upon completion of the program, a graduate in the population-based care coordination concentration will be able to:

1. Conduct needs assessments within communities and health care systems, engaging multiple stakeholders.
2. Design a plan of care for specific populations incorporating knowledge of community resources, health care law, and regulations.
3. Evaluate quality and safety outcomes within community healthcare systems.
4. Implement care management projects based on target population need assessment and evidence-based standards of care.
5. Evaluate culturally-competent community care management strategies through the examination of inter-professional collaborative relationships, social networks, and organizational systems

**Policies**

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only. A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years from the first course.

**Requirements**

Core courses give all master's degree-seeking students a strong foundation in nursing research, essential for the implementation of evidence-based practice and to effectively utilize data for problem solving. Additional core courses provide advanced knowledge in the legal, ethical, political, and social forces impacting the global health care environment. The core courses, plus the courses within the areas of concentration, provide a foundation for doctoral education.

All students must successfully complete the following core courses before moving into courses in their area of concentration.

**Core Courses**

|                  |  |   |
|------------------|--|---|
| NURS 515         | Theoretical Foundations                  | 3 |
| NURS 520         | Quantitative Methods in Nursing Research | 3 |
| NURS 530         | Qualitative Inquiry in Nursing           | 3 |
| NURS 547         | Global Health Perspectives               | 3 |
| NURS 557/HCM 557 | Project and Resource Management          | 3 |

**Education Courses**

This area of concentration includes courses in pedagogy, curriculum design, educational assessment, and a teaching practicum.

The following courses must be completed sequentially:

|          |   |   |
|----------|---|---|
| NURS 610 | Advanced Pathophysiology and Pharmacology     | 3 |
| NURS 615 | Advanced Health Assessment                    | 3 |
| NURS 632 | Curriculum Design and Innovation              | 3 |
| NURS 635 | Teaching and Learning Strategies/Evaluation   | 3 |
| NURS 642 | Instructional Media in Education              | 3 |
| NURS 736 | Graduate Nursing Practicum, Nursing Education | 3 |
| NURS 737 | Graduate Nursing Capstone                     | 3 |

**Forensic Nursing Courses**

This area of concentration includes courses in health assessment, forensic nursing, criminal justice, forensic science, and cultural perspectives in society.

The following courses must be completed sequentially:

|                 |   |   |
|-----------------|---|---|
| ED 606/INTL 606 | Socio-political and Cultural Influences on Families, Organizations, and Communities | 3 |
| FSCOR 601       | Foundations of Justice  | 3 |

|          |  |   |
|----------|--|---|
| FSCI 762 | Expert Witness Preparation and Practice            | 3 |
| NURS 615 | Advanced Health Assessment                         | 3 |
| NURS 620 | Introduction to Forensic Nursing                   | 3 |
| NURS 737 | Graduate Nursing Capstone                          | 3 |
| NURS 738 | Graduate Nursing Practicum, Forensic Concentration | 3 |

**Leadership/Management Courses**

This area of concentration includes courses on organizational behavior, health care finance, quality management, and a leadership practicum.

The following courses must be completed sequentially:

|                  |   |   |
|------------------|---|---|
| NURS 650/HCM 650 | Organizational Behavior in Healthcare   | 3 |
| NURS 652/HCM 652 | Health Care Finance: Challenges   | 3 |
| NURS 660/HCM 660 | Planning for Evidence-Based Practice  | 3 |
| NURS 662/HCM 662 | Quality Management in Health Care   | 3 |
| NURS 750         | Graduate Nursing Practicum, Leadership/Management   | 3 |
| Elective         | Approved Health Care Management course or course from the Population-Based Care Coordination or Education Concentration | 3 |

Elective: Approved Healthcare Management course or course from the Education or Population-Based Care Concentration

**Population-Based Care Coordination Courses**

This area of concentration includes courses on communication, coordination, vulnerable populations, epidemiology, and a Population-Based Care Coordination practicum.

The following courses must be completed sequentially:

|                  |   |   |
|------------------|---|---|
| NURS 600/HCM 600 | Managerial Epidemiology and Statistics  | 3 |
| NURS 670         | Principles of Population Health and Care Coordination   | 3 |
| NURS 672         | Population-Based Care: Vulnerable Populations   | 3 |
| NURS 674         | Professional/Legal Issues in Population-Based Care  | 3 |
| NURS 760         | Graduate Nursing Practicum, Population-Based Care Coordination  | 3 |
| Elective         | Approved Health Care Management course or course from the Population-Based Care Coordination or Education Concentration | 3 |

Elective: Approved Healthcare Management course or course from the Education or Leadership/Management Concentration

**Onsite Requirements**

The Master of Science in Nursing has a symposium requirement at the end of the program. The symposium component supports the interactive nature of the profession, which requires students to demonstrate not only knowledge, but the increased ability at the graduate level to articulate and discuss nursing issues and challenges. Further, the symposium allows students to demonstrate those skills and competencies they will need in their professional positions.

**Certificate Option**

- Nursing Education (p. 60)
- Population-Based Care Coordination (p. 60)

**Course Descriptions**

See NURS-Graduate Nursing Courses (p. 78)

**Psychology - Doctor of Psychology in Clinical Psychology**

**Description**

The Psy.D. program will prepare clinical psychologists to provide evidence-based and culturally competent clinical services to their communities in assessment, diagnosis, treatment and interventions, supervision, consultation, and advocacy. Students will develop skills and competencies consistent with the APA Standards of Accreditation for Health Service Psychology for a doctoral program in Clinical Psychology.

Through a combination of classroom instruction, clinical placements, and internship, students will develop the core competencies and discipline-specific knowledge required for effective clinical practice. Students will develop competency in the following areas: research, ethical and legal standards, individual and cultural diversity, communication and interpersonal skills, assessment, intervention, supervision, consultation, and interprofessional/interdisciplinary skills. Profession-wide competencies and discipline-specific knowledge acquired will encompass knowledge of the fundamental areas of psychology, including the history of psychology; affective, biological, cognitive, developmental, and social aspects of behavior; research methods; statistical analysis; and psychometrics.

**Outcomes**

Upon successful completion of the Psy.D. Program, students will be able to competently:

Outcome 1: Apply psychological theory and scientific knowledge of psychological function and dysfunction, maladaptation, and psychopathology;

Outcome 2: Conduct evidence-based psychological assessments and diagnosis;

Outcome 3: Provide evidence-based psychological intervention, treatment, supervision, and consultation services;

Outcome 4: Apply research methods appropriate to the activities of the practitioner-scholar;

Outcome 5: Perform professional activities consistent with ethical, legal, and professional standards of Health Service Psychology; and

Outcome 6: Use appropriate communication and interpersonal skills to deliver services to a diverse population.

## Policies

### Prerequisite Course Policies

Students must have completed undergraduate courses in research methods, statistics, psychopathology, and human development prior to beginning doctoral classes. A tests and measurements course is strongly advised.

Students with master's degrees in psychology or other disciplines are expected to fulfill all course requirements of the Psy.D. at Stevenson University. No transfer credit will be given for master's level courses. Up to nine credits of coursework completed in an APA-accredited doctoral program in a health service psychology (i.e. clinical, counseling, school) field will be considered for transfer credit. In making such determinations, the academic program director will evaluate courses taken at the other institutions on a course-by-course basis after a review of transcripts, catalog descriptions, and course syllabi.

### Academic Policies

- The minimum acceptable grade for all courses in the Psy.D. program is a B.
- Students earning a grade below a "B" may repeat the course only once.
- Students must maintain an overall GPA of 3.0
- Students who earn grades of C or below in two courses or twice in the same course will be dismissed from the program.
- Students enroll in PSY 901, Dissertation, for five consecutive semesters (including summer) beginning in Fall of Year 3. Students who have not defended their dissertation by the end of their fifth semester of enrollment in PSY 901 may be required to register for an additional semester or semesters.
- Students enroll in PSY 902, Internship, for four consecutive semesters (including two summers) beginning in Summer of Year 4.

## Requirements

### Discipline-Specific Knowledge

|         |                                 |   |
|---------|---------------------------------|---|
| PSY 603 | Lifespan Development            | 3 |
| PSY 604 | Social Psychology               | 3 |
| PSY 605 | Biological Bases of Behavior    | 3 |
| PSY 610 | Psychopathology                 | 3 |
| PSY 710 | History & Systems of Psychology | 3 |
| PSY 730 | Psychopharmacology              | 3 |

### Profession-Wide Competencies

|         |   |                                      |
|---------|---|--------------------------------------|
| PSY 601 | Design and Analysis I                         | 3                                    |
| PSY 602 | Design and Analysis II                        | 3                                    |
| PSY 640 | Basic Interviewing and Clinical Skills        |                                      |
| PSY 641 | Theories of Psychotherapy                     | 3                                    |
| PSY 701 | Cognitive Assessment                          | 4                                    |
| PSY 702 | Personality Theory and Assessment             | 3                                    |
| PSY 703 | Integrated Assessment                         | 3                                    |
| PSY 720 | Models of Psychotherapy                       | 3 - Course must be taken 3 semesters |
| PSY 740 | Legal and Ethical Issues in Clinical Practice | 3                                    |

|         |   |  |
|---------|---|--|
| PSY 750 | Multicultural Competencies in Clinical Practice | 3                                      |
| PSY 780 | Case Consultation                               | 1.5 - Course must be taken 4 semesters |
| PSY 790 | Supervision and Consultation                    | 3                                      |
| PSY 811 | Basic Practicum I                               | 1.5                                    |
| PSY 812 | Basic Practicum 2                               | 1.5                                    |
| PSY 821 | Intermediate Practicum I                        | 1.5                                    |
| PSY 822 | Intermediate Practicum 2                        | 1.5                                    |
| PSY 831 | Advanced Practicum I                            | 1.5                                    |
| PSY 832 | Advanced Practicum 2                            | 1.5                                    |
| PSY 800 | Summer Practicum                                | 0                                      |
| PSY 880 | Advanced Case Consultation                      | 1.5 - Course must be taken 4 semesters |

### Electives

Students must take 6 credits from PSY 704 and PSY 725. Special topics will rotate and will be announced prior to registration. Students may take PSY 704 and PSY 725 once each or take either course twice (with different topics).

|         |                                       |   |
|---------|---------------------------------------|---|
| PSY 704 | Special Topics in Assessment          | 3 |
| PSY 725 | Special Topics in Clinical Psychology | 3 |
| PSY 704 | Special Topics in Assessment          | 3 |
| PSY 725 | Special Topics in Clinical Psychology | 3 |

### Dissertation - 15 credits

|         |              |                                      |
|---------|--------------|--------------------------------------|
| PSY 901 | Dissertation | 3 - Course must be taken 5 semesters |
|---------|--------------|--------------------------------------|

### Internship - 9 credits

|         |            |  |
|---------|------------|--|
| PSY 902 | Internship | Variable: 1.5-3 - Course must be taken 4 semesters |
|---------|------------|--|

### Clinical Requirements

#### Practicum Requirement

All students are required to complete seven semesters of practicum in the second through fourth years of the program. Students will complete 16-20 hours per week of on-site practicum training each semester, including time spent in direct service hours, indirect support activities, and supervision with the on-site practicum supervisor(s).

#### Internship Requirement

All students are required to apply for APA-accredited doctoral internships through the Association of Psychology Postdoctoral and Internship Centers (APPIC) match, unless permission to take an internship at an alternate site is given by the program.

Doctoral internships offer the equivalent of one year of full-time clinical training and specific start and end dates will vary by site.

### Associated Fees

Students are independently responsible for paying required fees related to clinical placements, including: subscription fees for a clinical hour tracking system; background check fees; and internship and Match registration fees. Other fees related to individual placement sites, such as Psychology Associate licensure application, supplemental student liability insurance, and parking costs, may also be required.

### Course Descriptions

See PSY-Doctor of Psychology in Clinical Psychology Courses (p. 81)

## Psychology - Master of Arts in Clinical Psychology

### Description

The Master of Arts in Clinical Psychology is a 51-credit, four-semester master’s degree program that is embedded in Stevenson University’s Doctor of Psychology in Clinical Psychology curriculum. Specifically, the degree includes the foundational coursework and practicum experiences completed by students during their first four semesters in the Psy.D. program, which focus on assessment and psychotherapy, research and statistical analysis, ethical and legal standards, individual and cultural diversity, personality and psychopathology, and biological, developmental, and social aspects of behavior. Admission to this program is only open to students already admitted to the Psy.D. Program.

### Outcomes

Upon successful completion of the M.A. in Clinical Psychology, students will be able to demonstrate foundational skills and competencies in the following areas:

1. Apply psychological theory and scientific knowledge to an understanding of psychological function and dysfunction, maladaptation, and psychopathology.
2. Conduct evidence-based psychological assessments and diagnosis.
3. Conduct evidence-based psychological intervention, treatment, supervision, and consultation.
4. Apply research methods appropriate to the activities of the practitioner-scholar.
5. Conduct professional activities appropriate to the practitioner-scholar that are consistent with ethical, legal, and professional standards of Health Service Psychology.

6. Demonstrate effective communication and interpersonal skills needed by the practitioner-scholar that exemplify the sensitivity to human diversity needed to deliver high quality services to a diverse population.

## Policies

### Academic Policies

Note: Because the M.A. in Clinical Psychology is embedded in the Psy.D. in Clinical Psychology, all Psy.D. program policies apply to students in the embedded master’s program.

- The minimum acceptable grade for all courses in the Psy.D. program is a B.
- Students earning a grade below a "B" may repeat the course only once.
- Students must maintain an overall GPA of 3.0.
- Students who earn grades of C or below in two courses or twice in the same course will be dismissed from the program.

Other program-specific policies, including probation, dismissal, and grievance policies, are outlined in the Psy.D. Handbook.

## Requirements

### Required Courses

|         |   |  |
|---------|---|--|
| PSY 601 | Design and Analysis I                           | 3                                      |
| PSY 602 | Design and Analysis II                          | 3                                      |
| PSY 603 | Lifespan Development                            | 3                                      |
| PSY 604 | Social Psychology                               | 3                                      |
| PSY 605 | Biological Bases of Behavior                    | 3                                      |
| PSY 610 | Psychopathology                                 | 3                                      |
| PSY 640 | Basic Interviewing and Clinical Skills          |  |
| PSY 641 | Theories of Psychotherapy                       | 3                                      |
| PSY 701 | Cognitive Assessment                            | 4                                      |
| PSY 702 | Personality Theory and Assessment               | 3                                      |
| PSY 703 | Integrated Assessment                           | 3                                      |
| PSY 720 | Models of Psychotherapy                         | 3 - Course must be taken 3 semesters   |
| PSY 740 | Legal and Ethical Issues in Clinical Practice   | 3                                      |
| PSY 750 | Multicultural Competencies in Clinical Practice | 3                                      |
| PSY 780 | Case Consultation                               | 1.5 - Course must be taken 4 semesters |
| PSY 811 | Basic Practicum I                               | 1.5                                    |
| PSY 812 | Basic Practicum 2                               | 1.5                                    |

## Course Descriptions

See PSY-Master of Arts in Clinical Psychology Courses (p. 81)

## Teaching-Master's of Arts in Teaching with a STEM Focus

### Description

The Master of Arts in Teaching (MAT) with a STEM focus prepares candidates for initial certification in secondary education (grades 7-12) in the areas of biology, chemistry, earth/space science, physics, physical science and mathematics. The program is designed for recent graduates and career changers in the STEM fields who desired to enter the teaching profession. The program focuses on a STEM approach to teaching and learning that prepares graduates to engage learners in collaborative, innovative, and project-based learning for solving real world problems.

Stevenson's MAT program is delivered in an online cohort format that maximizes flexibility for working adults. Course content is facilitated by seasoned educational professionals through engaging online activities. Current and innovative educational technologies are embedded into course content to prepare candidates to meet the needs of the 21st century learner. Through authentic field experiences and a teaching internship, candidates gain the knowledge, skills, and disposition to engage and inspire learners.

Candidates who successfully complete the MAT program, including achieving qualifying scores on Praxis® Core (or meeting the qualifying scores on either Praxis® I, SAT, ACT, or GRE and Praxis® II,) are eligible for teaching certification in Maryland and in states with reciprocal agreements with the Maryland State Department of Education (MSDE) in the area of secondary biology, chemistry, earth/space science, physics, physical science and mathematics.

### Outcomes

Consistent with the School of Education's outcomes, upon completion of the Master of Arts in Teaching in Secondary Biology, Chemistry, Earth/Space Science, Physics, Physical Science or Mathematics, teacher candidates will be able to:

1. Apply knowledge of discipline content and content-related pedagogy to design and implement effective instruction for all learners.
2. Use knowledge of diverse students to design instruction and create a culturally responsive, equitable environment to support achievement for all learners.
3. Design and implement instruction that engages students, encourages student participation, promotes higher-level thinking, and supports instructional outcomes.
4. Design and implement assessment that monitors student learning, provides purposeful feedback on progress, and furnishes evidence to inform instruction.
5. Reflect on teaching, collaborate in a professional learning community, seek professional development opportunities, engage in inquiry, persist toward goals, and exhibit integrity and professionalism.

### Prerequisite Requirements

To be admitted into the MAT program, all candidates must complete the following course work and meet MSDE requirements for initial certification as identified below:

- Complete a bachelor's degree in a science or mathematics discipline from an accredited institution with 30 credit hours in the content area.
- Provide official transcripts\* of all previous undergraduate-level and graduate-level college coursework.
- Attain a cumulative GPA in undergraduate coursework of 3.0 on a four-point scale.
- Provide two letters of recommendation, either professional or academic.
- Complete an interview with the Program Coordinator of SUO Graduate Education.

To be admitted into a teaching internship (ED 710), candidates must:

- Attain a qualifying score on Praxis® II Content Knowledge assessment for the area or desired certification.
- Completed prerequisite coursework with a 3.0 GPA or better.
- Complete a criminal background check.

### Requirements

All MAT candidates must complete the following coursework and meet MDSE requirements for initial certification as identified below. ED 550 and ED 560 are only options for middle school teachers who need to take the Praxis. The middle school Praxis cannot be substituted as the content knowledge Praxis for the Maryland Approved Alternative Preparation Program (MAAPP) stamp.

#### Required Courses

|        |  |   |
|--------|--|---|
| ED 510 | Psychology and Development of Adolescents  | 3 |
| ED 605 | STEM Curriculum Principles and Practices   | 3 |
| ED 615 | Principles of Assessment   | 3 |
| ED 620 | Literacy Strategies in the STEM Content Areas  | 3 |
| ED 625 | Advanced Literacy Strategies in the STEM Content Areas                               | 3 |
| ED 630 | Principles of Special Education  | 3 |
| ED 640 | Methods and Technologies of Teaching Secondary Math and Science with a STEM Focus I  | 3 |
| ED 645 | Methods and Technologies of Teaching Secondary Math and Science with a STEM Focus II | 3 |
| ED 550 | Mathematical Concepts and Problem Solving for Middle School Teacher                  | 3 |
| ED 560 | Scientific Concepts for Middle School Teachers                                       | 3 |
| ED 690 | Issues in STEM Education   | 3 |
| ED 710 | Professional Internship  | 6 |

#### Residency Requirement

Stevenson's MAT program includes mandatory onsite weekend residencies twice a year. The interpersonal relationship developed as part of the cohort residencies enhance the academic learning and emotional well-being of the adult learner. The residency is an essential part of building that community. Residencies are scheduled on a Saturday at Stevenson University

at the start of the fall and spring semesters. Attendance is mandatory for the full period of the residency unless with prior permission of the Program Coordinator. Students may engage in seminars, workshops, peer led discussions and presentations during residency.

#### **MSDE requirements for initial certification:**

- Successful completion of Stevenson University's Maryland Approved MAT program.
- 3.0 GPA for last completed degree **or** qualifying scores on Praxis® Core (basic skills) **and** Praxis® II content knowledge and pedagogy assessments.
- Successful completion of 100-day teaching internship in the candidate's area of certification.
- Passing scores on MSDE required Praxis tests and performance assessments.

### **Certificate Option**

Secondary STEM Teaching and Learning (p. 61)

### **Course Descriptions**

See ED - Teaching and Learning Courses (p. 68)

## **Teaching-Master's of Arts in Teaching with an Early Childhood Focus**

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### **Description**

The Master of Arts in Teaching (MAT) with an Early Childhood focus prepares candidates for initial certification in early childhood education (grades Prekindergarten-3<sup>rd</sup>). The program is designed for recent graduates in non-education bachelor's degrees, career changers who desire to enter the teaching profession and current conditionally certified teachers who must obtain certification. The program focuses on early childhood social, emotional, and cognitive development, learning science, and effective teaching strategies for diverse learners including an emphasis on multilingual learners. Graduates are prepared to recognize, leverage, and advance the learning strengths of young learners through active, research-based teaching practices.

Stevenson's MAT program is delivered in an online cohort format that maximizes flexibility for working adults. Course content is facilitated by seasoned educational professionals through engaging online activities. Current and innovative educational technologies are embedded into course content to prepare candidates to meet the needs of the 21st century learner. Through authentic field experiences and a teaching internship, candidates gain the knowledge, skills, and disposition to engage and inspire learners.

Candidates who successfully complete the MAT program, including achieving qualifying scores on Praxis® Core (or meeting the qualifying scores on either Praxis® I, SAT, ACT, or GRE and Praxis® II, and the Praxis Performance Assessment for Teachers) are eligible for teaching certification in Maryland and in states with reciprocal agreements with the Maryland State Department of Education (MSDE) in the area of early childhood education.

### **Outcomes**

1. Apply knowledge of discipline content and content-related pedagogy to design and implement effective instruction for all learners.
2. Use knowledge of diverse learners to design instruction and create a culturally responsive, equitable environment to support achievement for all learners.
3. Design and implement instruction that engages students, encourages student participation, promotes higher-level thinking, and supports instructional outcomes.
4. Design and implement assessment that monitors student learning, provides purposeful feedback on progress, and furnishes evidence to inform instruction.
5. Reflect on teaching, collaborate in a professional learning community, seek professional development opportunities, engage in inquiry, persist toward goals, and exhibit integrity and professionalism.

### **Prerequisite Requirements**

To be admitted into the MAT program, all candidates must complete the following course work and meet MSDE requirements for initial certification as identified below:

- Complete a bachelor's degree in a science or mathematics discipline from an accredited institution with 30 credit hours in the content area.
- Provide official transcripts\* of all previous undergraduate-level and graduate-level college coursework.
- Attain a cumulative GPA in undergraduate coursework of 3.0 on a four-point scale.
- Provide two letters of recommendation, either professional or academic.
- Complete an interview with the Program Coordinator of SUO Graduate Education.

To be admitted into a teaching internship (ED 710), candidates must:

- Attain a qualifying score on Praxis® II Content Knowledge assessment for the area or desired certification.
- Completed prerequisite coursework with a 3.0 GPA or better.
- Complete a criminal background check.

### **Policies**

#### **Prerequisite Course Policies**

Prerequisite courses required for admission into the Master's in Teaching: Early Childhood program include 12 semester hours of course work in mathematics, 12 semester hours in science, 9 semester hours in English, and 9 semester hours in social studies. Applicants must document a minimum of 3.0 GPA in their undergraduate programs.

Students previously enrolled in Master of Arts Teaching: Early Childhood programs at other institutions but without completing degrees may apply for transfer credits, but no more than six credit hours may be transferred from another degree program, which is aligned to the SUO policies. Transfer credit decisions will be made by the Program Director on a case-by-case basis, with priority given to courses taught in Maryland State Department of Education Approved programs, after review of transcripts, course catalog descriptions, and course syllabi.

- Successful completion of 100-day teaching internship in the candidate's area of certification.
- Passing scores on MSDE required Praxis tests and performance assessments.

## Course Descriptions

See ED - Teaching and Learning Courses (p. 68)

### Academic Performance Policies

- Minimum accepted grade for all courses in the Master of Arts Teaching: Early Childhood program is final grade of B.
- Students with grades below B in courses may repeat courses but no more than twice. Failure to earn a grade of B in a course after three attempts may lead to dismissal from the program.
- Students must maintain an overall GPA of 3.0. Students falling below an overall GPA of 3.0 will be placed on academic probation for a maximum of one year. If the minimum GPA requirement of 3.0 is not accomplished after the one-year probation, students may be dismissed from the program.

## Requirements

All MAT candidates must complete the following coursework and meet MDSE requirements for initial certification as identified below. ED 550 and ED 560 are only options for middle school teachers who need to take the Praxis. The middle school Praxis cannot be substituted as the content knowledge Praxis for the Maryland Approved Alternative Preparation Program (MAAPP) stamp.

The following courses are under development: ED 540, ED 571, ED 572, ED 610, ED 618, ED 622, ED 631, ED 665, ED 715, ED 725.

### Required Courses

|        |   |   |
|--------|---|---|
| ED 506 | Child Development for Early Childhood Educators     | 3 |
| ED 570 | Early Childhood Curriculum Principles and Practices | 3 |

### Residency Requirement

Stevenson's MAT program includes mandatory onsite weekend residencies twice a year. The interpersonal relationship developed as part of the cohort residencies enhance the academic learning and emotional well-being of the adult learner. The residency is an essential part of building that community. Residencies are scheduled on a Saturday at Stevenson University at the start of the fall and spring semesters. Attendance is mandatory for the full period of the residency unless with prior permission of the Program Coordinator. Students may engage in seminars, workshops, peer led discussions and presentations during residency.

### MSDE requirements for initial certification:

- Successful completion of Stevenson University's Maryland Approved MAT program.
- 3.0 GPA for last completed degree **or** qualifying scores on Praxis® Core (basic skills) **and** Praxis® II content knowledge and pedagogy assessments.

# Certificate Options - Post-Baccalaureate

## Stevenson University Online offers Post-Baccalaureate Certificates in:

- Community-Based Education and Leadership
- Crime Scene Investigation
- Digital Forensics
- Forensic Accounting
- Forensic Investigation
- Literacy Education
- Nursing Education
- Population-Based Care Coordination
- Secondary (7-12) STEM Teaching and Learning
- Quality Management and Patient Safety

## Community-Based Education and Leadership

### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate in Community-Based Education and Leadership is designed for practicing professionals in non-formal and informal education settings who want to expand their knowledge and skills to become effective educators and change leaders in their organizations. Upon completion of the certificate, graduates will have the ability to meet the needs of diverse populations of learners, build transformative learning communities, and foster collaborative partnerships within the expanding non-formal educational sector. Coursework for this 15-credit hour certificate option can be completed online.

Due to the unique blend of coursework including understanding 21st century teaching and learning as well as organizational management and leadership, this certificate benefits a variety of positions, including and not limited to the following: athletic coaches, community education leaders, higher education professionals, non-profit leaders, and youth development specialists.

Information on admission requirements can be found at Post-Baccalaureate Certificates Admissions Requirements (p. 17).

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Community-Based Education and Leadership, recipients will be able to:

1. Analyze formal, informal, and non-formal theories and frameworks of education.
2. Examine the developmental and cognitive characteristics of learners through the life span.

3. Explore sociological and cultural influences on communities, organizations, and groups.
4. Create, implement, and assess community-based educational programs.
5. Design engaging and innovative learning experiences that foster critical thinking, creativity, and communication skills of learners.
6. Synthesize multiple sources of evidence to make decisions.
7. Use multiple modes of communication to advocate for community-based education.
8. Create management and strategic plans for the sustainability of community-based educational organizations.
9. Foster collaboration among educational institutions, public, private and non-profit agencies, and other community stakeholders.

#### Required Courses

Students must complete the following 9 credits:

|                   |   |   |
|-------------------|---|---|
| CBEL 610          | Foundations and Frameworks of Community-Based Education                             | 3 |
| CBEL 616/INTL 616 | Community Engagement and Leadership   | 3 |
| ED 606/INTL 606   | Socio-political and Cultural Influences on Families, Organizations, and Communities | 3 |

Students will select two electives from either of the following focus areas:

#### Management-Leadership Electives

|          |   |   |
|----------|---|---|
| CBEL 670 | Volunteer Management  | 3 |
| CBEL 672 | Advocacy in Community-Based Organizations                   | 3 |
| CBEL 674 | Legal Issues and Risk Management in Community Organizations | 3 |

#### Teaching and Learning Electives

Students will select two courses from the following focus areas.

|                   |  |   |
|-------------------|--|---|
| CBEL 612/INTL 612 | Innovative Teaching and Learning for 21st Century Skills | 3 |
| CBEL 614          | Program Planning, Implementation, and Evaluation         | 3 |
| CBEL 662          | Youth Development  | 3 |
| CBEL 664          | Teaching & Learning for Specialized Populations          | 3 |
| ED 604/INTL 604   | Cognitive, Social, and Emotional Development of Learners | 3 |

## Crime Scene Investigation

### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate in Crime Scene Investigation is designed to prepare students with the skills to evaluate crime

scenes and select the appropriate steps to be followed in documenting, collecting, preserving, and processing evidence. This post-baccalaureate certificate trains professionals to process forensic evidence and report their findings in an ethical manner for the purpose of effectively communicating those findings in a courtroom setting. Information on admissions requirements can be found at Post-Baccalaureate Certificates Admissions Requirements (p. 17).

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Crime Scene Investigation, recipients will be able to:

1. Process forensic evidence and report findings in an ethical manner.
2. Communicate those findings in both written and oral formats.
3. Apply the quality assurance, quality control and safety requirements used in accredited forensic science laboratories.
4. Evaluate crime scenes and select the appropriate steps to be followed in documenting, collective, preserving and processing evidence.

#### Required Courses

Students must complete the following 18 credits:

|          |  |   |
|----------|--|---|
| FSCI 500 | Survey of Forensic Science               | 3 |
| FSCI 540 | Crime Scene Photography                  | 3 |
| FSCI 610 | Physical Evidence at Crime Scenes        | 3 |
| FSCI 615 | Safety/Quality Control/Quality Assurance | 3 |
| FSCI 630 | Crime Scene Investigation                | 3 |
| FSCI 632 | Pattern Analysis                         | 3 |

## Digital Forensics

### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate program in Digital Forensics prepares students and forensic professionals to identify, acquire, restore, and analyze electronic data. Our certificate program provides students with the knowledge to design a comprehensive methodology to cover the acquisition, preservation, and analysis of various forms of digital evidence. Graduates of the certificate program will be equipped with the skills to communicate their findings, analysis, and conclusions effectively, especially as expert witnesses during trials. Coursework can be completed entirely online for this 18-credit hour program. Information on admissions requirements can be found at Post-Baccalaureate Certificates Admissions Requirements (p. 17).

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Digital Forensics, recipients will be able to:

1. Collect, handle and preserve digital evidence.
2. Design a comprehensive methodology to cover the acquisition, preservation and analysis of various forms of digital evidence.
3. Analyze and interpret file system data, operating system data and application data.

4. Synthesize auditing, computer forensic and investigative analyses into coherent, defensible conclusions

#### Required Courses

Students must complete the following 18 credits:

|                   |   |   |
|-------------------|---|---|
| FSCOR 601         | Foundations of Justice                    | 3 |
| FSINV 600         | Investigative Techniques/Interviewing     | 3 |
| FSLAW 668         | White Collar Crimes                       | 3 |
| FSIS 642          | File Systems Forensic Analysis            | 3 |
| FSIS 643/CYBF 643 | Incident Response and Evidence Collection | 3 |
| FSIS 644/CYBF 644 | Windows Forensic Examinations             | 3 |

## Forensic Accounting

### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate program in Forensic Accounting provides accounting students and professionals with the necessary skills in asset protection and financial reporting to prepare them for careers in both investigative accounting and fraud prevention. Courses in Stevenson University's Forensic Accounting Certificate program are taught by practicing forensic accountants and focus on synthesizing accounting, auditing, computer, and investigative analyses into coherent, defensible conclusions. Coursework can be completed entirely online for this 18-credit hour program. Information on admissions requirements can be found at Post-Baccalaureate Certificates Admissions Requirements (p. 17).

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Forensic Accounting, recipients will be able to:

1. Examine financial statements for false and/or misleading statements.
2. Assess fraud risk and adequacy of internal control structures.
3. Evaluate financial evidence.
4. Synthesize accounting, auditing, computer and investigative analyses into coherent, defensible conclusions.

#### Certificate Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a post-baccalaureate certificate one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only. A minimum cumulative 3.00 grade point average on all graduate work attempted is required for completion of the certificate. Only one grade of "C" may be applied toward the GPA requirement. Certificate requirements must be completed within seven years after the first course applied to the degree was completed.

#### Required Courses

Students must complete the following 18 credits:

|           |                                       |   |
|-----------|---------------------------------------|---|
| FSCOR 601 | Foundations of Justice                | 3 |
| FSINV 600 | Investigative Techniques/Interviewing | 3 |

|              |                                 |         |
|--------------|---------------------------------|---------|
| FSAAC 624    | Fraud: Accounting               | 3       |
| FSAAC 640    | Business Valuation              | 3       |
| FS LAW 668   | White Collar Crimes             | 3       |
| FSAAC 626    | FSAAC 626 Investigation and     | 3       |
| OR FSAAC 628 | Analysis: Auditing OR FSAAC 628 | credits |
|              | Investigation and Analysis: Tax |         |

## Forensic Investigation

### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate in Forensic Investigation prepares students and law enforcement professionals to effectively conduct interviews and collect physical evidence for the purpose of synthesizing the results into factually accurate and objective reports and court testimony. Our certificate program equips students with the skills to analyze and evaluate documentary and testimonial evidence vital to criminal investigations and trials. Coursework can be completed entirely online for this 18-credit hour program. Information on admissions requirements can be found at Post-Baccalaureate Certificates Admissions Requirements (p. 17).

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Forensic Investigation, recipients will be able to:

1. Evaluate the merits of an allegation and prepare an investigative plan, if warranted.
2. Conduct effective interviews and interrogations.
3. Evaluate documentary and testimonial evidence.
4. Synthesize analyses of facts and law into coherent, defensible conclusions.

#### Certificate Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a post-baccalaureate certificate one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only. A minimum cumulative 3.00 grade point average on all graduate work attempted is required for completion of the certificate. Only one grade of "C" may be applied toward the GPA requirement. Certificate requirements must be completed within seven years after the first course applied to the degree was completed.

#### Required Courses

Students must be able to complete the following 18 credits:

|              |  |   |
|--------------|--|---|
| FSCOR 601    | Foundations of Justice                     | 3 |
| FSINV 600    | Investigative Techniques/Interviewing      | 3 |
| FSINV 605    | Investigative Techniques/Physical Evidence | 3 |
| FS LAW 662   | Fraud Investigation and Analysis           | 3 |
| FS LAW 668   | White Collar Crimes                        | 3 |
| FS LAW 602   | FS LAW 602 Criminology OR FSAAC 620        | 3 |
| OR FSAAC 620 | Forensic Information Technology            |   |

## Literacy Education

### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate in Literacy Education is designed to equip classroom teachers with the knowledge, skills, and strategies to increase student success for all learners. In the current educational landscape, classroom teachers are tasked with helping learners develop 21st century skills of critical thinking, problem-solving, and collaboration while they are simultaneously required to evolve their skills and develop new strategies for addressing the emerging issues in literacy education.

In the literacy education certificate program, teachers will explore current trends in literacy instruction, develop strategies for integrating literacy into content areas, align curricula with Common Core State Standards (CCSS) and the Every Student Succeeds Act (ESSA), and examine the impact of digital technologies and culturally responsive literacy. Certificate graduates will meet the Maryland State Department of Education (MSDE) coursework requirements for a Reading Teacher endorsement. Information on admissions requirements can be found at Post-Baccalaureate Certificates Admissions Requirements (p. 17).

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Literacy Education, recipients will be able to:

1. Articulate the theoretical frameworks and research based foundations of reading, writing, and communication processes.
2. Design and implement integrated, comprehensive, and balanced curriculum to support students' literacy needs.
3. Evaluate student literacy performance using valid, reliable, and fair assessment tools to screen, diagnosis, monitor, and measure student literacy achievement to inform instruction and evaluate interventions.
4. Create and engage learners in literacy practices that develop awareness, respect, and a valuing of differences in our society.
5. Integrate digital technologies and print resources to engage learners in a literacy rich learning environment.
6. Differentiate instruction to meet the needs of all learners on the developmental continuum of language and literacy learning.

#### Required Courses

The Post-Baccalaureate Certificate in Literacy Education is an online, 15-credit hour program.

|                   |                                |   |
|-------------------|--------------------------------|---|
| LTED 603          | Foundations of Literacy        | 3 |
| LTED 611          | Literacy Assessment            | 3 |
| LTED 621          | Culturally Responsive Literacy | 3 |
| LTED 623/INTL 623 | Digital Literacy and Media     | 3 |
| LTED 701          | Literacy Capstone              | 3 |

## Nursing Education

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### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate in Nursing Education is a 15-credit graduate certificate option designed for registered nurses prepared at least at the baccalaureate level who want to expand their knowledge and practice in the field of nursing education. This certificate will help meet the tremendous need for nurse faculty – a shortage that is limiting enrollment in nursing schools nationwide (American Association of Colleges of Nursing, 2019). Students in the certificate option will learn the knowledge and skills necessary to contribute to the nursing profession as educators.

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Nursing Education, recipients will be able to:

1. Analyze trends in nursing science to promote best educational practices.
2. Apply learning theories and curriculum design models in the development of learning experiences in nursing education.
3. Analyze significant issues arising between clinical nursing practice and nursing education.
4. Design curricula for a variety of educational settings using relevant theories and evidence-based teaching strategies.
5. Integrate teaching and learning theory with concepts of health protection, promotion, and maintenance to address the needs of individuals from various cultures.
6. Integrate theories and principles of teaching and learning with knowledge of pathophysiology, pharmacology, and physical assessment in the role of the nurse educator in academic and practice settings.

#### Certificate Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a post-baccalaureate certificate one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only. A minimum cumulative 3.00 grade point average on all graduate work attempted is required for completion of the certificate. Only one grade of "C" may be applied toward the GPA requirement. Certificate requirements must be completed within seven years after the first course applied to the degree was completed.

#### Electives

Students must complete one elective from the list below:

|                  |   |   |
|------------------|---|---|
| NURS 557/HCM 557 | Project and Resource Management           | 3 |
| NURS 610         | Advanced Pathophysiology and Pharmacology | 3 |
| NURS 615         | Advanced Health Assessment                | 3 |

#### Required Courses

Students must complete the following 12 credits:

|          |                                  |   |
|----------|----------------------------------|---|
| NURS 632 | Curriculum Design and Innovation | 3 |
|----------|----------------------------------|---|

|          |   |   |
|----------|---|---|
| NURS 635 | Teaching and Learning Strategies/Evaluation   | 3 |
| NURS 642 | Instructional Media in Education              | 3 |
| NURS 736 | Graduate Nursing Practicum, Nursing Education | 3 |

## Population-Based Care Coordination

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### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate in Population-Based Care Coordination is a 15-credit graduate certificate option designed for registered nurses prepared at least at the baccalaureate level who want to expand their knowledge and practice in the growing fields of population health and care coordination. The development of this certificate was based, in part, on the changes in the U.S. healthcare delivery system, which present multiple challenges for healthcare providers. Important among these changes is the need for expert care coordination by knowledgeable providers who are well acquainted with the complexities of healthcare delivery systems, insurance policies, and the varied needs of clients. Students in the certificate option will learn the knowledge and skills necessary to provide care coordination services for diverse populations.

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Population-Based Care Coordination, recipients will be able to:

1. Conduct needs assessments within communities and healthcare systems, engaging multiple stakeholders.
2. Design a plan of care for specific populations incorporating knowledge of community resources, healthcare law, and regulations.
3. Evaluate quality and safety outcomes within community healthcare systems.
4. Evaluate culturally-competent community care management strategies through the examination of inter-professional collaborative relationships, social networks, and organizational systems.

#### Certificate Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a post-baccalaureate certificate one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only. A minimum cumulative 3.00 grade point average on all graduate work attempted is required for completion of the certificate. Only one grade of "C" may be applied toward the GPA requirement. Certificate requirements must be completed within seven years after the first course applied to the degree was completed.

#### Required Courses

Students must complete the following 15 credits:

|          |                            |   |
|----------|----------------------------|---|
| NURS 547 | Global Health Perspectives | 3 |
|----------|----------------------------|---|

|          |   |   |
|----------|---|---|
| NURS 610 | Advanced Pathophysiology and Pharmacology             | 3 |
| NURS 670 | Principles of Population Health and Care Coordination | 3 |
| NURS 672 | Population-Based Care: Vulnerable Populations         | 3 |
| NURS 674 | Professional/Legal Issues in Population-Based Care    | 3 |

|                 |  |   |
|-----------------|--|---|
| HCM 665         | Patient Satisfaction and Quality Improvement | 3 |
| HCM 667/DTI 667 | Customer Relationship Management (E-CRM)     | 3 |
| HCM 669         | Patient Advocacy for Healthcare Quality      | 3 |

## Quality Management and Patient Safety

### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate in Quality Management and Patient Safety is designed for healthcare professionals who want to learn how to plan, organize, and lead efforts to improve the effectiveness of patient treatment in healthcare organizations. Stevenson's Quality Management and Patient Safety certificate program provides healthcare professionals the knowledge and skills necessary to evaluate the health status of populations served by healthcare organizations to address service gaps. Coursework can be completed entirely online for this 15-credit hour certificate program. Information on admissions requirements can be found at Post-Baccalaureate Certificates Admissions Requirements (p. 17).

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Quality Management and Patient Safety, recipients will be able to:

1. Formulate a plan to assess performance of quality management and patient-centric safety efforts in a healthcare system or unit.
2. Critique, synthesize and apply theories, models, and research relating to quality improvement and patient safety initiatives.
3. Deduce trends in healthcare that promote best practices in ethical and effective, evidence-based quality management and patient safety.
4. Produce techniques of operations assessment and improvement that continually improve the quality of care provided and patient safety.
5. Propose and justify methods and tools for analysis of quality management and patient-centric safety initiatives.
6. Demonstrate through written, oral, and other presentation skills, an in-depth understanding of the quality management and patient safety efforts in a healthcare system or unit.
7. Apply principles of leading and managing a quality improvement and patient safety initiative in a healthcare system or unit.
8. Analyze and interpret statistical, quantitative data and other performance indicators of quality management and patient safety initiatives.

#### Required Courses

|   |                                      |   |
|---|--------------------------------------|---|
| Quality Management and Patient Safety Certificate |                                      |   |
| HCM 660/NURS 660                                  | Planning for Evidence-Based Practice | 3 |
| HCM 662/NURS 662                                  | Quality Management in Health Care    | 3 |

## Secondary STEM Teaching and Learning

### Certificate Requirements

#### Certificate Description

The Post-Baccalaureate Certificate in Secondary (7-12) STEM Teaching and Learning is an 18 credit graduate certificate program designed for middle or high school math and science teachers who want to expand their knowledge and practice of inquiry-based collaborative teaching and learning. Students in the certificate program will develop the tools necessary to design and deliver learning experiences for students that are inquiry, project, and problem-based. The program gives students the opportunity to collaborate with a cohort of math and science teachers to plan and implement integrated, multi-disciplinary lessons that align with NSTA Next Generation Science Standards, NCTM Principles to Action, and Common Core State Standards. Graduates of the certificate program can become STEM leaders and resources for their schools. Information on admissions requirements can be found at Post-Baccalaureate Certificates Admissions Requirements (p. 17).

#### Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Secondary STEM Teaching and Learning, recipients will be able to:

1. Relate relevant theories, concepts, and issues in STEM education to the planning, teaching, and learning process.
2. Design and implement a variety of literacy strategies to support student motivation and independence in STEM content learning.
3. Create and implement student-centered and integrated learning experiences that make the major concepts and processes of inquiry in the STEM disciplines accessible, meaningful and differentiated for all learners.
4. Design and analyze pre-assessments, and formative and summative assessments of and for STEM learning.
5. Integrate instructional technology into STEM curriculum and instruction to enhance and extend learning to address real world and global issues.
6. Engage in collaborative inquiry, critical analysis, and reflection to lead STEM pedagogy and practice.
7. Analyze and address current trends, pedagogical viewpoints, and issues that emerge in practice in Secondary STEM education.
8. Evaluate STEM education as a transdisciplinary approach and attitude toward teaching and learning.

#### Required Courses

|  |  |   |
|--|--|---|
| Students must complete the following 18 credits: |  |   |
| ED 605   | STEM Curriculum Principles and Practices | 3 |

|        |  |   |
|--------|--|---|
| ED 620 | Literacy Strategies in the STEM Content Areas  | 3 |
| ED 625 | Advanced Literacy Strategies in the STEM Content Areas                               | 3 |
| ED 640 | Methods and Technologies of Teaching Secondary Math and Science with a STEM Focus I  | 3 |
| ED 645 | Methods and Technologies of Teaching Secondary Math and Science with a STEM Focus II | 3 |
| ED 690 | Issues in STEM Education   | 3 |

# Graduate Courses

## CM - Communication

### **CM 505 - Communication Theory and Applications (3 credits)**

Examines major theories related to the areas of interpersonal, group, public, mass, and cultural communication. Students will use these theories as frameworks for investigating contemporary issues in human communication processes and as they apply theory to case studies and problem-solving examples.

Prerequisite: None. Offered: Fall 8 week 1, every year.

### **CM 510 - Research Writing and Methods (3 credits)**

Introduces students to methodological approaches for the purpose of exploring communication phenomena.

Prerequisite: None. Offered: Fall 8 week 2, every year.

### **CM 600 - Cultures and Communication (3 credits)**

Applies the theories and concepts of cultural communication to various personal, social, and professional contexts. Students will conduct research in the area of intercultural communication as well as analyze the effectiveness of their intercultural communication competence.

Prerequisite: None. Offered: Fall, 8 week 1, every year..

### **CM 605 - Communication Ethics in the Public Sphere (3 credits)**

Investigates ethical standards and behaviors in relation to, and application in, interpersonal, organizational, intercultural, and health communication. Students will examine case studies, narrative structures, and institutional missions to understand and explain how communication ethics affects decision-making in the personal and business spheres.

Prerequisite: None. Offered: Spring, 8 week 1, every year..

### **CM 615 - Nonverbal Communication (3 credits)**

Examines theories and research surrounding nonverbal aspects of human communication. Students will investigate critically nonverbal communication in relation to a myriad of cultural groups and diverse contexts.

Prerequisite: None. Offered: Spring 8 week 2, every year.

### **CM 620 - Conflict Communication and Leadership (3 credits)**

Evaluates one's own and others' conflict styles in various contexts. Students will determine appropriate conflict resolution methods as leaders and learn how to manage conflict from the perspective of one in charge.

Prerequisite: None. Offered: Spring 8 week 2, every year.

### **CM 625 - Media Literacy (3 credits)**

Evaluates ways in which technology, media, and influence intersect in the field of communication. Students will learn, assess, and evaluate how messages influence audiences and are influenced by media and technology.

Prerequisite: None. Offered: Fall 8 week 1, every year.

### **CM 630 - Communication, Technology and Society (3 credits)**

Applies the theories and concepts of the field to various institutions and organizations through case studies and other activities. Students will analyze the effectiveness of various types of communication in the attainment of institutional and company goals through class, gender, cultural, racial, national, and global lenses.

Prerequisite: None. Offered: Spring 8 week 1, every year.

### **CM 635 - Crisis Communication (3 credits)**

Analyzes the scope of various crisis situations in diverse contexts. Students will examine theories and research related to crisis communication in order to comprehend the ways in which strategists have addressed these issues.

Prerequisite: None. Offered: Fall 8 week 2, every year..

### **CM 720 - Communication Capstone (3 credits)**

Provides guidance for students as they design and construct their final project or conduct an original research investigation (thesis). Students will create a final project or thesis based on their knowledge and personal experiences, and produce an original research or creative project applying and connecting theory and practice. Students will present the results of their work to members of the department and/or program.

Prerequisite: Completion of 24 credits in Communication Program. Corequisite: Completion of 24 credits in Communication Program. Offered: Fall 8 week 2, as needed, every year.

## Community-Based Education and Leadership

### **CBEL 610 - Foundations and Frameworks of Community-Based Education (3 credit)**

Examines the foundational theories, educational frameworks, and interrelationships of formal, informal, and non-formal modes of education. Emphasis is placed on evidence-based educational practices that foster community engagement. Students explore the emergence of community-based education as a means for individual and societal change among differing age, gender, ethnic, racial, and socio-economic groups. Restricted to Graduate Education Students.

Prerequisite: None.

### **CBEL 612 - Innovative Teaching and Learning for 21st Century Skills (3 credits)**

Introduces a conceptual framework and methods for teaching and assessing essential skills through integrated problem-based and project-based learning. Topics include analysis and application of instructional strategies to engage and motivate learners of all ages and backgrounds. The course includes demonstration, development, and assessment of standards-based real-world problem solving experiences.

Prerequisite: None. Cross-Listed as: INTL 612.

### **CBEL 614 - Program Planning, Implementation, and Evaluation (3 credits)**

Introduces the theoretical frameworks and core competencies for planning, implementing, and evaluating community-based programs. Students develop a grant-fundable program proposal that includes needs assessment, program design, implementation and evaluation plans. The course examines strategies for promoting collaboration among and inclusion of community stakeholders in the program planning process. Restricted to Graduate Education Students.

Prerequisite: CBEL 610.

### **CBEL 616 - Community Engagement and Leadership (3 credits)**

Explores leaders as change agents who build, broker, and leverage community assets to empower others and grow capacity in community-based organizations. Students examine major theories of organizational development, community engagement, and communication with an emphasis on leading in non-profit organizations. The course will focus on the impact of strategic planning, goal setting, resource management, and partnership building on organizational sustainability, as well as the connection between social and economic policy and community engagement and advocacy. Restricted to Graduate Education Students.

Prerequisite: None. Cross-Listed as: INTL 616.

### **CBEL 662 - Youth Development (3 credits)**

Introduces the principles and practices of youth development as a framework for building quality programs that promote prosocial interaction. The course explores historical and cultural perspectives from which youth development emerged as a profession and the core competencies necessary for all youth workers.

Prerequisite: ED 604/INTL 604 and CBEL 610.

### **CBEL 664 - Teaching & Learning for Specialized Populations (3 credits)**

Investigates the power and potential of learning across various non-formal and informal community educational settings such as community schools, libraries, churches, museums, athletics, recreation centers, and parks. Students select a specialized learning environment from their professional practice to explore in depth. Students research the mission, structure, and organization of their learning environments with special emphasis on evidence-based teaching and learning practices best suited for their setting. Through peer collaboration, students gain insight into myriad learning environments. Restricted to Graduate Education Students.

Prerequisite: CBEL 610.

### **CBEL 670 - Volunteer Management (3 credits)**

Provides a comprehensive introduction to the theory and practice of volunteer management with an emphasis on the role of volunteers in building organizational capacity. Students explore the design, structure, and implementation of volunteer programs and how to effectively recruit, select, train, manage, engage, and retain volunteers. Using a case study approach, students apply concepts in professional practice.

Prerequisite: CBEL 610.

### **CBEL 672 - Advocacy in Community-Based Organizations (3 credits)**

Provides an introduction to advocacy in community-based organizations. This course examines the role of community-based organizations as agents of social, political, and policy change. Students explore an issue of concern to a community-based organization and create an advocacy campaign for influencing change and mobilizing community stakeholders.

Prerequisite: None.

### **CBEL 674 - Legal Issues and Risk Management in Community Organizations (3 credits)**

This course is under development.

### **CBEL 720 - Capstone (3 credits)**

Provides opportunities for students to integrate theory and practice in a community-based organization. Students implement action research, conduct analysis of evidence, and present findings to advance social change initiatives, and develop reflective practice with an aim of improving community organizations. Students create a portfolio documenting achievement of program outcomes and competencies of community-based educators and leaders. Restricted to Graduate Education Students.

Prerequisite: ED 608/INTL 608. Cross-Listed as: INTL 720.

## **CYBF - Cyber Forensics**

### **CYBF 643 - Incident Response and Evidence Collection (3 credits)**

Examines relevant laws regarding the search and seizure of digital evidence, the tools available to create a "best evidence" image of the digital evidence, and how to properly document the seizure, validate the image set, and establish a proper chain of custody for all evidence seized.

Prerequisite: FSCOR 601 and FSCOR 606 or admission to the Cybersecurity and Digital Forensics Program. Cross-Listed as: FSIS 643.

### **CYBF 644 - Windows Forensic Examinations (3 credits)**

Provides information essential to the performance of a forensic examination on a computer running the Microsoft Windows Operating System. Exercises focus on disk level forensic tools and techniques. This course focuses on the underlying operation of automated forensic tools, identifying the most appropriate forensic tool to be used in specific circumstances, and defending the selection of forensic tools in the courtroom under cross

examination. The course will use leading edge tools from X-Ways, Helix, and EnCase.

Prerequisite: Admission to the Cybersecurity and Digital Forensics program. Cross-Listed as: FSIS 644.

### **CYBF 650 - Intrusion Detection Systems (IDS), Firewalls, Auditing (3 credits)**

Explores the network forensic components that detect, block and track network intrusions. Students learn how to configure IDS, firewalls and network analysis tools to protect network resources. Steps in recovering digital forensic evidence from these devices are examined. The various categories of IDS, firewall and network analysis products are compared and evaluated.

Prerequisite: Approval of the Program Coordinator. Cross-Listed as: FSIS 650.

### **CYBF 661 - Cybersecurity Risk Mitigation Techniques (3 credits)**

Explores the current software and hardware products available to protect enterprise assets. Covered in this course are the methods used to ensure both secure and authenticated transmissions of proprietary corporate information across vulnerable networks. Topics will include public-key-infrastructure (PKI), digital signatures, certificate authorities, and encryption standards such as SSL, IPSEC, SET, DES, S/MIME, SHTTP. In addition, students examine techniques and software used for intrusion detection, password attacks, denial of service, spoofing, and their respective countermeasures.

Prerequisite: None. Cross-Listed as: DTI 661.

### **CYBF 662 - Network Penetration Testing (3 credits)**

Explores the need for conducting ethical network penetration testing as a means to better secure existing networks and to identify artifacts that appear from attacks. Students will develop network penetration testing plans in accordance with approved industry standards. Tests, which include active and passive reconnaissance, footprinting, vulnerability identification, and exploitation, will be conducted on multiple targets. Students will generate results, including recommendations for improving the security posture of the network.

Prerequisite: CYBF 644/FSIS 644, or permission from the Cybersecurity and Digital Forensics Program Coordinator. Cross-Listed as: FSIS 662.

### **CYBF 663 - Network and Cloud Forensics (3 credits)**

Explores performing forensic examination of a shared pool of configurable computing cloud resources, such as networks, servers, storage applications, and services. This course will provide a practical approach to obtaining forensic data from always-on, cloud-based resources. Examinations will involve the correlation of information from different network sources. Students will distinguish live analysis from live response and perform both on a network-based resource. Students will produce a report detailing the results of a network/cloud-based forensic examination.

Prerequisite: None. Cross-Listed as: FSIS 663.

### **CYBF 664 - Mobile Device Forensics (3 credits)**

Explores the growing field of cellular technologies from both network architecture and hand-held device perspectives. This course will provide details regarding the type and manner of data that can be forensically obtained from mobile devices, including call logs, text messages, address books, photos, videos, and Internet history. Exercises focus on using accepted forensic procedures to acquire and analyze data from a variety of mobile devices. Students will generate analytical reports and cross reference results with data from network service providers. The course will use leading-edge tools from Paraben Corporation and Cellebrite Mobile Synchronization. The course is offered online, but it is mandatory for the student to attend one 8-hour on-site class.

Prerequisite: Admission to the Cybersecurity and Digital Forensics Program. Cross-Listed as: FSIS 664.

### **CYBF 670 - Cyber Warfare and Cyber Terrorism (3 credits)**

Explores the rapidly changing face of cyber warfare and cyber terrorism. Students will identify and characterize the fundamental aspects of cyber terrorism and the role of computers and the Internet in terrorist acts on information systems and critical infrastructure components. Students will analyze cyber warfare techniques, such as Denial of Service attacks on critical infrastructure, man-in-the-middle attacks, sabotage, and espionage. Students will evaluate the various cybercrimes that are being used to finance terrorism and cyber-criminal activities.

Prerequisite: None.

### **CYBF 671 - Cyber Hunting (3 credits)**

Examines all types of asymmetric threat agents, their tactics, techniques and artifacts that may present during the first phases of a compromise before an intrusion occurs. Topics include models and phases of intrusion, including models of reconnaissance, identification of key sources of threat intelligence including sourcing and deployment of open source tool commonly used in network intrusions and malicious attack activities, network architecture, detection of pre-attack indicators and malicious intrusions.

Prerequisite: None.

### **CYBF 675 - Live Response and Live Acquisition (3 credits)**

Explores the fundamental differences between classical media analysis in dead box forensics and live responses and live acquisition. Students will perform both a live response to an information system that has been hacked and a live acquisition of media and memory on a running system that has been compromised. Students will then analyze the results for evidence of attack and compromised data. Finally, students will create detailed reports with findings from live responses and acquisitions.

Prerequisite: None.

### **CYBF 680 - Legal Compliance and Ethics (3 credits)**

Introduces students to key statutes, regulations and standards relating to the security of information, including the Federal

Information Security Management Act (FISMA), the Health Insurance Portability and Accountability Act (HIPAA), the Privacy Act of 1972, National Institute of Standards and Technology (NIST) Special Publication 800-37, and the Computer Fraud and Abuse Act. Students will analyze best practices with respect to both security and ethics to identify conflicts that may arise between the implementation of current laws and real-life responses to breaches of information systems.

Prerequisite: None.

### **CYBF 685 - Malware Detection, Analysis, and Prevention (3 credits)**

Explores malware, such as Trojans, droppers, and rootkits, used to gain access to computer systems and examines the infiltration methods and resultant artifacts that appear as a result of malware infections. Students will examine the role and behavior of bot networks and analyze carrier files, such as malicious PDFs, scripts, and executables. Students will isolate and analyze malware from behavioral and static approaches.

Prerequisite: None.

### **CYBF 710 - Mock Intrusion and Response (3 credits)**

Applies the concepts learned throughout the cybersecurity and digital forensics program to a real-life scenario. Students will identify and analyze a compromised multi-component information system; preserve, collect, and analyze data from multiple sources to identify attack vectors and compromised data; and produce a detailed report describing the methodology used to analyze the systems and the subsequent results. Finally, students will provide an oral defense of their reports.

Prerequisite: 33 graduate credits in cyber forensics.

## **DTI- Digital Transformation and Innovation**

### **DTI 601 - Innovation and Organizational Evolution (3 credits)**

Provides an overview of the changing nature of organizations as they evolve to meet the demands of the new digital economy, the techniques for increasing competitiveness, and a survey of technologies and standards available to support and facilitate organization goals. The course also introduces the basic tenets of object-oriented design.

Prerequisite: None.

### **DTI 604 - Cognitive Science for Requirements Analysis (3 credits)**

Studies the elements of cognition as they relate to decision-making, problem solving, information analysis, and system development and use, and understand the structure of cognition and its associated limitations and biases.

Prerequisite: None.

### **DTI 606 - Creativity in Information Systems (3 credits)**

Explores the creative problem-solving models and their use in the systems development process, in order to support the organization in solving ill-structured problems in a changing environment. Application of past solutions to current problems

often has not been successful. Research shows that creative solutions can arise from a careful, methodological process and this process can be learned.

Prerequisite: None.

### **DTI 618 - Network Technologies (3 credits)**

Covers the Open Systems Interconnection Reference Model (OSI/RM) and each of its constituent layers. OSI/RM is used as a basis for understanding network functions in a multi-vendor environment and for comparing protocol standards common to the local area network. As a continued theme, evolving open standards for networking are explored over the semester through student assignments and in-class discussions. Students will implement a multi-domain enterprise network environment.

Prerequisite: None.

### **DTI 634 - Enterprise Data Management (3 credits)**

Prepares students for the development of large-scale, enterprise-wide systems that manage, store, and distribute an organization's data. From a database viewpoint, students learn about types of databases, relational database theory and modeling, database design processes, database schema and normalization, transaction processing, data-base locking and tuning, two-phase commits, replication, and distributed databases. Included are overviews of text data processing, data warehousing, data mining, Very Large Databases, Object-Oriented Databases, and Geo-graphic Information Systems. From a hardware viewpoint, students learn about processor types and architectures, disk arrays, and special hardware for text processing. Finally, from a data distribution viewpoint, students learn about Web servers, middleware, ODBC/JDBC, and Transaction Processing Monitors, and learn how these are incorporated into the enterprise information structure.

Prerequisite: None.

### **DTI 635 - Innovative Leadership & Management (3 credits)**

Examines all aspects of leadership, including characteristics of leaders, leadership behaviors and styles, leadership ethics and social responsibility, teamwork, communication and conflict, and creativity and innovation. Students will develop skills, research findings, and evaluate cases relating to leadership theory and practice.

Prerequisite: None. Cross-Listed as: HCM 635.

### **DTI 640 - Operating Environments: Architecture and Infrastructure (3 credits)**

Explores the role of operating environments as the foundation for integrating divergent hardware and software systems into the enterprise information architecture. Students examine the configuration and design of the computer platforms required to perform key tasks such as: connecting computers and peripheral devices to a network, creating and managing internet and intranet access, executing application software, and installing and upgrading hardware. Students learn strategic operating systems options and evaluate how to make the best technical choices for the organization.

Prerequisite: None.

### **DTI 642 - Enterprise Application Process Analysis (3 credits)**

Discusses the nature and impact of Enterprise Solutions software on the selection, development, and distribution of information systems through the enterprise. Students learn and apply the appropriate hardware, software, and communications standards required for evaluating when and how to implement Enterprise Solutions instead of more traditional techniques to solve business problems.

Prerequisite: None.

### **DTI 643 - Electronic Commerce (3 credits)**

Discusses the evolution of key infrastructure technologies from electronic data interchange (EDI) to the Internet and how these technologies are creating the corporation of the 21st century. Students learn how organizations are converting traditional mainframe and client/server applications to Internet-based applications that allow worldwide access to an organization's products and services. The course covers the technologies that support these new extended corporations as well as the underlying managerial processes that are required for their successful implementation.

Prerequisite: None.

### **DTI 644 - Project Management (3 credits)**

Provides students with the genesis of project management and its importance to improving the success of information technology projects. Topics addressed include the triple constraint of project management, project management knowledge areas and process groups, the project life cycle, project selection methods, work breakdown structures, network diagrams and critical path analysis, cost estimates, earned value analysis, risk analysis, motivation theory, and team building. Project management software will be utilized to plan and manage information technology projects.

Prerequisite: None. Cross-Listed as: HCM 644.

### **DTI 645 - Supply Chain Management (3 credits)**

Studies the supply chain from end to end and traces the flow of products, services, and information from suppliers to the final customer. Students gain an understanding of the interrelationship of revenues, costs, and asset utilization, and how coordinated activities across the supply chain can bring about efficiencies in one or more of these areas and lead to added value for customers. In a Business-to-Business environment, enterprise-wide technology systems are increasingly being implemented to integrate companies with their up-chain suppliers and down-chain customers. Students study the effect of E-commerce transactions across the supply chain and how Electronic Data Interchange (EDI) systems are bringing about lower transaction costs, faster order-handling, and more efficient inventory management.

Prerequisite: None.

### **DTI 646 - Disaster Recovery & Business Continuity (3 credits)**

Provides students with the ability to identify vulnerabilities, and to create and implement appropriate countermeasures to address them or, at a minimum, mitigate disruption of service to the organization's constituents. Natural disasters and intrusions can cripple an organization, suspending mission-critical

processes and disrupting service to customers. To that end, this course will focus on techniques for creating a business continuity plan (BCP) and the methodology for building an infrastructure that supports the effective implementation of such a plan.

Prerequisite: None.

### **DTI 661 - Cybersecurity Risk Mitigation Techniques (3 credits)**

Explores the current software and hardware products available to protect enterprise assets. Covered in this course are the methods used to ensure both secure and authenticated transmissions of proprietary corporate information across vulnerable networks. Topics will include public-key-infrastructure (PKI), digital signatures, certificate authorities, and encryption standards such as SSL, IPSEC, SET, DES, S/MIME, SHTTP. In addition, students examine techniques and software used for intrusion detection, password attacks, denial of service, spoofing, and their respective countermeasures.

Prerequisite: None. Cross-Listed as: CYBF 661.

### **DTI 662 - Business to Business Applications (3 credits)**

Explores the latest business-to-business technologies including Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Electronic Data Interchange (EDI), and Online Financial Services.

Prerequisite: None.

### **DTI 663 - Cyberlaw: Legal and Regulatory Issues (3 credits)**

Outlines the legal requirements of businesses to preserve electronic data, ensure privacy, protect intellectual property and ensure that electronic information is accessible to people with disabilities. A survey of the legislation and the systems used to carry out the letter of the law is covered. Relevant sections of the Federal and State rules are examined to discover the impact on procedures and policies in the enterprise. Current pertinent federal legislation is discussed including but not limited to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Digital Millennium Copyright Act (DMCA), Section 508 (29 U.S.C. '794d), Accessibility Act; Sarbanes-Oxley Act; and the USA Patriot Act - Section 326 (HR 3162).

Prerequisite: None.

### **DTI 667 - Competitive Edge with CRM Platforms (3 credits)**

Understands the importance of CRM in safeguarding the firm's customer base and future revenue growth, especially in those industries characterized by high levels of competition. In accessing and analyzing customer data, businesses are better able to provide products and services more closely tailored to customers' needs and thereby strengthen relationships. Students evaluate the various methods of extracting customer data, particularly from web sites, and learn how the data is analyzed, segmented and scored in the production of meaningful management reports and marketing campaigns.

Prerequisite: None. Cross-Listed as: HCM 667.

**DTI 670 - Competitive Theory (3 credits)**

Examines the formulation and implementation of strategies for businesses, particularly those competitive strategies applicable to new products, services or processes. Students examine how managerial action can reinvent competition within existing industries and how the creation and implementation of strategy drives the success of business. Topics include strategic management, leadership, and analysis.

Prerequisite: DTI 601.

**DTI 671 - Fostering Innovation in the Digital Era (3 credits)**

Explores the central problems and solutions in the management of innovation and technology. The course analyzes how a large organization develops and maintains a culture of innovation; successfully manages innovative technology projects; and maintains the balance between task performance and cost containment. The course will also address the human, process, structural, and strategic factors involved in managing technological innovation.

Prerequisite: DTI 601.

**DTI 672 - IT Financial Management (3 credits)**

Reviews application of financial theories, focusing on the principles and practices used by IT financial management for planning, controlling, pricing, evaluating and decision making. Topics include activity based cost management, asset management, benchmarking, chargeback, controllership, expense management, performance management, and telecommunications. Students will develop managerial financial problem solving and decision-making skills with a strategic orientation.

Prerequisite: DTI 601.

**DTI 701 - Digital Transformation Strategies (3 credits)**

Provides students with techniques for evaluating organizations and their environments with a view towards development of an information architecture to support organizational goals. Students design and implement a start-up business infrastructure and integrate technologies researched to support organization goals.

Prerequisite: 24 credits earned.

**DTI 702 - Master's Project (3 credits)**

Offers students the opportunity to perform in-depth applied technology research in support of a business environment. Students pursue project research topics chosen from a wide range of technologies and through hands-on implementation perform comparative analysis testing on performance, reliability, stability, feature sets, and functionality. Students formally present their research findings to the Information Systems faculty.

Prerequisite: DTI 701.

**ED - Teaching and Learning****ED 506 - Child Development for Early Childhood Educators (3 credits)**

Explores the physical, cognitive, social, and emotional growth of children from birth to middle childhood. Topics include theories of development, research methods, and the biological, environmental and cultural factors that influence child development. Topics include language acquisition, socialization, gender roles, identity development, parenting styles, and cultural variations in child development.

Prerequisite: None. Offered: Fall, as needed.

**ED 510 - Psychology and Development of Adolescents (3 credits)**

Explores current theories and practices in the teaching/learning process from the perspective of adolescent development. The course will cover the dynamics of learning, environmental and cultural influences in the classroom, learning theory, cognitive mechanisms, and classroom dynamics. Focus is given to the physical, cognitive, and social/personality areas of growth. This course includes a required two day face to face residency. Restricted to Graduate Education Students.

Prerequisite: None.

**ED 530 - Foundations of National Board Certification (3 credits)**

Provides teachers seeking certification in National Board for Professional Teaching Standards (NBPTS) the instruction, guidance, and targeted support needed to plan for and obtain a National Board certificate in a chosen area. Candidates determine eligibility, review standards and certification areas, and map their journey through the National Board for Professional Teaching Standards (NBPTS) certification process. Instructional context and writing for National Board certification are emphasized as candidates complete requirements for NBPTS Component 2, *Differentiation in Instruction*. Individualized guidance and feedback, peer reviews, and continuous interaction with an NBPTS certified teacher mentor will support candidates' learning.

Prerequisite: None. Offered: Fall, as needed.

**ED 531 - Content Knowledge Assessment for National Board Certification (3 credits)**

Provides teachers seeking National Board for Professional Teaching Standards (NBPTS) certification the instruction, guidance, and targeted support needed to plan for and obtain a National Board certificate in a chosen area. Candidates prepare for NBPTS Component 1, the computer-based assessment portion of the certification process, demonstrating understanding of the content knowledge and pedagogical practices of teaching in their content area. Instructional context and reflective writing for National Board certification are also emphasized as candidates begin requirements for NBPTS Component 4, Effective and Reflective Practitioner. Individualized guidance and feedback, peer reviews, and continuous interaction with an NBPTS certified teacher mentor will support candidates' learning.

Prerequisite: ED 530 - Foundations of Board Certification.  
Offered: Spring, as needed.

**ED 532 - Mentorship for National Board Certification I (3 credits)**

Provides teachers seeking certification in National Board for Professional Teaching Standards (NBPTS) certification the instruction, guidance, and targeted support needed to plan for and obtain a National Board certificate in a chosen area. Candidates receive individualized support to analyze student data and reflect on teaching practices for application materials from a Professional Learning Facilitator who is a National Board Certified Educator. The mentorship is flexible, but focus is placed on supporting candidates as they complete and submit Component 4, Effective and Reflective Practitioner. Mentoring may include written and verbal feedback.

Prerequisite: ED 530 - Foundations of National Board Certification, ED 531 - Content Knowledge Assessment for National Board Certification. Offered: Summer, as needed.

**ED 533 - Analysis of Teaching Practice for National Board Certification (3 credits)**

Provides teachers seeking National Board for Professional Teaching Standards (NBPTS) certification the instruction, guidance, and targeted support needed to plan for and obtain a National Board certificate in a chosen area. Candidates focus on NBPTS Component 3, Teaching Practice and Learning Environment. Candidates will video classroom interactions with students, then describe, analyze, and reflect on their teaching and interactions with particular emphasis on how teachers engage students and impact their learning. Instructional context and reflective writing for National Board certification are also emphasized. Individualized guidance and feedback, peer reviews, and continuous interaction with an NBPTS certified teacher mentor will support candidates' learning.

Prerequisite: ED 530 - Foundations of National Board Certification, ED 531 - Content Knowledge Assessment for National Board Certification. Offered: Fall, as needed.

**ED 534 - Mentorship for National Board Certification 2 (1 credit)**

Provides teachers seeking certification in National Board for Professional Teaching Standards (NBPTS) the instruction, guidance, and targeted support needed to plan for and obtain a National Board certificate in a chosen area. Candidates receive individualized support to analyze student data and reflect on teaching practices for application materials from a Professional Learning Facilitator who is a National Board Certified Educator. The mentorship is flexible and will support candidates completing Components 3 or 4, or resubmitting Components 1 or 2. Mentoring may include written and verbal feedback. (Anticipated course implementation in 2025.)

Prerequisite: ED 530 - Foundations of National Board Certification, ED 531 - Content Knowledge Assessment for National Board Certification, ED 533 - Analysis of Teaching Practice for National Board Certification. Offered: Spring, as needed.

**ED 550 - Mathematical Concepts and Problem Solving for Middle School Teacher (3 credits)**

Provides students with the concepts and problem solving skills for teaching middle school math. Topics include numbers and their operations; algebraic expressions, equations, and formulas;

functions and their graphs; geometry and measurement; and probability, statistics, and discrete math.

Prerequisite: None.

**ED 560 - Scientific Concepts for Middle School Teachers (3 credits)**

Provides students with the concepts and design thinking skills for teaching middle school science. Topics include major concepts in physical science, earth and space science, and life sciences.

Prerequisite: None.

**ED 570 - Early Childhood Curriculum Principles and Practices (3 credits)**

Designed to provide Teacher Candidates with a thorough understanding of the process of planning effective and engaging lessons for early childhood students with diverse learning strengths and needs. Through a combination of theoretical readings, practical applications, and reflective assignments, students will explore the key elements of lesson planning to design lessons that align with early childhood content standards and current evidenced-based teaching practices in education.

Prerequisite: None. Offered: Fall, as needed.

**ED 604 - Cognitive, Social, and Emotional Development of Learners (3 credits)**

Explores current theory and research on cognitive, social, and emotional development from childhood through adulthood with emphasis on the dynamics of teaching and learning. Students examine cultural and environmental factors that influence learner development and conditions that foster positive self-identity, resiliency, and self-efficacy.

Prerequisite: None. Cross-Listed as: INTL 604.

**ED 605 - STEM Curriculum Principles and Practices (3 credits)**

Provides a theoretical framework for understanding the teaching-learning process and the art and science of teaching secondary math and science with an integrated STEM approach. Candidates develop a professional knowledge base and build a repertoire of instructional strategies and techniques.

Prerequisite: None.

**ED 606 - Socio-political and Cultural Influences on Families, Organizations, and Communities (3 credits)**

Examines the socio-political and historical contexts of families, organizations, and communities in contemporary society through various cultural perspectives including values, norms, symbols, rituals, and expressions. Students will explore the structure and dynamics of these groups in relation to formal and non-formal systems of education and the role of culturally relevant teaching. Restricted to Graduate Education Students.

Prerequisite: None. Cross-Listed as: INTL 606.

**ED 608 - Action Research (3 credits)**

Provides organizational leaders and educational practitioners a foundation in research methodology with a focus on action research. Action research is explored as a reflective and participatory form of inquiry that engages community

stakeholders toward the aim of achieving social change. Students prepare an action research proposal that includes an introduction, literature review, research methods, limitations and ethical considerations. Restricted to Graduate Education Students.

Prerequisite: None. Cross-Listed as: INTL 608.

### **ED 615 - Principles of Assessment (3 credits)**

Examines principles and practices of educational assessment. Teacher candidates examine current issues in measurement, analyze multiple assessment methods, and interpret standardized assessment results. Action research is explored as strategy for creating performance-based assessments to meet individual learning needs.

Prerequisite: ED 605.

### **ED 620 - Literacy Strategies in the STEM Content Areas (3 credits)**

Focuses on the reading process in the STEM content areas, including comprehending, analyzing and extending meaning from texts. Candidates examine the factors that affect reading performance and review the strategies and materials appropriate for each of the purposes of reading. Candidates study the frameworks for planning instruction which prepare students for the reading task, assist in monitoring while reading, and plan to engage students in appropriate follow-up activities.

Prerequisite: ED 605.

### **ED 625 - Advanced Literacy Strategies in the STEM Content Areas (3 credits)**

Focuses on the design and implementation of a literacy program for adolescents that meets the needs of various learners and supports content area learning. Teacher candidates use a variety of strategies to promote student independence in content area reading. Candidates incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language (dialect and ESOL), disabilities, and giftedness. Candidates explore multiple literacies and disciplinary literacy in the STEM content areas as well as ways to assess student literacy.

Prerequisite: ED 620.

### **ED 630 - Principles of Special Education (3 credits)**

Provides background in special education principles for the classroom teacher. This course includes information on the requirements of specific disabilities, and how to adapt the curriculum and environment to meet the needs of children with special needs.

Prerequisite: ED 605 (may be taken concurrently).

### **ED 640 - Methods and Technologies of Teaching Secondary Math and Science with a STEM Focus I (3 credits)**

Includes an in-depth study of the philosophy, resources, curriculum, instructional strategies and assessment practices necessary to design a learning environment focused on the developmental characteristics of adolescents. The course emphasizes state and national science and mathematics standards, process skills and the major concepts of the

disciplines. Candidates engage in constructivist teaching methods including: collaboration, 5 E cycle, investigation, inquiry, discovery and project-based learning. The importance of creating and maintaining a safe and supportive classroom is addressed. Appropriate use of technology and instrumentation to enhance learning is identified and explored. Assessment of processes and content lead candidates to explore a variety of assessment strategies appropriate to the diverse needs of adolescent learners. This course includes teaching internship days toward the required 100-day internship.

Prerequisite: ED 605 (may be taken concurrently).

### **ED 645 - Methods and Technologies of Teaching Secondary Math and Science with a STEM Focus II (3 credits)**

Continues the study of the philosophy, resources, curriculum, instructional strategies and assessment practices necessary to design a learning environment focused on the developmental characteristics of adolescents. The course emphasizes state and national science and mathematics standards, process skills and major concepts of the disciplines. The course continues an exploration of strategies for creating a safe and supportive classroom and the adaptation of technology to enhance learning. Candidates engage in design, implementation, and assessment of constructivist-based STEM instructional strategies. This course includes classroom field experiences. This course includes teaching internship days toward the required 100-day internship.

Prerequisite: ED 640.

### **ED 660 - Foundations for Teaching ELL (3 credits)**

Introduces students to foundational and practical knowledge to effectively serve those who are learning English as a second language. Candidates develop habits of mind, skills, and pedagogical practices for teaching English language learners in a variety of settings. (Pending review by the Academic Affairs Committee.)

Prerequisite: Under development.

### **ED 690 - Issues in STEM Education (3 credits)**

Introduces candidates to the political, economic, social, and/or pedagogical issues shaping secondary and STEM education policy and practice. Candidates explore current issues through research and discussion, identify issues that emerge in practice, and engage stakeholders in problem solving. Restricted to Graduate Education Students.

Prerequisite: ED 645. Corequisite: ED 710.

### **ED 710 - Professional Internship (6 credits)**

Provides opportunities for teacher candidates to integrate theory and practice. Candidates proceed from introductory participation to full professional teaching responsibilities including planning and implementation of curriculum and assessment of student learning. Candidates conduct action research with the goals of gaining insights, developing reflective practice, making a positive contribution to the school environment, and achieving student learning outcomes. Candidates complete their minimum 100-day internship in a secondary classroom and complete a professional development portfolio.

Prerequisite: ED 645, MSDE Qualifying Score on Praxis II Content Area Assessment. Corequisite: ED 690.

## FSAAC - Forensic Accounting

### FSAAC 620 - Forensic Information Technology (3 credits)

Introduces forensic computer science, including techniques used to investigate computer crime scenes as well as computer hardware and software used to solve computer crimes. Students study the history of computer crimes and the important legal and social issues related to them.

Prerequisite: FSCOR 601, FSCOR 606.

### FSAAC 624 - Fraud: Accounting (3 credits)

Covers fraud detection, warning signs, technology tools, investigation techniques, financial statement screening, fraud risk in e-commerce, and proactive fraud risk. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure will be addressed. This course must be completed prior to taking Mock Trial. Restricted to Accounting Track students only.

Prerequisite: FSCOR 601, FSCOR 606.

### FSAAC 626 - Investigation and Analysis: Auditing (3 credits)

Emphasizes financial statement fraud and how an auditor can find such fraud. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure is addressed. Case studies of the SEC Enforcement Division's releases for false and misleading financial statements. Restricted to Accounting Track students only.

Prerequisite: FSAAC 624.

### FSAAC 628 - Investigation and Analysis: Tax (3 credits)

Focuses on tax fraud perpetrated by individuals and businesses. Emphasis is placed on common types of tax fraud and how such fraud can be detected. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure is addressed. Restricted to Accounting Track students only.

Prerequisite: FSCOR 601, FSCOR 606.

### FSAAC 640 - Business Valuation (3 credits)

Explores the range of valuation methods that can be used to derive the worth of a private business, including asset, income, and market based methods. Students will analyze various fact patterns and determine which method(s) should be used to prepare a complete business valuation. Issues addressed will include the valuation of intangible assets, relevant adjustment factors, and potential valuation errors.

Prerequisite: FSCOR 601, FSCOR 606.

## FSCI - Forensic Science

### FSCI 500 - Survey of Forensic Science (3 credits)

Analyzes the two primary arenas of forensic science; i.e., laboratory analysis and testifying. Topics covered include

forensic chemistry, pattern analysis, forensic biology, forensic microscopy, expert testimony, physical evidence, and crime scene analysis. Topics related to employability as a forensic scientist and workplace demands will also be introduced.

Prerequisite: None. Offered: Fall and Spring, 8 week 1 and 8 week 2, Summer, 8 week 1.

### FSCI 540 - Crime Scene Photography (3 credits)

Explores the basic skills of forensic photography, including the use and operation of digital cameras, the fundamentals of proper lighting, picture composition, processing, and printing. Students will learn how to photograph mock crime scenes generally, as well as with respect to specific items of evidence such as fingerprints, blood spatter, firearms, arson evidence, victims, and tire tracks.

Prerequisite: None. Offered: Fall, 8 week 1, Spring 8 week 1 and 8 week 2, Summer, 8 week 2.

### FSCI 610 - Physical Evidence at Crime Scenes (3 credits)

Evaluates how to identify physical evidence and recognize its value as it relates to the solution of crime. The concepts of identification, individuation, and association will be discussed. Categories of physical evidence that will be studied include fingerprints, drugs, documents, soil, arson evidence, gunshot residue, hair, fiber, blood, saliva, and semen. The value of DNA evidence will also be discussed.

Prerequisite: FSCI 500. Offered: Fall, Spring and Summer, 8 week 1 and 8 week 2.

### FSCI 615 - Safety/Quality Control/Quality Assurance (3 credits)

Prepares students to be knowledgeable in the stringent safety and quality assurance procedures routinely used within an accredited forensic laboratory. Students will learn about the quality criteria that govern the work product of an accredited forensic lab. The course will emphasize the practices that protect the work product through good QC/QA with emphasis on current accreditation criteria, and those policies that protect the most important aspect of the lab—the employee.

Prerequisite: FSCI 500. Offered: Fall and Spring, 8 week 1 and 8 week 2, Summer, 8 week 2.

### FSCI 617 - Trace Evidence (3 credits)

Prepares students to evaluate physical evidence through the use of microscopic, chemical, and instrumental means. The course emphasizes the scientific procedures used to identify evidence, analyze data generated during the identification phase, and engage in the inductive reasoning process.

Prerequisite: FSCI 500, and enrollment in the graduate Forensic Science program or by permission of the Program Director.. Offered: Fall, 8 week 2.

### FSCI 620 - Drug Analysis (3 credits)

Introduces students to the analytical approach to drug analysis in a forensic laboratory. Students will be taught to define the problem, and to work with and interpret sample data that is used to isolate, identify, and quantify various classifications of controlled dangerous substances. Students will learn to report conclusions as an expert witness.

Prerequisite: FSCI 500, and enrollment in the graduate Forensic Science program or by permission of the Program Director..  
Offered: Spring, 8 week 2.

### **FSCI 630 - Crime Scene Investigation (3 credits)**

Develops the skills necessary to process a crime scene. Students will learn how to photograph, sketch, and document a crime scene; develop, lift, and preserve latent prints; create plaster casts of impressions; package and preserve biological evidence; and perform preliminary tests for certain categories of evidence. Labs for this course are online.

Prerequisite: FSCI 500 and FSCI 540. Offered: Fall, 8 week 1, Spring, 8 week 2 and Summer, 8 week 2.

### **FSCI 632 - Pattern Analysis (3 credits)**

Examines forensic pattern analysis, including the examination of latent prints, firearms, tool marks, bloodstain patterns, and questioned documents. The course focuses on how items of evidentiary value can be associated through the examination, correlation and interpretation of innate patterns. Students differentiate between objective and subjective opinions and examine the implications of governmental policy and guidelines on pattern analysis fields in forensic science.

Prerequisite: FSCI 500. Offered: Fall, 8 week 2, Spring, 8 week 1 and 8 week 2, Summer, 8 week 1.

### **FSCI 640 - Serology and Immunology (3 credits)**

Evaluates the structure and function of the immune system with an emphasis on antigen-antibody reactions. Students learn how to perform a variety of tests in the screening of biological materials such as blood, semen, and saliva. Identification of the source material and feasibility of DNA analysis will also be explored. Labs for this course are online.

Prerequisite: FSCI 500, and enrollment in the graduate Forensic Science program or by permission of the Program Director..  
Offered: Fall, 8 week 1 and Spring, 8 week 1.

### **FSCI 645 - DNA Analysis (3 credits)**

Explores DNA analysis for forensic science applications and analytical methods used in crime laboratories to obtain DNA results. Students evaluate various techniques and procedures used in DNA analysis. Concepts explored include DNA structure, genetic transference, and types of DNA. Students will use the national DNA database (CODIS) and explore ethical implications.

Prerequisite: FSCI 500, and enrollment in the graduate Forensic Science program or by permission of the Program Director..  
Offered: Fall, 8 week 2 and Spring, 8 week 2.

### **FSCI 660 - Forensic DNA Computer Applications (3 credits)**

Employs computer applications commonly encountered within the forensic DNA field. The course includes use of both analytical and database applications, such as analysis of quality assurance databases, sample tracking databases, comparative databases, and population databases.

Prerequisite: FSCI 500, and enrollment in the graduate Forensic Science program or by permission of the Program Director..  
Offered: Fall, 8 week 1 and Spring, 8 week 2.

### **FSCI 670 - Forensic Toxicology (3 credits)**

Studies the mechanisms of action (absorption, distribution, metabolism, and excretion) by which xenobiotics (drugs and environmental chemicals) enter the body and cause an effect. The course will also discuss the forensic analytical application of detection and interpretation of the toxicological findings.

Prerequisite: FSCI 500, and enrollment in the graduate Forensic Science program or by permission of the Program Director..

### **FSCI 675 - Crime Lab: Structure and Operations (3 credits)**

Explores the forensic science disciplines at a crime laboratory. Students will gain knowledge of the workings of the various forensic units found in a working crime laboratory. Students will explore the role of different units depending on jurisdiction.

Prerequisite: Must be enrolled in the FSCI or CSI graduate program. Offered: Fall and Spring, 8 week 1 and 8 week 2, Summer, 8 week 2.

### **FSCI 700 - Graduate Internship in Forensics (3 credits)**

Integrates and applies forensic science competencies to professional experience in forensic science. Students perform duties in forensic science or a related field. Students must demonstrate effective teamwork, written, verbal, and interpersonal proficiencies. Students must arrange their internship and seek approval from the Program Director prior to registering for the course. Grading is pass/fail.

Prerequisite: FSCI 500. Offered: Fall, Spring and Summer, as needed.

### **FSCI 702 - Seminar in Forensic Science (3 credits)**

Evaluates a number of topics within the forensic science disciplines. Over the course of the semester, students will create presentations based on papers from peer-reviewed scientific journals and present them to their peers for discussion and critique. Forensic scientists will instruct students regarding new techniques, topics, and research in forensics. Topics emphasized will include standards for ethical behavior, workplace demands, and professionalism.

Prerequisite: FSCI 500. Offered: Fall, Spring and Summer, 8 week 1 and 8 week 2.

### **FSCI 732 - Advanced Fingerprint Analysis (3 credits)**

Examines fingerprints and latent print comparisons for source identification, emphasizing the concepts of identification, non-identification, and unverifiable prints. The course focuses on the history, physiology, pattern recognition, chemical treatments, and common methods of fingerprint examination and identification databases for fingerprinting and latent print analyses.

Prerequisite: FSCI 632. Offered: Fall, every year.

### **FSCI 760 - Thesis Development in Forensic Science (3 credits)**

Begins the process of developing a master's thesis. This course is the first half of a two-course sequence that concludes with FSCI 761. Students will develop their master's thesis by proposing a

possible innovation in Forensic Science. Requirements of this course include preparing the literature review section, completing drafts of the research and statistical approach sections, and communicating the thesis plans orally and in written form.

Prerequisite: Must have completed 18 graduate credits prior to taking this course.

### **FSCI 761 - Forensic Science Thesis (3 credits)**

Completes the research, analysis and writing of the master's thesis. This course is the second half of a two-course sequence. Students will complete the forensic science research project proposed in FSCI 760, Thesis Development in Forensic Science. Additional course requirements include communicating and defending the master's thesis in both oral and written formats.

Prerequisite: FSCI 760. Offered: Fall, 8 week 2, Spring, 8 week 1 and 8 week 2, Summer, 8 week 1.

### **FSCI 762 - Expert Witness Preparation and Practice (3 credits)**

Prepares students to critically analyze forensic evidence and present testimony as an expert witness in legal proceedings. The course emphasizes the use of exhibits and reports as aids to oral testimony and the application of relevant rules of evidence.

Prerequisite: FSCI 702. Corequisite: FSCI 761. Offered: Fall and Spring, 8 week 1 and 8 week 2, Summer, 8 week 2.

## **FSCOR - Forensic Studies**

### **FSCOR 601 - Foundations of Justice (3 credits)**

Provides students with the opportunity to examine the history, philosophy, and social development of investigations, courts, and correctional institutions in a democratic society. Local, state and federal agencies involved in administration of criminal justice, as well as the court and trial process are examined.

Prerequisite: None.

### **FSCOR 603 - Litigation Theory and Practice (3 credits)**

Examines civil and criminal trial practice. Students will study all phases of pre-trial and trial work. Topics include court jurisdiction, pleadings and pre-trial motions, fact gathering, discovery, rules of evidence and procedure, plea bargains, settlements, voir dire of jury panel, opening statements, presentation of evidence, witness testimony, and closing arguments

Prerequisite: None.

### **FSCOR 606 - Forensic Research and Writing (3 credits)**

Provides the opportunity for students to research, write, and edit on topics that are relevant to forensic professionals. Students will work with peer editors throughout the research and writing process.

Prerequisite: None.

### **FSCOR 720 - Forensic Studies Capstone (3 credits)**

Provides students the opportunity to schematize theories, measure relevancy of evidence in legal proceedings, defend legal principles and construct program specific reports. Students will examine and analyze latent investigative strategies and complete individualized reflective portfolios to demonstrate mastery of concepts.

Prerequisite: All courses in the program.

## **FSEL - Forensic**

### **FSEL 610 - Advanced Electronic Discovery (3 credits)**

Examines the principles and methodologies involved in the e-discovery process and the use of digital evidence in litigation. Topics include: legal issues surrounding the identification, preservation, and collection of relevant electronic evidence, including the Federal Rules of Evidence and the Federal Rules of Civil Procedure; methods for culling datasets to the most relevant; electronically-assisted document review; proper methodology for preservation of metadata; spoliation considerations; and the interplay of each of the foregoing with computer forensic investigations.

Prerequisite: FSAAC 620.

### **FSEL 630 - Online Investigation: Strategy & Techniques (3 credits)**

Prepares students for conducting effective and efficient investigative work online. Students develop strategies and techniques to gather, analyze, preserve, and report on publicly available information for investigative purposes in a lawful and ethical manner. This course will cover social media and networking platforms and technical assessment of websites. Students will examine various types of data available online; the type of evidence used in law enforcement; and how it is collected, preserved, and reported.

Prerequisite: None.

### **FSEL 655 - Special Topics (3 credits)**

Examines in-depth a special topic in forensic studies, such as the comparison of forensic studies in the United States with that of a foreign country or a current issue in forensic studies, such as healthcare or mortgage fraud. Using primary sources, students will research and analyze the relevant topic and produce a scholarly and substantial article.

Prerequisite: FSCOR 601, FSCOR 606.

## **FSINV - Forensic Investigation**

### **FSINV 600 - Investigative Techniques/Interviewing (3 credits)**

Examines how to gather testimonial evidence by interviewing persons of interest, as well as how to prepare reports of investigation and oral presentations. Students will learn the importance of planning thoroughly before conducting interviews by carrying out preliminary research into the interviewee's personal history and background. Students engage in background research that includes employment, education,

financial, and criminal records. Legal issues regarding gathering, maintaining and disclosing information obtained during the investigation is presented, as well as the law governing self-incrimination and providing warnings during interviews. Students learn to differentiate among various types of interviewing, including interviewing neutral witnesses, hostile witnesses, and subjects of investigations. Students prepare reports using analytical techniques that allow them to reach coherent, defensible conclusions.

Prerequisite: FSCOR 601, FSCOR 606.

### **FSINV 605 - Investigative Techniques/Physical Evidence (3 credits)**

Examines how to gather physical and documentary evidence, such as accounting documents and digital records, from persons of interest and to prepare reports of investigation and oral presentations. Students learn the importance of planning thoroughly before gathering evidence, by conducting preliminary research into the record system to be examined. Legal issues regarding gathering, maintaining and disclosing information, as well as the law controlling privacy and search and seizure are presented. Students learn how to properly record evidence and maintain a chain of custody. Students prepare reports using analytical techniques that allow them to reach coherent, defensible conclusions.

Prerequisite: FSCOR 601, FSCOR 606.

## **FSIS - Forensic Information Systems**

### **FSIS 642 - File Systems Forensic Analysis (3 credits)**

Prepares students with a thorough knowledge of file system structures and the ability to analyze digital evidence found in the various implementations of FAT, NTFS, EXT3 file systems, and other disk allocation structures. This knowledge and associated skill is essential for a complete understanding of evidence imaging and the analysis required to provide testimony in court as an expert in the field of computer forensics.

Prerequisite: FSCOR 601, FSCOR 606.

### **FSIS 643 - Incident Response and Evidence Collection (3 credits)**

Examines relevant laws regarding the search and seizure of digital evidence, the tools available to create a "best evidence" image of the digital evidence, and how to properly document the seizure, validate the image set, and establish a proper chain of custody for all evidence seized.

Prerequisite: FSCOR 601, FSCOR 603 or FSCOR 606, or admission to the Cybersecurity and Digital Forensics Program. Cross-Listed as: CYBF 643.

### **FSIS 644 - Windows Forensic Examinations (3 credits)**

Provides information essential to the performance of a forensic examination on a computer running the Microsoft Windows operating system. Exercises focus on disk level forensic tools and techniques. This course focuses on the underlying operation of automated forensic tools, identifying the most appropriate forensic tool to be used in specific circumstances, and defending the selection of forensic tools in the courtroom under cross

examination. The course will use leading edge tools from X-Ways, Helix, and EnCase.

Prerequisite: FSIS 642, FSIS 643, or CYBF 643. Cross-Listed as: CYBF 644.

### **FSIS 646 - Windows Intrusion Forensic Investigations (3 credits)**

Describes how operating system intrusions occur and what can be learned from the artifacts left behind. This course covers the categories of intrusions, targeting vulnerabilities in the Microsoft Windows environment. Students examine intrusion evidence to determine a time line of events, and collect evidence of the intrusion source.

Prerequisite: FSCOR 601, FSCOR 603, or FSCOR 606, and FSIS 644/CYBF 644.

### **FSIS 650 - Intrusion Detection Systems (IDS), Firewalls, Auditing (3 credits)**

Explores the network forensic components that detect, block and track network intrusions. Students learn how to configure IDS, firewalls and network analysis tools to protect network resources. Steps in recovering digital forensic evidence from these devices are examined. The various categories of IDS, firewall and network analysis products are compared and evaluated.

Prerequisite: FSCOR 601, FSCOR 603 or FSCOR 606. Cross-Listed as: CYBF 650.

### **FSIS 662 - Network Penetration Testing (3 credits)**

Explores the need for conducting ethical network penetration testing as a means to better secure existing networks and to identify artifacts that appear from attacks. Students will develop network penetration testing plans in accordance with approved industry standards. Tests, which include active and passive reconnaissance, footprinting, vulnerability identification, and exploitation, will be conducted on multiple targets. Students will generate results, including recommendations for improving the security posture of the network.

Prerequisite: FSCOR 601, FSCOR 603, or FSCOR 606, and FSIS 644/CYBF 644 or permission from the FSIS Academic Program Administrator. Cross-Listed as: CYBF 662.

### **FSIS 663 - Network and Cloud Forensics (3 credits)**

Explores performing forensic examination of a shared pool of configurable computing cloud resources, such as networks, servers, storage applications, and services. This course will provide a practical approach to obtaining forensic data from always-on, cloud-based resources. Examinations will involve the correlation of information from different network sources. Students will distinguish live analysis from live response and perform both on a network-based resource. Students will produce a report detailing the results of a network/cloud-based forensic examination.

Prerequisite: FSIS 644/CYBF 644. Cross-Listed as: CYBF 663.

### **FSIS 664 - Mobile Device Forensics (3 credits)**

Explores the growing field of cellular technologies from both network architecture and hand-held device perspectives. This course will provide details regarding the type and manner of data that can be forensically obtained from mobile devices,

including call logs, text messages, address books, photos, videos, and Internet history. Exercises focus on using accepted forensic procedures to acquire and analyze data from a variety of mobile devices. Students will generate analytical reports and cross reference results with data from network service providers. The course will use leading-edge tools from Paraben Corporation and Cellebrite Mobile Synchronization. The course is offered online, but students are required to attend an 8-hour on-site class.

Prerequisite: FSCOR 601, FSCOR 606, or admission to the Cybersecurity and Digital Forensics Program. Cross-Listed as: CYBF 664.

## FSLAW - Forensic Law

### FSLAW 602 - Criminology (3 credits)

Provides students with the opportunity to examine crime, criminals, the law, criminal behavior, and other social processes involved in crime causation. Emphasis is placed on the role of crime as a social phenomenon, the nature of criminal law, and related matters of crime in modern society. Students will examine criminological theories and their impact on policy formation in the criminal justice arena as well as examine scholarly criminological research for use in supportive analysis of theory and policy in the criminal justice arena.

Prerequisite: FSCOR 601, FSCOR 606.

### FSLAW 662 - Fraud Investigation and Analysis (3 credits)

Deals with all phases of fraud investigations, including fact-gathering and interviewing witnesses and targets. Issues considered include constitutional criminal procedure relating to the Fourth Amendment (search and seizure), Fifth Amendment (custodial interrogations), and Sixth Amendment (interrogation and identification). The course also covers the rules governing subpoenas for testimony, exemplars and documents, grand jury operation and secrecy, the rights and obligations of grand jury witnesses, and the responsibilities of a defense attorney when they discover evidence that tends to incriminate the defendant.

Prerequisite: FSCOR 601, FSCOR 606.

### FSLAW 668 - White Collar Crimes (3 credits)

Includes a review and analysis of the general principles of white collar criminal prosecution and defense, including jurisdiction of various federal criminal law enforcement and prosecutorial agencies; corporate and other business crimes; fraud and political corruption crimes (mail fraud, bank fraud, and crimes involving bribery of public officials); conspiracy; financial and securities fraud; tax fraud; RICO; currency reporting crime and money laundering; regulatory crimes in the health and environmental areas; crimes involving the protection of federal rights and functions (perjury statutes, obstruction of justice, and witness tampering); and sanctions, including the Federal Sentencing Guidelines and the use of minimum mandatory sentences.

Prerequisite: FSCOR 601, FSCOR 606.

## GRAD - Stevenson University Online

### GRAD 500 - Thinking, Researching, Writing for Success (3 credits)

Focuses on developing students' confidence and competence in critical thinking, researching, and writing at the master's degree level. The habits of mind and intellectual skills necessary for academic and professional success are introduced, recognizing that proficiency will not be achieved until students complete their degree programs. The course integrates technology tools into assignments to provide familiarity with the online learning environment.

Offered: Fall 8-week-1, Spring 8-week-1, and Summer 8-week-1.

### GRAD 601 - Residency Session I (1 credit)

Provides an overview of the program and research methods that will be used throughout the curriculum. This residency course is required for international students and optional for domestic students. Pass/No Credit option. Repeatable for credit.

Prerequisite: None. Offered: Fall, Spring, Summer as needed.

### GRAD 602 - Residency Session II (1 credit)

Provides an overview of the academic resources and project management tools students can use to complete a research project in their discipline. This residency course is required for international students and optional for domestic students. Pass/No Credit option. Repeatable for credit.

Prerequisite: None. Offered: Fall, Spring, Summer, as needed.

### GRAD 603 - Residency Session III (1 credit)

Provides the framework for students to conduct research in their discipline under faculty guidance and discuss their work with peers in a seminar setting. This residency course can be repeated each semester and is required for international students and optional for domestic students. Pass/No Credit option. Repeatable for credit.

Prerequisite: None. Offered: Fall, Spring, Summer, as needed.

## HCM - Healthcare Management

### HCM 557 - Project and Resource Management (3 credits)

Provides students with the essential principles and tools of project management and an understanding of the human, organizational, and fiscal factors involved. Students will study issues and acquire skills related to personnel selection, managing an increasingly diverse workforce, project definition, budgeting, quality, and outcomes. The role of strategic planning in healthcare organizations will be explored.

Prerequisite: HCM 600 or HCM 605. Cross-Listed as: NURS 557.

### HCM 600 - Managerial Epidemiology and Statistics (3 credits)

Examines epidemiology concepts and tools as they are used in developing models for health, health service utilization, and health policy. Students will learn to distinguish among the types of epidemiological research (descriptive, analytical, and experimental) and will analyze epidemiological literature and discuss the pros and cons of different research methods.

Analysis of epidemiological data using appropriate methods and statistical measures utilized in epidemiological studies are required to design and conduct a needs assessment for a given population, identifying healthcare gaps and disparities. Case studies and real world examples will be used to reinforce need for population-based approach to design and delivery of healthcare services.

Prerequisite: None. Cross-Listed as: NURS 600.

### **HCM 605 - Healthcare Management and Administration (3 credits)**

Examines theories and practices of management in healthcare organization. Students will learn about internal and external forces influencing healthcare system or unit performance and clinical excellence. Current environmental forces influencing human resources management will be assessed for impact on job design and recruitment and retention of healthcare professionals. Analysis of teamwork, leadership, power, politics, change, quality management, and strategic planning as they impact the role of the healthcare manager will be incorporated into critiques of healthcare management case studies and application of theory to real world experiences.

Prerequisite: None.

### **HCM 612 - Healthcare Policy, Law, and Ethics (3 credits)**

Examines the impact of governmental agencies, non-governmental organizations, and other stakeholders on the history of health care policy development in the US. This course challenges students to analyze historical health care laws and any opposition to those laws and policies with respect to the impact on access, cost, quality of care, and ethical issues from the perspectives of different stakeholders. Students design a health care law, delineate the ethical implications of the law and propose an implementation strategy and plan. Implications of healthcare policy, laws, and ethics will be examined through case studies and analyses of real world examples.

Prerequisite: HCM 600 or HCM 605.

### **HCM 620 - Human Resources Development in Healthcare (3 credits)**

Examines human resources management (HRM) from a strategic and administrative perspective. Students conduct analyses of the impact of environmental forces, including state and federal legislation, on HRM. Emphasis is placed on the key role of employees as drivers of organizational performance, workforce planning/recruitment, and employee retention. Current issues in HRM are examined through case studies and analyses of real world examples.

Prerequisite: HCM 600 and HCM 605.

### **HCM 635 - Innovative Leadership & Management (3 credits)**

Examines all aspects of leadership, including characteristics of leaders, leadership behaviors and styles, leadership ethics and social responsibility, teamwork, communication and conflict, and creativity and innovation. Students will develop skills, research findings, and evaluate cases relating to leadership theory and practice.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, and HCM 652. Cross-Listed as: DTI 635.

### **HCM 640 - Teamwork in Healthcare Settings (3 credits)**

Examines teamwork and the unique challenges of collaborating across disciplines. This course focuses on overcoming barriers to teamwork in healthcare settings and developing conflict management and team building skills using case studies and real-world examples.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652.

### **HCM 642 - Healthcare Project Planning and Management (3 credits)**

Introduces a step-by-step approach to developing, implementing, and evaluating a project plan in healthcare settings. This course examines community needs assessments, project and program planning, organizing, leading, controlling and monitoring using pre- and post-test data, quantitative and qualitative data to assess program quality, fidelity and outcomes. Students will review relevant evidence to support a best practice intervention, and outline process dynamics, including outcomes management and evaluation strategies.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, and HCM 652.

### **HCM 644 - Project Management (3 credits)**

Provides students with the genesis of project management and its importance to improving the success of information technology projects. Topics addressed include the triple constraint of project management, project management knowledge areas and process groups, the project life cycle, project selection methods, work breakdown structures, network diagrams and critical path analysis, cost estimates, earned value analysis, risk analysis, motivation theory, and team building. Project management soft-ware will be utilized to plan and manage information technology projects.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652. Cross-Listed as: DTI 644.

### **HCM 646 - Project Management Accounting (3 credits)**

Integrates material from previous coursework with a systematic approach to healthcare project management accounting, utilizing case studies and professional applications. This course examines project planning, organizing, leading, controlling and monitoring from a financial perspective.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652.

### **HCM 650 - Organizational Behavior in Healthcare (3 credits)**

Explores organizational theories, motivation, and leadership behaviors in healthcare settings. Students will learn about effective decision making in groups, influencing others, and the importance of organizational values and diversity. Student activities will include developing effective organizational strategies in addressing organizational issues.

Prerequisite: HCM 600 or HCM 605. Cross-Listed as: NURS 650.

**HCM 652 - Health Care Finance: Challenges (3 credits)**

Explores the economics of health care from both the health system perspective and the point of care. Budget management, cost-benefit analyses, cost containment strategies, and management of fiscal and human resources will be explored.

Prerequisite: HCM 600 and HCM 605. Cross-Listed as: NURS 652.

**HCM 660 - Planning for Evidence-Based Practice (3 credits)**

Enables students to make a case for nursing practice decisions based on research studies and data. Students will learn to evaluate and apply evidence-based practice to health care as it relates to leadership and management functions. Evidence-based practice is defined as a problem-solving approach to decision-making that involves the conscientious use of the best available evidence, along with one's own expertise, to improve outcomes for individuals, group, communities, and systems.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652. Cross-Listed as: NURS 660.

**HCM 662 - Quality Management in Health Care (3 credits)**

Focuses on health care systems improvement to enhance quality of patient outcomes, create a patient-centered culture of safety, and reduce risk. This course emphasizes statistical process control methods, regulatory and accreditation standards, and barriers to and strategies for quality improvement.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660. Cross-Listed as: NURS 662.

**HCM 665 - Patient Satisfaction and Quality Improvement (3 credits)**

Examines the techniques for determining customer needs and for developing the criteria to evaluate the quality of strategies used to enhance customer service. The course presents current methods for obtaining customer satisfaction, including the use of complaint data to explore opportunities for improvement. The course emphasizes data gathering and interpretation, including interviewing techniques and complaint resolution management. The course uses real-world examples and case studies.

Prerequisite: HCM 557, HCM 600, HCM 605, HCM 612, HCM 620, HCM 650, HCM 652 and HCM 660.

**HCM 667 - Customer Relationship Management (E-CRM) (3 credits)**

Understands the importance of CRM in safeguarding the firm's customer base and future revenue growth, especially in those industries characterized by high levels of competition. In accessing and analyzing customer data, businesses are better able to provide products and services more closely tailored to customers' needs and thereby strengthen relationships. Students evaluate the various methods of extracting customer data, particularly from web sites, and learn how the data is analyzed, segmented and scored in the production of meaningful management reports and marketing campaigns.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660. Cross-Listed as: DTI 667.

**HCM 669 - Patient Advocacy for Healthcare Quality (3 credits)**

Explores the origins of patient advocacy in the US healthcare system and the interconnected roles of patients, physicians, nurses, administrators, policy makers, and lawyers. Using an ecological approach, the course emphasizes the findings from the patient safety movement and the importance of effective communication, accountability and respectful teamwork. The course uses real world examples and case studies.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660.

**HCM 700 - Internship in Healthcare Management (3 credits)**

Integrates and applies healthcare leadership competencies to professional experiences in healthcare organizations. Students participate in creation of unique products, services, or processes. Students must demonstrate effective teamwork, written, verbal, and interpersonal proficiencies.

Prerequisite: A grade of B or better in HCM 600 and HCM 605 and by permission of the MS in Healthcare Management Program Coordinator.

**INTL-Integrative Learning**

**INTL 604 - Cognitive, Social, and Emotional Development of Learners (3 credits)**

Explores current theory and research on cognitive, social, and emotional development from childhood through adulthood with emphasis on the dynamics of teaching and learning. Students examine cultural and environmental factors that influence learner development and conditions that foster positive self-identity, resiliency, and self-efficacy.

Prerequisite: None. Cross-Listed as: ED 604.

**INTL 606 - Socio-political and Cultural Influences on Families, Organizations, and Communities (3 credits)**

Examines the socio-political and historical contexts of families, organizations, and communities in contemporary society through various cultural perspectives including values, norms, symbols, rituals, and expressions. Students will explore the structure and dynamics of these groups in relation to formal and non-formal systems of education and the role of culturally relevant teaching. Restricted to Graduate Education Students.

Prerequisite: None. Cross-Listed as: ED 606.

**INTL 608 - Action Research (3 credits)**

Provides organizational leaders and educational practitioners a foundation in research methodology with a focus on action research. Action research is explored as a reflective and participatory form of inquiry that engages community stakeholders toward the aim of achieving social change. Students prepare an action research proposal that includes an introduction, literature review, research methods, limitations and ethical considerations. Restricted to Graduate Education Students.

Prerequisite: None. Cross-Listed as: ED 608.

**INTL 612 - Innovative Teaching and Learning for 21st Century Skills (3 credits)**

Introduces a conceptual framework and methods for teaching and assessing essential skills through integrated problem-based and project-based learning. Topics include analysis and application of instructional strategies to engage and motivate learners of all ages and backgrounds. The course includes demonstration, development, and assessment of standards-based real-world problem solving experiences.

Prerequisite: None. Cross-Listed as: CBEL 612.

**INTL 616 - Community Engagement and Leadership (3 credits)**

Explores leaders as change agents who build, broker, and leverage community assets to empower others and grow capacity in community-based organizations. Students examine major theories of organizational development, community engagement, and communication with an emphasis on leading in non-profit organizations. The course will focus on the impact of strategic planning, goal setting, resource management, and partnership building on organizational sustainability, as well as the connection between social and economic policy and community engagement and advocacy. Restricted to Graduate Education Students.

Prerequisite: None. Cross-Listed as: CBEL 616.

**INTL 623 - Digital Literacy and Media (3 credits)**

Examines the literacy skills required of literacy learners as a result of emerging technologies. Students design and apply instructional practices that integrate digital tools to support literacy instruction across the curriculum. Students examine and critically evaluate media in our society and develop instructional strategies that bolster learners' ability to access, analyze, evaluate and create information in a variety of media formats.

Prerequisite: None. Cross-Listed as: LTED 623.

**INTL 720 - Capstone (3 credits)**

Provides opportunities for students to integrate theory and practice in a community-based organization. Students implement action research, conduct analysis of evidence, and present findings to advance social change initiatives, and develop reflective practice with an aim of improving community organizations. Students create a portfolio documenting achievement of program outcomes and competencies of community-based educators and leaders. Restricted to Graduate Education Students.

Prerequisite: ED 608. Cross-Listed as: CBEL 720.

**LTED- Literacy Education****LTED 603 - Foundations of Literacy (3 credits)**

Examines the foundational theories and evidence-based practices of reading, writing and communication processes with emphasis on the development of holistic and integrated 21st century classroom literacy programs. This course considers the developmental progression of learners as readers, writers, and communicators of knowledge. Students connect and integrate reading, writing, and communication instructional strategies to meet the needs and interests of K-12 literacy learners across disciplines.

Prerequisite: None.

**LTED 611 - Literacy Assessment (3 credits)**

Focuses on principles and practices of formal and informal literacy assessment to evaluate learners' literacy performance and match instruction to developmental strengths and needs. Students develop methods for effectively and professionally communicating assessment results and corresponding instructional plans to relevant stakeholders.

Prerequisite: LTED 603.

**LTED 621 - Culturally Responsive Literacy (3 credits)**

Explores research and relevant concepts of diversity and equity and the impact of cultural factors on literacy learning and teaching. Addresses best practices for teaching culturally and linguistically diverse students specific to second language acquisition and usage. Identifies environmental and personal factors that can result in learner resistance, avoidance, and maladaptive reading strategies and behaviors. Course includes strategies for creating inclusive and affirming classrooms through use of culturally responsive literacy instruction and a variety of literacy tools and technologies.

Prerequisite: LTED 603.

**LTED 623 - Digital Literacy and Media (3 credits)**

Examines the literacy skills required of literacy learners as a result of emerging technologies. Students design and apply instructional practices that integrate digital tools to support literacy instruction across the curriculum. Students examine and critically evaluate media in our society and develop instructional strategies that bolster learners' ability to access, analyze, evaluate and create information in a variety of media formats.

Prerequisite: None. Cross-Listed as: INTL 623.

**LTED XXX - Children's Literature (3 credits)**

Explores literature for children and young adults through the lens of global political, economic and social factors influencing cultural patterns and values. Emphasizes the development of reading interests for real-world, life-long learning, professional evaluation, educational uses, and readers' advisory. (Pending review by the Academic Affairs Committee.)

Prerequisite: Under development.

**LTED 701 - Literacy Capstone (3 credits)**

Provides opportunities for students to integrate theory and practice in a school setting. Students conduct action research with the goal of gaining insights for advancing literacy practice, developing reflective practice, and making a positive contribution to the school environment. Students create a portfolio documenting their competency literacy standards and growth as literacy leaders.

Prerequisite: LTED 603, LTED 611, LTED 621, LTED 623/INTL 623.

**NURS-Graduate Nursing****NURS 515 - Theoretical Foundations (3 credits)**

Focuses on the theoretical concepts that are essential to advanced nursing roles and the interactions between information science, theory, research, and practice. Informatics,

information management, philosophical approaches, systems theory and organizational science underpin the framework for problem analysis as students explore advanced nursing roles in diverse healthcare settings. Students will apply their knowledge in a practice setting. Repeatable for credit.

Prerequisite: None. Offered: Fall and Spring, every year.

### **NURS 520 - Quantitative Methods in Nursing Research (3 credits)**

Focuses on the application of quantitative research designs. Practice and management questions are discussed and quantitative research strategies are developed to produce data and to examine the results of nursing research.

Prerequisite: NURS 515.

### **NURS 530 - Qualitative Inquiry in Nursing (3 credits)**

Examines the conceptual issues of qualitative inquiry and introduces the student to grounded theory, phenomenology, ethnography, and historical research. Connections between current issues in practice and management and qualitative research strategies will be explored. Students will conduct interviews and write narratives that reflect their understanding of nursing knowledge.

Prerequisite: NURS 515.

### **NURS 547 - Global Health Perspectives (3 credits)**

Focuses on global health issues, including global determinants of health, global health policies, global health research methods, effects of economics on global healthcare, complementary and alternative medicine, and the role of global health organizations. Students will Course Proposal\_SEE Certification Form Academic Affairs Rev. 08/18/23; Page 2 consider the impact of global health issues such as infectious diseases, chronic diseases, cancer, violence, nutrition, mental health, environmental health, reproductive health, infant/child health, health disparities, health equity, cultural competence, and vulnerable populations. Students will apply their knowledge in a practice setting. Repeatable for credit.

Prerequisite: NURS 520 and NURS 530. Offered: Fall, Spring, and Summer, every year.

### **NURS 557 - Project and Resource Management (3 credits)**

Provides students with the essential principles and tools of project management and an understanding of the human, organizational, and fiscal factors involved. Students will study issues and acquire skills related to personnel selection, managing an increasingly diverse workforce, project definition, budgeting, quality, and outcomes. The role of strategic planning in healthcare organizations will be explored.

Prerequisite: NURS 520 and NURS 530. Cross-Listed as: HCM 557.

### **NURS 600 - Managerial Epidemiology and Statistics (3 credits)**

Examines epidemiology concepts and tools as they are used in developing models for health, health service utilization, and health policy. Students will learn to distinguish among the types of epidemiological research (descriptive, analytical, and experimental) and will analyze epidemiological literature and

discuss the pros and cons of different research methods. Analysis of epidemiological data using appropriate methods and statistical measures utilized in epidemiological studies are required to design and conduct a needs assessment for a given population, identifying healthcare gaps and disparities. Case studies and real world examples will be used to reinforce need for population-based approach to design and delivery of healthcare services.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557. Cross-Listed as: HCM 600.

### **NURS 610 - Advanced Pathophysiology and Pharmacology (3 credits)**

Provides students with advanced content on pathophysiology and pharmacology necessary for evidence-based practice in a hospital, academic, or community setting. Structural and functional changes in cells, tissues, and organ systems associated with selected diseases will be analyzed. Pharmacology treatment, patient implications, and nursing considerations will be incorporated with each system. Pathogenesis of disease will be related to principles of health promotions, disease prevention and pharmacology.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557.

### **NURS 615 - Advanced Health Assessment (3 credits)**

Provides advanced content in the area of health assessment across the lifespan required for evidence-based practice in hospital, academic, or community settings. This course will build on previously learned skills and knowledge from baccalaureate education and nursing practice experience. The students will develop the advanced skills needed to obtain, conduct, and teach others how to complete a comprehensive health history and physical assessment. This course includes a hands-on experience to assess application of course content.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557.

### **NURS 620 - Introduction to Forensic Nursing (3 credits)**

Provides introduction to the definitions and principles of medico-legal care of the individual experiencing trauma, abuse, neglect, rape, and death. This course provides students with an overview of the judicial system and the skills and knowledge essential to forensic nursing, including identification of intentional and unintentional wounds, collection of evidence (DNA, photographic, written), creation of a judicial system summary, and differentiating the resources available to victims of intimate crime. The role of the forensic nurse as a community leader, supporting diverse populations through collaboration with civic and legal entities, will be explored.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557.

### **NURS 632 - Curriculum Design and Innovation (3 credits)**

Applies various perspectives and theories on educational design. Curriculum design and implementation will be emphasized for staff development education, as well as associate and baccalaureate levels of education. This course discusses the

influence of accreditation and regulatory standards on curriculum and the implementation of innovation in nursing education.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557.

### **NURS 635 - Teaching and Learning Strategies/Evaluation (3 credits)**

Focuses on teaching methods and strategies along with assessment techniques for classroom and clinical settings. The student will apply principles of adult learning and new developments in nursing education. Participation in the construction of grading criteria, examinations, and clinical experience allow the student to integrate teaching methods and assessment/evaluation skills.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557.

### **NURS 642 - Instructional Media in Education (3 credits)**

Analyzes the selection and implementation of a variety of instructional media and new developments in the field of nursing education. This course focuses on the use of simulations, online delivery, and other innovations to promote learning of theory and clinical content in nursing education settings.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557.

### **NURS 650 - Organizational Behavior in Healthcare (3 credits)**

Explores organizational theories, motivation, and leadership behaviors in healthcare settings. Students will learn about effective decision making in groups, influencing others, and the importance of organizational values and diversity. Student activities will include developing effective organizational strategies in addressing organizational issues.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557. Cross-Listed as: HCM 650.

### **NURS 652 - Health Care Finance: Challenges (3 credits)**

Explores the economics of health care from both the health system perspective and the point of care. Budget management, cost-benefit analyses, cost containment strategies, and management of fiscal and human resources will be explored.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557. Cross-Listed as: HCM 652.

### **NURS 660 - Planning for Evidence-Based Practice (3 credits)**

Enables students to make a case for nursing practice decisions based on research studies and data. Students will learn to evaluate and apply evidence-based practice to health care as it relates to leadership and management functions. Evidence-based practice is defined as a problem-solving approach to decision-making that involves the conscientious use of the best available evidence, along with one's own expertise, to improve outcomes for individuals, group, communities, and systems.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557. Cross-Listed as: HCM 660.

### **NURS 662 - Quality Management in Health Care (3 credits)**

Focuses on health care systems improvement to enhance quality of patient outcomes, create a patient-centered culture of safety, and reduce risk. The course will emphasize statistical process control methods, regulatory and accreditation standards, and barriers to and strategies for quality improvement.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557. Cross-Listed as: HCM 662.

### **NURS 670 - Principles of Population Health and Care Coordination (3 credits)**

Investigates health outcomes within a population, health determinants that influence a group of individuals and policies and interventions that affect the health of an entire population. Students will examine geographic populations such as nations or communities, or other populations such as ethnic groups, disabled persons, prisoners, LGBTQ+, older adults, children, economically disadvantaged and any other defined group. An emphasis is placed on how therapeutic communication, cultural competence, and conflict resolution strategies are integral to the multiple relationships within population-based care management roles. Theoretical models and assessment tools will be utilized to examine the diversity of cultural beliefs, values, and practices that impact the health of individuals, families, and communities. Students will examine how safety and quality outcomes, nursing roles in care coordination, and techniques to engage patients impact health care costs and sustainable quality care.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557. Offered: Fall, Spring and Summer, as needed.

### **NURS 672 - Population-Based Care: Vulnerable Populations (3 credits)**

Examines coordination of care for vulnerable populations including risk reduction and infection control, health education, nutrition, population health, environmental concerns, emergency management/preparedness, and chronic disease and disability, both psychosocial and physical. Quality, safety, and the economic impact of providing cost-effective care will be discussed using decision science and predictive analysis.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557, NURS 670.

### **NURS 674 - Professional/Legal Issues in Population-Based Care (3 credits)**

Explores the legal and economic aspects of coordination of care. This course focuses on reimbursement and financing of health care, and insurance requirements. Content also includes analysis of the American Nurses Association (ANA) standards and scope of practice for relevant disciplines (such as school nurses and case managers), the ANA Code of Ethics, and federal and state laws governing child abuse and neglect, minor consent for health services, and communicable disease reporting.

Prerequisite: NURS 515, NURS 520, NURS 530, NURS 547, NURS 557.

**NURS 736 - Graduate Nursing Practicum, Nursing Education (3 credits)**

Provides an opportunity for students in the nursing education concentration to apply concepts of education in a selected health care delivery or higher education environment during a 135-hour practicum experience. This course emphasizes: analysis and evaluation of concepts of Nursing Education; demonstration of competencies needed to effect change in higher education and healthcare practice; evaluation of current and interventional outcomes; participation in strategic planning and goal setting; analysis of allocation of human and financial resources; and analysis of regulatory, ethical, and legal issues in nursing practice.

Prerequisite: All other required core and concentration courses..  
Offered: Fall, Spring and Summer.

**NURS 737 - Graduate Nursing Capstone (3 credits)**

The Graduate Nursing Capstone is a culminating experience designed to provide learners with an opportunity to apply knowledge and skills acquired throughout the program of study focusing on the AACN Essentials for Master’s Education in Nursing.

Prerequisite: All other required core and concentration courses..  
Offered: Fall, Spring and Summer.

**NURS 738 - Graduate Nursing Practicum, Forensic Concentration (3 credits)**

This course is designed to provide an opportunity for students in the forensic nursing concentration to apply concepts of forensic nursing in a selected civic, legal, or health care delivery environments during a 135-hour practicum experience. During their practicum, students will complete an evidence-based practice project relevant to the role of the Forensic Nurse and present a project deliverable to be utilized by the practicum site to improve current clinical practice. Students will also create a practicum project poster to document the evidence-based practice process of acquiring and disseminating new knowledge to promote sustainable change. This course emphasizes: analysis and evaluation of concepts of Forensic Nursing; demonstration of competencies needed to effect change in organizations and communities; evaluation of current and interventional outcomes; participation in strategic planning and goal setting; analysis of allocation of human and financial resources; and analysis of regulatory, ethical and legal issues in practice settings.

Prerequisite: All other required core and concentration courses..  
Offered: Fall, Spring and Summer.

**NURS 750 - Graduate Nursing Practicum, Leadership/Management (3 credits)**

This course is designed to provide an opportunity for students in the Leadership/Management concentration to apply nursing leadership and management concepts in selected health care delivery environments during a 135-hour practicum experience. During their practicum, students will complete an evidence-based practice project relevant to the role of the nurse leader/manager and present a deliverable project to be utilized by the practicum site that will improve current leadership/management practices. Students will also create a practicum project poster to document the evidence-based

practice process of acquiring new knowledge to promote sustainable change. This course emphasizes: analysis and evaluation of concepts of organizational culture; demonstration of competencies needed to effect change in organizations; evaluation of organizational outcomes; participation in strategic planning and goal setting; analysis of allocation of human and financial resources; and analysis of regulatory, ethical and legal issues in practice settings.

Prerequisite: All other required core and concentration courses.

**NURS 760 - Graduate Nursing Practicum, Population-Based Care Coordination (3 credits)**

Provides an opportunity for students in the Population-Based Care Coordination concentration to apply population health and care coordination concepts in a selected health care delivery environment during a 135-hour practicum experience. During their practicum, students will complete an evidence-based practice project relevant to the role of the nurse working in a population-based care coordination position and present a project deliverable to be utilized by the practicum site that will improve current population-based care coordination practices. Students will also create a practicum project poster to document the evidence-based practice process of acquiring new knowledge to promote sustainable change. This course emphasizes: analyzing concepts of population health and care coordination; demonstrating competencies needed to coordinate care in healthcare settings effectively; evaluating patient-focused and organizational outcomes; and examining the impact of regulatory, ethical, and legal issues in the practice setting.

Prerequisite: All other required core and concentration courses.

**PSY - Graduate Psychology Courses**

**PSY 601 - Design and Analysis I (3 credits)**

Focuses on qualitative and quantitative research models, methods, and data analysis techniques commonly used in the field of psychology. Scientific reasoning and descriptive and inferential data analysis techniques will be reviewed. Conducting, critically analyzing, and applying research in the context of psychological practice will be emphasized. Ethical principles and diversity considerations in psychological research will be examined. This course is the first in a two-course sequence.

Prerequisite: None. Offered: Fall.

**PSY 602 - Design and Analysis II (3 credits)**

Focuses on modeling theories and techniques and advanced multivariate statistical tests, including MANOVA, factor analysis, discriminant analysis, and regression techniques. Parametric and non-parametric techniques and statistical assumptions will be reviewed. Effective methods of presenting/communicating research findings will be reviewed. This course is the second in a two-course sequence.

Prerequisite: PSY 601. Offered: Spring.

**PSY 603 - Lifespan Development (3 credits)**

Focuses on transitions, growth, and development across the human lifecycle. Theoretical and empirical approaches to understanding key issues in and influences on development will be reviewed. Individual and contextual influences on development, including temperament and attachment,

physiological and genetic influences, individual and cultural diversity factors, family and peer influences, and age-related change will be explored. Clinical practice applications will be emphasized.

Prerequisite: None. Offered: Spring, every year.

### **PSY 604 - Social Psychology (3 credits)**

Explores the ways in which interpersonal interactions and social stimuli affect human behavior. Major topics in social psychology, including social cognition, affiliation, conformity and obedience, aggression and violence, prejudice and stereotyping, and attitude and opinion formation, will be discussed. The role of diversity factors, including gender, gender identity, race, ethnicity, social class, and age, will be examined. Application of social psychological research to clinical practice will be emphasized.

Prerequisite: None. Offered: Spring.

### **PSY 605 - Biological Bases of Behavior (3 credits)**

Introduces the structure and organization of the nervous system and other topics related to neuroanatomy, neurophysiology, and brain-behavior relationships. Topics addressed will prepare students to identify and understand the function of major neuroanatomical structures and neurophysiological mechanisms that impact cognition, behavior, emotion, and sensorimotor functioning. Application of these concepts in clinical case conceptualization will be reviewed. The course will provide basic knowledge required for later study of cognitive and affective bases of behavior and psychopharmacology.

Prerequisite: None. Offered: Fall, every year.

### **PSY 606 - Cognitive and Affective Bases of Behavior (3 credits)**

Reviews the current status of theory and research in the study of cognition and emotion. The processes underlying learning and memory; perception and sensation; reasoning; emotional responses and regulation; stress; and motivation will be reviewed. Practice applications to assessment, diagnosis, and treatment will be emphasized.

Prerequisite: PSY 605. Offered: Fall.

### **PSY 610 - Psychopathology (3 credits)**

Familiarizes students with the different diagnoses, etiologies, and treatments of major forms of psychopathology as characterized by the DSM approach. Content will include the etiology and epidemiological description of various disorders with particular attention to the role of current research findings, diversity, and sociocultural influences. Potential ethical issues in diagnosis and use of the DSM will be highlighted.

Prerequisite: None. Offered: Fall.

### **PSY 630 - Professional Practice (3 credits)**

Covers a range of topics related to professional practice and the challenges health services professionals may face in professional settings. Topics may include the history of professional psychology, involvement in state and national professional organizations, the path to becoming licensed and board certified, the appropriate use of social media in professional and personal life, and the management of business. Special attention will be given to self-care and the issues of ethical professional

practice. This course may be used to fulfill elective requirements. (Pending review by the Academic Affairs Committee)

Prerequisite: None. Offered: Varies.

### **PSY 640 - Basic Interviewing and Clinical Skills ()**

Introduces students to the skills and strategies necessary for effective counseling and clinical interviewing, with a focus on the development and maintenance of the therapeutic relationship. Includes an experiential learning component where students will conduct mock sessions allowing them to hone their technique and begin to develop their own personal orientation or framework for conducting therapy.

Prerequisite: None. Offered: Fall.

### **PSY 641 - Theories of Psychotherapy (3 credits)**

Introduces students to the theory and practice of prominent approaches to psychotherapy for individual adult clients with a specific focus on evidence-based practice. Several theories are reviewed allowing students to conceptualize client problems from multiple theoretical perspectives. Reviews the literature on psychotherapy effectiveness to include the therapeutic relationship, cultural and ethical considerations, and current issues and trends. Critically examines the relationship between psychotherapy and practice and helps students to begin to develop their own personal framework for therapy.

Prerequisite: PSY 640. Offered: Spring.

### **PSY 701 - Cognitive Assessment (4 credits)**

Prepares students to select, administer, score, interpret, and report the results of cognitive assessment batteries. Theoretical frameworks for, and clinical applications of, cognitive testing will be introduced. Ethical, diversity, and psychometric considerations in cognitive assessment will be emphasized. History-taking, behavioral observation, and other norm- and criterion-referenced assessment measures and techniques commonly used in conjunction with cognitive testing will be discussed.

Prerequisite: None. Offered: Fall.

### **PSY 702 - Personality Theory and Assessment (3 credits)**

Introduces students to a range of objective and projective personality assessment measures. The course focuses on the theoretical foundations of personality assessment; administration, scoring, interpretation, and report writing; and consideration of ethics and diversity as they relate to assessment.

Prerequisite: None. Offered: Spring.

### **PSY 703 - Integrated Assessment (3 credits)**

Provides an opportunity to practice cognitive and personality assessment skills by administering a comprehensive battery of assessments, completing a thorough clinical history, and writing reports that integrate assessment results and make appropriate recommendations.

Prerequisite: PSY 701. Corequisite: PSY 702. Offered: Spring.

### **PSY 704 - Special Topics in Assessment (3 credits)**

Reviews specialized assessment instruments and techniques appropriate for use with specific referral concerns and in specific clinical contexts. Assessment domains reviewed may include

neuropsychological, psychoeducational, and personality assessment. Administration, scoring, interpretation, reporting, and techniques for sharing findings with clients and other professionals will be discussed. This course may be used to fulfill elective requirements.

Prerequisite: PSY 703. Offered: Fall or Spring.

**PSY 710 - History & Systems of Psychology (3 credits)**

Elucidates the philosophical and historical roots of psychology; historical conceptualizations of mental illness and psychological treatment; the evolution of psychology training models and professional identities of psychologists; and contemporary practice and other professional issues.

Prerequisite: None. Offered: Fall.

**PSY 720 - Models of Psychotherapy (3 credits - Course must be taken 3 semesters)**

Provides an in-depth examination of theory and practice of a specific model of psychotherapy (e.g., cognitive-behavioral, interpersonal, psychodynamic, humanistic). Students must complete the course three times, each covering a different therapeutic model/orientation, to develop competence with various practice orientations.

Prerequisite: PSY 641. Offered: Fall and Spring.

**PSY 725 - Special Topics in Clinical Psychology (3 credits)**

Examines topics pertaining to theory- and evidence-based psychological practice, integrating and building on concepts introduced in previous courses. Topics may include best practices in working with specific populations; exploration of various practice modalities or settings; or clinical and technological advances in psychological practice. This course may be used to fulfill elective requirements.

Prerequisite: None. Offered: Fall or Spring.

**PSY 730 - Psychopharmacology (3 credits)**

Introduces the principles of psychopharmacology, including mechanisms of action, indications for selection of common psychoactive agents, and side effects. Ethical and cultural implications for medication use will be discussed. Collaboration between non-prescribing psychologists and prescribers and the current status of efforts to gain prescription privileges for psychologists (RxP) will also be addressed.

Prerequisite: PSY 605. Offered: Spring.

**PSY 740 - Legal and Ethical Issues in Clinical Practice (3 credits)**

Focuses on the legal and ethical issues faced by clinical psychologists. The APA Ethics Code and state regulations relevant to professional psychology practice and ethical decision-making processes and models form the core of this consideration. Content will include ethical and legal obligations and aspirations of the psychologist in practice; the consideration of the intersection and divergence of ethical and legal obligations; mandated reporting; homicidality and suicidality; considerations for participating in legal proceedings; and ethics-based advocacy.

Prerequisite: None. Offered: Fall.

**PSY 750 - Multicultural Competencies in Clinical Practice (3 credits)**

Considers the wide range of cultural factors that practitioners need to be prepared to encounter. Topics will address race, ethnicity, gender identity and expression, sexual orientation, age, power and privilege, socioeconomic status, ability status, and religion and spirituality. The ethical responsibility of psychologists in working with diverse populations will be included.

Prerequisite: None. Offered: Spring.

**PSY 780 - Case Consultation (1.5 credits - Course must be taken 4 semesters)**

Provides an opportunity for first- and second-year students to participate in case conference presentations, within- and across-cohort peer consultation, and discussion of research and practice issues. In addition to case conferences, class discussions and readings will focus on the following topics: Ethical and legal issues, diversity considerations, best practices in assessment and intervention, technological tools and applications, and other topics relevant to professional practice in psychology.

Prerequisite: None. Offered: Fall and Spring.

**PSY 790 - Supervision and Consultation (3 credits)**

Prepares students to serve as consultants to other professionals and to serve as supervisors to professionals-in-training. Advocacy for clients in interprofessional and interdisciplinary settings, as well as ethical, legal, and multicultural considerations for Health Service Psychologists, will be considered in the context of consultation and supervision.

Prerequisite: None. Offered: Fall.

**PSY 800 - Summer Practicum (0 credits)**

Provides students with clinical experience through a summer semester practicum placement. The exact nature of the Summer Practicum experience is determined in conjunction with the placement setting, but will include assessment, therapeutic intervention, and/or other professional activities appropriate to the student's level of training. On-site supervision is provided by the practicum setting. Students are independently responsible for paying required fees, including subscription fees for a clinical hour tracking system; APA student membership dues; and background check fees. Other fees related to individual placement sites, such as parking costs, may also be required. Repeatable for credit.

Prerequisite: PSY 640, PSY 641, PSY 701, PSY 702, PSY 703; Psy.D. Program approval of practicum site. Offered: Summer, every year.

**PSY 811 - Basic Practicum I (1.5 credits)**

Provides students with clinical experience through a practicum placement focusing on assessment. This is the first course in the Basic Practicum sequence. The exact nature of Basic Practicum I is determined in conjunction with the placement setting, but will include assessment and other professional activities appropriate to the student's level of training. On-site supervision is provided by the practicum setting. All students enrolled in PSY 811 will be concurrently enrolled in PSY 780, Case Consultation. Students are independently responsible for paying required fees, including subscription fees for a clinical hour tracking system; APA student membership dues; and background check fees.

Other fees related to individual placement sites, such as parking costs, may also be required. Repeatable for credit.

Prerequisite: PSY 640, PSY 641, PSY 701, PSY 702, PSY 703; Psy.D. Program approval of practicum site. Offered: Fall, every year.

### **PSY 812 - Basic Practicum 2 (1.5 credits)**

Provides students with clinical experience through a practicum placement focusing on assessment. This is the second course in the Basic Practicum sequence. The exact nature of Basic Practicum 2 is determined in conjunction with the placement setting, and will include assessment and other professional activities appropriate to the student's level of training. On-site supervision is provided by the practicum setting. All students enrolled in PSY 812 will be concurrently enrolled in PSY 780, Case Consultation. Students are independently responsible for paying required fees, including subscription fees for a clinical hour tracking system; APA student membership dues; and background check fees. Other fees related to individual placement sites, such as parking costs, may also be required.

Prerequisite: PSY 640, PSY 641, PSY 701, PSY 702, PSY 703; Psy.D. Program approval of practicum site. Offered: Spring, every year.

### **PSY 821 - Intermediate Practicum I (1.5 credits)**

Provides students with clinical experience through a practicum placement focusing on therapeutic intervention. This is the first course in the Intermediate Practicum sequence. The exact nature of Intermediate Practicum 1 is determined in conjunction with the placement setting, but will include therapeutic intervention and other professional activities appropriate to the student's level of training. On-site supervision is provided by the practicum setting. All students enrolled in PSY 821 will be concurrently enrolled in PSY 880, Advanced Case Consultation. Students are independently responsible for paying required fees, including subscription fees for a clinical hour tracking system; APA student membership dues; and background check fees. Other fees related to individual placement sites, such as parking costs, may also be required. Repeatable for credit.

Prerequisite: PSY 811, PSY 812 and Psy.D. Program approval of practicum site. Offered: Fall, every year.

### **PSY 822 - Intermediate Practicum 2 (1.5 credits)**

Provides students with clinical experience through a practicum placement focusing on therapeutic intervention. This is the second course in the Intermediate Practicum sequence. The exact nature of Intermediate Practicum 2 is determined in conjunction with the placement setting, but will include therapeutic intervention and other professional activities appropriate to the student's level of training. On-site supervision is provided by the practicum setting. All students enrolled in PSY 822 will be concurrently enrolled in PSY 880, Advanced Case Consultation. Students are independently responsible for paying required fees, including subscription fees for a clinical hour tracking system; APA student membership dues; and background check fees. Other fees related to individual placement sites, such as parking costs, may also be required.

Prerequisite: PSY 811, PSY 812 and Psy.D. Program approval of practicum site.. Offered: Spring, every year.

### **PSY 831 - Advanced Practicum I (1.5 credits)**

Provides students with clinical experience through a practicum placement focusing on advanced skill development. This is the first course in the Advanced Practicum sequence. The exact

nature of Advanced Practicum 1 is determined in conjunction with the placement setting, but will include assessment, therapeutic intervention, and/or other professional activities appropriate to the student's level of training. On-site supervision is provided by the practicum setting. All students enrolled in PSY 831 will be concurrently enrolled in PSY 880, Advanced Case Consultation. Students are independently responsible for paying required fees, including subscription fees for a clinical hour tracking system; APA student membership dues; and background check fees. Other fees related to individual placement sites, such as parking costs, may also be required. Repeatable for credit.

Prerequisite: PSY 821, PSY 822; Psy.D. Program approval of practicum site. Offered: Fall, every year.

### **PSY 832 - Advanced Practicum 2 (1.5 credits)**

Provides students with clinical experience through a practicum placement focusing on advanced skill development. This is the second course in the Advanced Practicum sequence. The exact nature of Advanced Practicum 2 is determined in conjunction with the placement setting, but will include assessment, therapeutic intervention, and/or other professional activities appropriate to the student's level of training. On-site supervision is provided by the practicum setting. All students enrolled in PSY 832 will be concurrently enrolled in PSY 880, Advanced Case Consultation. Students are independently responsible for paying required fees, including subscription fees for a clinical hour tracking system; APA student membership dues; and background check fees. Other fees related to individual placement sites, such as parking costs, may also be required. Repeatable for credit.

Prerequisite: PSY 821, PSY 822 and Psy.D. Program approval of practicum site. Offered: Spring, every year.

### **PSY 880 - Advanced Case Consultation (1.5 credits - Course must be taken 4 semesters)**

Provides an opportunity for third- and fourth-year students to participate in case conference presentations, within- and across-cohort peer consultation, and discussion of research and practice issues. In addition to case conferences, class discussions and readings will focus on the following topics: Ethical and legal issues, diversity considerations, best practices in assessment and intervention, technological tools and applications, and other topics relevant to professional practice in psychology.

Prerequisite: None.

### **PSY 901 - Dissertation (3 credits - Course must be taken 5 semesters)**

Provides students the opportunity to conduct a rigorous scholarly inquiry. Students will utilize qualitative and/or quantitative methods of research to examine a topic relevant to the practice of clinical psychology.

Prerequisite: Successful completion of at least 48 credits of graduate coursework. Offered: Fall, Spring, and Summer.

### **PSY 902 - Internship (Variable credits: 1.5-3 credits - Course must be taken 4 semesters)**

Provides students with advanced supervised clinical experiences that involve synthesis of knowledge and skills acquired through coursework and practica, and that prepare them to assume the role of the psychologist upon licensure. Internships are full-time clinical placements and must be completed at APA-accredited internship sites unless permission to take an internship at an

alternate site is given by the program. Psy.D. students must register in each of the four semesters in which the internship is pursued. Students are independently responsible for paying required fees, including: subscription fees for a clinical hour tracking system; APA student membership dues; and background check fees. Other fees related to individual placement sites, such as parking costs, may also be required. (Anticipated course implementation in 2025.)

Prerequisite: Successful completion of all coursework except for PSY 901, Dissertation.. Offered: Fall, Spring, and Summer.

## SUO-Stevenson University Online

### **SUO 500 - Credit by Portfolio (variable) ()**

Guides students through the process of documenting their prior experiential learning to meet the requirements of a course in their major. Students reflect on their previous experiences, assemble appropriate evidence demonstrating that their documented experiential learning meets the objectives of the course for which they wish to receive credit, and produce a portfolio for review by faculty evaluators. Credits for major-specific courses are awarded based on the evaluation of the portfolio in accordance with the Credit by Portfolio policy.

Prerequisite: Permission of Academic Program Administrator.  
Offered: Summer 8-week-2.

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M.A., American International College  
M.F.A., Brandeis University  
M.A., Ph.D., University of Maryland, Baltimore County

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B.A., University of Connecticut  
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D.Ed., Nova Southeastern University

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Ph.D., University of Missouri

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M.S., Shippensburg University  
Ph.D., The Ohio State University

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### School of Business and Leadership: Howard S. Brown School of Business and Leadership

#### Department of Business Administration

### Zamira Simkins (2009)

*Interim Dean, School of Business and Leadership, Interim Graduate Program Director,*  
*Cyber Forensics and Digital Transformation and Innovation,*  
*and Professor, Finance*  
B.S., Kyrgyz-Russian Slavic University  
M.I.A., Missouri State University  
Ph.D., American University

#### Department of Information Systems

### Sarena Schwartz (2000)

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#### Program in Accounting

### Miriam Wigglesworth DBA, CPA (2023)

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B.B.A., Loyola University Maryland  
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#### Program in Fashion Merchandising

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*Program Coordinator, Fashion Merchandising, Healthcare Management*  
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*Senior Faculty Director, Specialty Scholars Program*  
B.A., MA., University of North Carolina at Wilmington  
Ph.D., University of North Carolina at Greensboro

#### Program in Healthcare Management

### Monica Piccardi (2021)

*Graduate Program Director, Healthcare Management*  
B.S.N., University of Maryland Baltimore  
M.S., Stevenson University

#### Program in Marketing

### Takisha Toler (2013)

*Program Coordinator and Associate Professor, Marketing*  
B.B.A., University of Memphis  
M.B.A., Ph.D., Saint Louis University

### School of Design, Arts, and Communication

### Amanda Gingery Hostalka (1998)

*Dean, School of Design, Arts, and Communication, and Professor,*  
*Design*  
B.F.A., Maryland Institute College of Art

M.A., M.F.A, University of Baltimore

**Department of Art and Graphic Design**

**Christopher Metzger** (2015)

*Chair, Art & Graphic Design and Professor, Art & Graphic Design*

B.A. Lafayette College

M.F.A., M.A. Maryland Institute College of Art

**Department of Communication**

**Lee Krähenbühl** (2019)

*Chair, Communication and Associate Professor, Communication*

B.A., Linfield College

M.A., Pacific School of Religion

Ph.D., University of Oregon

**Department of Film and Moving Image**

**Christopher Llewellyn Reed** (2006)

*Chair, Film and Moving Image and Professor, Film and Moving Image*

B.A., Harvard University

M.A., Yale University

M.F.A., School of the Arts, New York University

**Program in Fashion Design**

**Leslie Simpson** (2011)

*Program Coordinator, Fashion Design and Professor, Fashion Design*

B.S., Simmons College

M.S., Philadelphia University

Ph.D., Iowa State University

**Department of Music**

**Mark Lortz** (2011)

*Director and Professor, Music*

B.A., M.M., M.M., Peabody Conservatory of Music, Johns

Hopkins University

Ph.D., Temple University

**Harlan Parker** (2017)

*Orchestra Conductor and Adjunct Professor, Music*

B.A., Emporia State University

M.A., Ph.D., University of Kansas

**Program in Theatre and Media Performance**

**Ryan Clark** (2015)

*Program Coordinator, Theatre and Media Performance and Professor, Theatre*

B.S., Towson University

M.F.A., Florida State University

**Christopher T. Crostic** (2009)

*Technical Director and Professor, Theatre*

B.S., Frostburg State University

M.F.A., Indiana University

**School of Education**

**Beth Kobett** (1998)

*Dean, School of Education and Professor, Education*

B.S., Lesley College

M.A., Webster University

Ph.D., Saint Louis University

**Department of Education**

**David W. Nicholson** (2006)

*Chair, Education and Professor, Education*

B.A., James Madison University

M.A., M.Ed., Ohio University

Ph.D., University of Virginia

**Program in Graduate Education**

**Lisa A. Moyer** (2017)

*Graduate Program Director and Program Coordinator, SUO and Assistant Professor, Graduate Education*

A.A., Germana Community College

B.A., M.Ed. University of Mary Washington

Ph.D., Virginia Polytechnic Institute and State University

**School of Humanities and Social Sciences**

**Laura Thomason** (2022)

*Dean, School of Humanities and Social Sciences and Professor, English*

M.A., Ph.D., University of North Texas

**Department of English, History and Humanities**

**Aaron Chandler** (2010)

*Chair, English, History and Humanities, and Professor, English*

B.A. Roanoke College

M.A. Hollins University Graduate Center

Ph.D. University of North Carolina at Greensboro

**Department of Counseling and Human Services**

**John Rosicky** (2012)

*Chair and Professor, Counseling and Human Services*

B.S., Brown University

Ph.D., University of Oregon

**Department of Criminal Justice**

**Hillary Michaud, Esq.** (2004)

*Program Coordinator, Criminal Justice and Professor, Law*

B.S., Miami University of Ohio

J.D., University of North Carolina, Charlotte

**Department of Legal Studies**

**Melanie Snyder, Esq.** (2000)

*Program Coordinator, Legal Studies and Professor, Law*

B.A. Miami University

J.D. University of Baltimore

**Department of Psychology**

**Jeffrey Elliott** (2001)

*Chair, Psychology and Professor, Psychology*

B.A., M.A., Salisbury University

Ph.D., University of Maryland

**Programs in Forensic Accounting, Forensic Investigations, and Forensic Studies**

**Carolyn H. Johnson, Esq.** (1998)

*Graduate Program Director and Professor, Forensic Studies*

B.A., Dickinson University

J.D., University of Maryland, Baltimore

**Program in Interdisciplinary Studies**

**Esther D. Horrocks** (1983)

*Program Coordinator, Interdisciplinary Studies and Professor,  
Sociology and Anthropology*

B.A., University of Minnesota

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

#### **Program in Theatre and Media Performance**

**Ryan Clark** (2015)

*Program Coordinator, Theatre and Media Performance and  
Professor, Theatre*

B.S., Towson University

M.F.A., Florida State University

## **School of Nursing and Health Professions: Sandra R. Berman School of Nursing and Health Professions**

#### **Department of Nursing**

**Mary R. Mallow, DNP** (2024)

*Assistant Professor and Program Director, Nursing*

M.S.N., Grand Canyon University

D.N.P., Wilmington University

#### **Program in Graduate Nursing**

**Vanessa Velez, DNP, RN** (2022)

*Program Director and Assistant Professor, Graduate Nursing*

A.S., Community College of Baltimore County

B.S.N., M.S.N., Notre Dame of Maryland University

D.N.P., Johns Hopkins University

#### **Program in Medical Laboratory Science**

**Lara Biagiotti, MLS(ASCP)** (2011)

*Program Coordinator, Medical Laboratory Science and Adjunct  
Professor, Medical Laboratory Science*

B.S., University of Maryland, Baltimore

M.S., Johns Hopkins University

## **School of the Sciences: Beverly K. Fine School of the Sciences**

**Ellen M. Roskes** (1996)

*Dean, Beverly K. Fine School of the Sciences and Professor,  
Chemistry*

B.A., M.A., Ph.D., Johns Hopkins University

#### **Department of Biological Sciences**

**Wendy L. Kimber-Louis** (2005)

*Chair, Biological Sciences, and Professor, Biological Sciences*

B.S., Wolverhampton Polytechnic

Ph.D., Edinburgh University

#### **Department of Chemistry and Biochemistry**

**Jeremy R. Burkett** (2015)

*Chair, Department of Chemistry and Biochemistry and Professor,  
Chemistry*

B.S., Huntington University

Ph.D. Purdue University

**Tracey Mason** (2008)

*Graduate Program Director, Forensic Science and Professor,  
Chemistry*

B.S., Longwood College

Ph.D., Virginia Commonwealth University

#### **Department of Engineering, Mathematics and Physics**

**Mark A. Branson** (2013)

*Chair, Department of Engineering, Mathematics and Physics, and  
Professor, Mathematics*

B.A., B.S., University of Oklahoma

M.Phil., Ph.D., Columbia University

#### **Program in Forensic Science**

**Tracey Mason** (2008)

*Graduate Program Director, Forensic Science, and Professor,  
Chemistry*

B.S., Longwood College

Ph.D., Virginia Commonwealth University

## **Stevenson University Online**

**Meredith C. Durmowicz** (2002)

*Senior Associate Vice President for Academic Affairs, and  
Vice Provost, Online Learning*

B.S., Marquette University

Ph.D., Johns Hopkins University

**Amanda Millar** (2008)

*Senior Director, SUO Enrollment and Admissions*

B.S., M.S., Stevenson University

## **Doctoral Program**

#### **Doctor of Clinical Psychology (Psy.D.)**

**Marie Christine McGrath** (2020)

*Graduate Program Director and Professor, Clinical Psychology*

B.A., Villanova University

M.Ed., Ph.D., Temple University

**Soonhee Lee** (2022)

*Director of Clinical Training and Associate Professor, Clinical  
Psychology*

B.A., M.A., Seoul National University

M.A., Ph.D., University of Rochester

## **Faculty**

**Laurel Abell** (2018)

*Adjunct Professor, English*

B.S., Towson University

M.F.A., Vermont College of Fine Arts

**Moronke "Nikki" Adepoju, RN** (2012)

*Assistant Professor, Nursing*

A.A., B.S.N., Marymount University

M.S., Johns Hopkins University

**Ebenezer Afful** (1985)

*Associate Professor, Religion*

Dip., University of Ghana

M.Div., Reformed Theological Seminary

**Gigi Biabo Ajavon** (2020)

*Adjunct Instructor, Counseling & Human Services*

B.F.A., Kutztown University  
M.Div., Westminster Theological Seminary

**Inna S. Alesina (2014)**

*Professor, Graphic Design*  
B.F.A., Parsons New School for Design  
M.F.A., Maryland Institute College of Art

**Mohamed Abdelsalam Ali (2019)**

*Adjunct Professor, Business Administration and Healthcare Management*

B.S., Towson University  
M.S.F.S., M.B.A., Johns Hopkins University  
M.H.E.A., George Mason University

**Carli Allison (2019)**

*Adjunct Professor, Chemistry*  
B.S., M.S., Stevenson University

**Chanel M. Anderson, PA, MLS(ASCP) (2014)**

*Adjunct Instructor, Medical Laboratory Science*

A.A.S., B.S., Stevenson University  
M.S., University of Maryland, Baltimore

**Darrell Anderson (2021)**

*Adjunct Instructor, Information Systems*  
B.S., Morgan State University  
M.S., Stevenson University

**Nic Anstett (2021)**

*Lecturer, English*  
B.A., Washington College  
M.F.A., University of Oregon

**Mary Fe Ramos de Armas (2023)**

*Adjunct Professor, Mathematics*  
M.S., City of the University of Manila  
Ph.D., De La Salle University

**Trina G. Armstrong (2012)**

*Adjunct Professor, Healthcare Management*  
B.B.A., MBA, Loyola University, New Orleans  
D.H.A., Phoenix University

**Wynne Aroom, RN (2010)**

*Adjunct Instructor, Nursing*  
B.S.N., Northeastern University  
M.S., University of Maryland

**Jessica Auerback (2023)**

*Adjunct Instructor, Biology*  
B.S., Elizabethtown College  
M.A., Notre Dame of Maryland University

**Mark Arvisais (2011)**

*Adjunct Professor, Business Administration*  
B.S., Ithaca College;  
M.B.A., Rochester Institute of Technology  
Ph.D., George Washington University

**Lawrence Baird (2008)**

*Adjunct Professor, Business Administration*  
B.A., Loyola University Maryland  
M.B.A., Walden University

**Candace Baker (2014)**

*Human Services Supervisor*  
B.S., Stevenson University  
M.S., University of Maryland, Baltimore

**Christopher M. Barczak, (2023)**

*Adjunct Instructor, Religion*  
B.S., Loyola University, Maryland  
M.A., M.A., St. Mary's Seminary & University

**Jesse Baxter (2018)**

*Adjunct Professor, Theatre*  
B.A., Messiah College  
M.F.A., Towson University

**Jennifer Baxter-Roshek (2011)**

*Adjunct Professor, Biological Sciences*  
B.S., University of Pittsburgh at Johnstown  
Ph.D., University of Maryland, College Park

**Laura Bearsch (2021)**

*Adjunct Professor, Legal Studies*  
B.S., Towson University  
J.D., University of Maryland, Baltimore

**Joyce K. Becker (1995)**

*Adjunct Professor, Forensic Studies*  
B.A., Notre Dame of Maryland University  
J.D., University of Maryland, Baltimore

**Joan P. Beemer (1983)**

*Adjunct Professor, Mathematics*  
B.S., Towson University  
M.S., Johns Hopkins University

**Leeanne M. Bell McManus (2007)**

*Professor, Business Communication*  
B.A., University of Pittsburgh  
M.A., West Virginia University  
Ph.D., Duquesne University

**Marc C. Bellassi (2024)**

*Adjunct Instructor, Art*  
B.A., Oberlin College  
M.M., Indiana University, Bloomington

**Robert Bennett (2023)**

*Adjunct Instructor, Business Communication*  
B.S., University of Maryland  
M.A., University of Baltimore

**Colleen Berry (2021)**

*Adjunct Instructor, Biology*  
B.S., Loyola University, Maryland  
M.S., University of Maryland

**Lara Biagiotti, MLS(ASCP) (1981)**

*Adjunct Professor, Medical Laboratory Science*  
B.S., University of Maryland, Baltimore  
M.S., The Johns Hopkins University

**Christopher Biddle (2014)**

*Adjunct Professor, Criminal Justice*  
B.A., Western Connecticut State University  
M.A., John Jay College of Criminal Justice  
Ph.D., Northcentral University

**Misty Biggs (2021)**

*Adjunct Instructor, Medical Laboratory Science*  
B.S., Texas Tech University

**Christopher Blackwood (2020)**

*Adjunct Professor, Biology*  
B.S., Clark Atlanta University  
Ph.D., Cornell University

**Christopher Blocher (2021)**

*Adjunct Instructor, Philosophy*  
B.A., St. Mary's College  
M.A., George Washington University

**Richard E. Boardman (2013)**

*Adjunct Professor, Film and Moving Image*  
B.A., University of South Carolina

M.A., University of Kansas

**Noni L. Bodkin, RN** (2005)

*Adjunct Professor, Nursing*

B.S., Indiana University

M.S., University of Illinois, Chicago

Ph.D., University of Michigan, Ann Arbor

**Margaret Bodley** (2019)

*Adjunct Instructor, Business Communication*

B.A., McDaniel College

J.D., University of Baltimore

**Fred Bolt** (2007)

*Adjunct Instructor, Religion*

A.A., Anderson College

B.A., Southern Wesleyan University

M.A., Southern Baptist Theological Seminary

**Betsy Book** (2020)

*Adjunct Instructor, Education*

B.S., Towson University

M.Ed., Towson University

**James Borrelli** (2021)

*Assistant Professor, Biomedical Engineering*

B.S., M.S., Ph.D., University of Maryland

**Jeffrey W. Boyer** (2023)

*Adjunct Professor, English*

B.A., University of Delaware

M.F.A., University of Massachusetts, Amherst

**Mark A. Branson** (2013)

*Professor, Mathematics*

B.A., B.S., University of Oklahoma

M.Phil., Ph.D., Columbia University

**Elizabeth M. Brogan Tore** (2022)

*Adjunct Instructor, Business Communication*

B.A., University of Cincinnati

M.Ed., Tiffin University

**Darlene Anne Brothers-Gray** (2019)

*Adjunct Instructor, Forensic Science*

M.S.P.H., M.F.S., University of Florida

**Emily Brown** (2023)

*Assistant Professor, Psychology*

B.S., M.S., Ph.D., Virginia Polytechnic Institute State University

**Jakie Brown, Jr.** (1997)

*Assistant Professor, Information Systems*

A.A., Community College of Baltimore County

B.A., Arlington Bible College

M.A.B.L., M.Div., Faith Theological Seminary

**Michael Brown** (2018)

*Adjunct Instructor, French*

B.A., SUNY College at Fredonia

M.A., West Virginia University

**Monica Brown, MLS(ASCP)** (2017)

*Adjunct Instructor, Medical Laboratory Science*

B.S., Stevenson University

**Sashay S. Brown** (2023)

*Clinical Assistant Professor, Nursing and*

*Nursing Laboratory Manager*

B.S., Towson University

M.S., Western Governors University

**Trina Nycol Brown** (2022)

*Adjunct Instructor, Legal Studies*

B.A., Immaculata University

M.P.S., George Washington University

**Jeffrey Browne** (2022)

*Senior Lecturer, Communication*

B.A., University of Nebraska

M.E.D., University of Florida

**Brandon L. Buckingham** (2022)

*Adjunct Professor, Graduate Nursing*

B.S.N., University of Maryland, Baltimore

M.S., Stevenson University

D.N.P., University of New Hampshire

**Charles E. Buehrle** (2017)

*Adjunct Professor, Mathematics*

B.S., LaSalle University

M.S., Ph.D., Lehigh University

**Lynn Marie Bullock** (2013)

*Adjunct Professor, Graduate Nursing, RNBS Nursing*

B.S., Syracuse University

M.S., Towson University

D.N.P., Johns Hopkins University

**Justin Buonomo** (2019)

*Adjunct Instructor, Healthcare Management*

B.S., M.S., Stevenson University

**Lester L. Burney** (2023)

*Adjunct Instructor, Counseling & Human Services*

B.S., Morgan State University

M.S., Coppin State University

**Andrew Burns** (2020)

*Adjunct Professor, Psychology*

B.S., M.S., American University

Ph.D., Illinois Institute of Technology

**Jeremy Russell Burkett** (2015)

*Professor, Chemistry*

B.S., Huntington University

Ph.D., Purdue University

**Damon L. Burman** (2007)

*Adjunct Professor, Forensic Sciences*

B.S., West Virginia Wesleyan College

M.F.S., George Washington University

**Ronald Bynion** (2020)

*Adjunct Instructor, Business Administration*

B.S., University of Baltimore

M.B.A., College of William & Mary

**Walter Calahan** (2010)

*Adjunct Instructor, Art*

B.S., Syracuse University

M.A., McDaniel College

**Diane Campbell** (2010)

*Adjunct Instructor, Nursing*

A.A., Harford Community College

B.S., M.S., Notre Dame of Maryland University

**Bryant T. Cannon** (2023)

*Adjunct Professor, Law*

B.A., Winthrop University

M.S., University of Baltimore

J.D., Charleston School of Law

**Rebekah L. Carmichael** (2024)

*Adjunct Instructor, Community-Based Education & Learning*

B.A., Murray State University,

M.A., Indiana State University

**Joseph Carr** (2015)

*Adjunct Instructor, Education*

B.A., University of Maryland, Baltimore County

M.A., McDaniel College

**Patrick M. Carroll, Jr.** (2005)

*Adjunct Instructor, Information Systems*

B.S., University of Maryland University College

M.S., George Washington University

**Elise Carswell** (2015)

*Education Supervisor II*

B.S., University of Maryland, College Park

M.Ed., Harvard Business School

**Corinna Carter** (2019)

*Adjunct Instructor, Chemistry*

B.S., M.S., Stevenson University

**Jamie Carter** (2021)

*Chair & Associate Professor, Nursing*

B.S., High Point University

M.S., DNP, University of Maryland, Baltimore

**Robert W. Carter** (2015)

*Adjunct Instructor, Forensic Studies*

B.S., Stevenson University

M.S., University of Baltimore

**Louise M. Carwell** (2009)

*Adjunct Professor, Law*

B.A., University of Rochester

J.D., Case Western Reserve University

**Aaron D. Chandler** (2010)

*Professor, English*

B.A., Roanoke College

M.A., Hollins University

Ph.D., University of North Carolina, Greensboro

**Pamela R. Chaney** (2006)

*Adjunct Professor, Law*

B.S., Virginia Commonwealth University

J.D., University of Maryland, Baltimore

**Shaunta Chapple** (2022)

*Assistant Professor, Nursing*

B.S., Coppin State University

M.S., Stevenson University

D.N.P., University of Maryland

**Christopher Chase** (2023)

*Adjunct Instructor, Mathematics*

B.S., Towson University

M.A.Ed., University of Phoenix

**Min Cheung** (2015)

*Adjunct Instructor, Fashion Design*

B.S., Philadelphia University

**Thomas L. Christianson** (2012)

*Adjunct Professor, Philosophy and Religion*

M.A., Regent University

**Ryan Clark** (2015)

*Professor, Theatre*

B.S., Towson University

M.F.A., Florida State University

**Darlene Cohen** (2004)

*Adjunct Professor, Information Systems*

A.B., University of Chicago

M.S., Villa Julie College

J.D., University of Maryland School of Law

L.L.M., S.J.D., National Law Center, George Washington University

**Thomas V. Colonna** (2023)

*Adjunct Instructor, Business Communication*

B.A., Heidelberg University

M.A., Ball State University

**Jeffrey Comen** (2001)

*Adjunct Professor, Law*

B.A., Johns Hopkins University

J.D., University of Baltimore

**Claire T. Compton** (2023)

*Adjunct Professor, History*

B.A., University of Denver

M.A.T., E.D.D., Liberty University

**Farrah Connelly** (2020)

*Adjunct Instructor, Education*

B.S., M.Ed., Towson University

**Thomas D. Coogan** (1988)

*Adjunct Professor, Forensic Studies*

B.A., Hamilton College

M.A., Antioch College

J.D., Antioch School of Law

**Amber Cook** (2021)

*Adjunct Instructor, Education*

B.S., Stevenson University

M.Ed., Goucher College

**Linda Cook, RN** (2008)

*Adjunct Professor, Nursing*

A.S., Monroe Community College

B.S.N., Alfred University

M.S., Ph.D., University of Maryland, Baltimore

**Michael B. Cooney** (2015)

*Adjunct Instructor, Education*

B.S., Stevenson University

M.S., Johns Hopkins University

**Sienna Cordoba** (2021)

*Adjunct Instructor, History*

B.A., New York University

M.A., University of California, Santa Barbara

**Adell Cothorne** (2022)

*Adjunct Professor, Education*

B.S., Morgan State University

Ed.D., Walden University

M.S., Johns Hopkins University

**Victoria Cozad, RN** (2018)

*Senior Clinical Assistant Professor, Nursing*

*Women's Hospital Foundation Distinguished Professor*

B.A., Valparaiso University

M.A., University of Maryland, Baltimore County

**Danyelle Crawford** (2019)

*Human Services Supervisor I*

B.S., Stevenson University

M.S., University of Maryland, Baltimore County

**Naomi Cross** (2021)

*Adjunct Instructor, Nursing*

B.S.N., M.S., Notre Dame of Maryland University

**Christopher T. Crostic** (2009)

*Professor, Theatre*

B.S., Frostburg State University

M.F.A., Indiana University

**Laura Culbertson, RN** (2010)

*Adjunct Instructor, Nursing*

B.S.N., M.S., University of Maryland, Baltimore

**Karen M. Cunigan** (2022)

*Adjunct Instructor, Information Systems*

B.S., Morris Brown College

M.S., Central Michigan University

**Suzanne Curtis** (2021)

*Adjunct Professor, Criminal Justice*

B.S. University of Maryland

J.D., Tulane University

**Manhar G. Dalal** (2023)

*Adjunct Instructor, Math*

B.S., University of Central Florida

M.L.A., Harvard University

**Michelle A. D'Alessandro, RN** (2013)

*Adjunct Professor, Nursing*

B.S.N., Villanova University

M.S.N., Johns Hopkins University

D.N.P., University of Maryland, Baltimore

**Carolyn Danna** (2014)

*Associate Professor, Biological Sciences*

B.S., Wheaton College

Ph.D., University of Maryland, Baltimore

**Marsha Davenport** (2023)

*Adjunct Professor, English*

B.S., Northeastern University

M.P.H., Johns Hopkins University

M.S., M.D., Howard University

**Melissa Davies** (2022)

*Professor, Business Administration and*

*Professor, Digital Marketing*

B.S., California University of Pennsylvania

M.S., California University of Pennsylvania

Ph.D., University of Northern Colorado

**Emmet Davitt** (2005)

*Adjunct Professor, Forensic Studies*

B.A., University of Virginia

J.D., University of Maryland, College Park

**Rana DellaRocco** (2019)

*Adjunct Instructor, Forensic Science*

B.S., University of Maryland, Baltimore County

M.S., University of Florida

**Suzanne Delle** (2023)

*Adjunct Professor, Theatre*

B.A., Connecticut College

M.A., Goucher College

M.F.A., Catholic University

**David Deluliis** (2021)

*Adjunct Professor, Business Communication*

B.A., M.A., Pennsylvania State University

Ph.D., Duquesne University

**Stuart Denrich** (2019)

*Lecturer, Cybersecurity & Digital Forensics*

B.A., University of Maryland, Baltimore County

M.S., University of Maryland, Global University

**Justin DePrima** (2021)

*Adjunct Instructor, English*

B.A., McDaniel College

M.S., Towson University

**Rachel Celia Didovicher** (2015)

*Adjunct Professor, English*

B.A., M.A., Case Western Reserve University

M.F.A., University of Baltimore

**Catherine Dietz** (2013)

*Education Supervisor I*

B.S., Towson University

**Rhonda Doctor-Canham** (2023)

*Adjunct Instructor, Biology*

B.S., Notre Dame College

M.G.S., Miami University-Oxford

**Ian Dombrowski** (2021)

*Adjunct Professor, Criminal Justice*

B.A., College of the Holy Cross

J.D., University of Baltimore

**Kelly M. Donovan** (2024)

*Librarian, Research & Instruction*

B.A., University of Colorado, Boulder

M.F.A., University of Texas, Austin

M.S., University of Illinois

**LaRae A. Downs** (2023)

*Adjunct Professor, Law*

A.A.S., T.C., Frederick Community College

B.S., Stevenson University

J.D., University of Baltimore

**David C. Drewer** (1996)

*Adjunct Professor, Physics*

B.A., M.A., Ph.D., Johns Hopkins University

**Ira S. Dubey** (2022)

*Adjunct Professor, Forensic Science*

B.A., Long Island University

M.B.A., Johns Hopkins University

M.S., Johns Hopkins University

M.S., University of Maryland, Baltimore

**Jeffrey F. Dudley** (2005)

*Adjunct Instructor, Marketing*

B.S., Towson University

M.S., McDaniel College

**Hilda Dunkwu** (2014)

*Adjunct Professor, Legal Studies*

L.L.B., University of Benin, Nigeria

L.L.M., University of San Diego

Ph.D., Nova Southeastern University

**Meredith C. Durmowicz** (2002)

*Professor, Biological Sciences*

B.S., Marquette University

Ph.D., Johns Hopkins University

**Timothy M. Dwyer** (2006)

*Professor, Chemistry*

B.S., Regis College

Ph.D., Dartmouth College

**Bermesola Dyer** (2018)

*Associate Professor, Nursing*

B.A., University of California, Berkeley

M.S., University of Baltimore

M.S., Bowie State University

B.A., D.N.P., Johns Hopkins University

**Shannon Dyson** (2014)

*Adjunct Instructor, Graphic Design*

B.S., Stevenson University

M.A., University of Baltimore

**Candice Edwards** (2015)

*Adjunct Instructor, Counseling & Human Services and Supervisor I*

B.S., Stevenson University  
M.P.A., University of Baltimore

**Jeffrey D. Elliott** (2001)

*Professor, Psychology*  
B.A., M.A., Salisbury State University  
Ph.D., University of Maryland, Baltimore County

**Steven R. Engorn** (1989)

*Assistant Professor, Information Systems*  
A.A., Catonsville Community College  
B.S., American University  
M.B.A., Loyola College in Maryland

**Roxanne Epps** (2011)

*Adjunct Professor, Counseling & Human Services*  
B.A., Morgan State University  
M.S.W., Howard University

**Christopher William Ernst** (2015)

*Professor, Film and Moving Image*  
B.A., Hampshire College  
M.F.A., University at Buffalo

**Joy Arit Emmanuela Etukudo** (2022)

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B.A., University of Maryland, Baltimore County  
M.F.A., Nottingham Trent University

**Jennifer Fain-Thornton** (2023)

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B.S., Alabama A & M University  
M.S., Ph.D., Ohio State University

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