

2020-2021 Catalog

STEVENSON UNIVERSITY ONLINE

STEVENSON
UNIVERSITY

ONLINE

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ADDENDUM

Veterans Benefits Transition Act of 2018 – Section 103

April 16, 2021

Stevenson University adheres to the Veterans Benefits Transition Act of 2018 – Section 103. We will allow an individual to attend or participate in a program of education if the individual provides the school with a Certificate of Eligibility. The individual is entitled to all services offered at the University.

STEVENSON UNIVERSITY ONLINE 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 Portal 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.

CONTACT INFORMATION

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CATALOG PUBLICATION DATE

August 15, 2020

Academic Calendar

This calendar is subject to change as Stevenson complies with all public health and safety guidelines related to the COVID-19 pandemic.

Academic Calendar: Fall 2020 to Summer 2021

Online and Hybrid Undergraduate and Graduate Programs

Fall 2020

Aug. 31 - Dec. 20

Fall 2020 semester (20FSEM)

Aug. 31 - Oct. 25

8 week 1 (20F8W1)

Sept. 7	Labor Day - University closed
Sept. 28	Yom Kippur - University closed
Oct. 26 - Dec. 20	8 week 2 (20F8W2)
Nov. 2	Spring registration begins
Nov. 26 - 27	Thanksgiving holiday - University closed
Dec. 24 - 25	Christmas holiday - University closed
Dec. 31 - Jan. 1	New Year's holiday - University closed
Winterim 2021	
Jan. 4	Winterim begins
Jan. 18	Martin Luther King, Jr. Day - University closed
Jan. 24	Winterim ends
Spring 2021	
Jan. 25 - May 16	Spring 2021 semester (21SSEM)
Jan. 25 - March 21	8 week 1 (21S8W1)
March 22 - May 16	8 week 2 (21S8W2)
April 2 - April 4	Easter holiday - University closed
April 5	Registration for Fall 2021 begins
May 14 - 21	Spring Commencement
May 16	Term end date
May 20	Grades available to students in Student Planning
May 31	Memorial Day – University closed

Summer 2021

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 Stevenson University Online at 443-352-4030.

Note: Academic calendar information for students enrolled in traditional undergraduate courses can be found in the traditional undergraduate catalog.

President's Letter

Dear Student,

For more than 70 years, Stevenson University has been providing students with career-focused education taught by faculty with extensive, real-world experience. Through Stevenson University Online, we continue this mission with programs designed for working adults and delivered in convenient sessions—all with the personalized, one-on-one attention that embodies Stevenson's commitment to student success.

Stevenson is a close-knit community that supports your growth and helps you realize your aspirations. As a Stevenson University Online student, your education is tailored for your unique needs. Our faculty and staff understand that you must balance work, education, and many responsibilities as you advance professionally and personally. When you need help maintaining that balance, do not hesitate to reach out to your success coach and professors.

Our programs are flexible and, while you may not join us on campus every day, you are a valued member of our community. In addition to our academic programs, we provide extensive academic support and career services through our Career Connection Center. I encourage you to use these resources to make the most of your experience at Stevenson. Whether you are pursuing a new career or advancing your current one, we look forward to working with you to achieve your goals. We are here to help you succeed.

Please use the 2020/2021 Stevenson University Online Catalog as a detailed overview of our curriculum, services, and policies. This catalog will help you work with your advisor and professors to develop a successful plan for your education – one in which you move forward professionally and academically.

This is your university and you are part of a community that cares about your success. Together, we will help you take the next steps in your life and career.

With best wishes for the academic year,

Elliot Hirshman
President



The Stevenson Approach

About Stevenson

Stevenson University, founded in 1947 as Villa Julie College, serves approximately 3,000 undergraduate students as well as 900 online students in its seven schools. Stevenson offers students exceptional experiences, a connection to their career aspirations, and a close-knit, supportive community centered on their success.

Academic Coursework

One of the strengths of Stevenson University is its ability to offer rigorous courses that give students a strong foundation in the liberal arts and sciences, plus skills and knowledge in their major fields, in a mentoring environment of small classes and personal attention by faculty. All students must complete courses in a core curriculum that develop skills in writing, communication, and math and provide a basic understanding of the key disciplines in the liberal arts and sciences. Courses in the majors provide opportunities to acquire proficiency in a specific discipline that will prepare students for employment in their chosen field of study or for graduate school.

Applied and Experiential Learning

One of the strengths of Stevenson University is its ability to offer rigorous courses that provide students a strong foundation in the liberal arts and sciences, plus skills and knowledge in their major fields, in a mentoring environment of small classes and personal attention by faculty. All students must complete courses in a core curriculum that develop skills in writing, communication, and math and provide a basic understanding of the key disciplines in the liberal arts and sciences. Courses in the major provide opportunities to acquire proficiency in a specific discipline that will prepare students for employment in their chosen field of study or for graduate school.

Most undergraduate degrees offered through SUO can be completed within 18-24 months depending on the number of credits a student has completed before entering the program. Undergraduate degree program courses may be scheduled in a mixed of 5, 8, or 16 week hybrid or online format. Hybrid courses generally meet once weekly in the evenings; many classes are conducted entirely online. Classwork incorporates hands-on projects, practical knowledge that is applicable to everyday work challenges, and group interactions with fellow students. Students are expected to complete many of their

assignments and coursework outside of class, using Blackboard, e-mail, and other means.

The university's graduate degrees can be completed in as few as 18-24 months. Most courses in the graduate programs are offered in 8 week sessions, with some courses offered in a 7, 10, or 16 week format.

The Stevenson Career Connection

Since Stevenson University's founding more than 70 years ago, connecting students to their career aspirations has been at the heart of our mission.

In coursework, through real-world experiences, and through professional preparation, the Stevenson Career Connection develops our students career readiness and sets the stage for their professional success after college. It begins with providing each student a support team of success coaches, career advisors, faculty mentors, and internship coordinators who will keep them on track to their goals during their time at Stevenson.

Foundational experiences and career exploration introduce students to the career options tied to their desired path of study through career-focused seminars, foundational courses in their majors, pre-professional courses, and workshops offered by the Stevenson Career Connection Center.

Students put their experience into practice through upper-level coursework, internships, and Professional Minors that can be added to their majors for additional career competencies. Career fairs and on-campus recruiting, networking opportunities, mock interviews, employer site visits, and mentoring organized through the Career Connection Center prepare our students for successful job searching and interviewing as they establish their professional brand. The Stevenson Career Connection ultimately helps our students create surer paths to their post-college careers, and 94 percent of Stevenson graduates are employed or are pursuing further education within six months of graduation.

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, formerly the home of the George Carrell Jenkins family. The college opened its doors on Oct. 1, specializing in medical-secretarial training.

1954

Official approval as a two-year college is granted by the Maryland State Department of Education. In that same year, a new classroom facility, Founder's Hall, is opened.

1965

The college receives Maryland state approval for a child development program and for transfer programs in the arts and sciences as well as teacher education. Shortly thereafter, the college is granted an "A" rating for transferability of credits by the American Association of Collegiate Registrars and Admissions Officers.

1967

Villa Julie becomes an independent institution that is no longer affiliated with the Catholic Church. Control is 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, admitting its first full-time male student.

1984

Villa Julie became a four-year college offering the bachelor's degree in computer information systems.

1985-1986

While the college continued to offer two-year programs, the student body and faculty continued to grow. Academic offerings were augmented to include new majors and programs that provided a wider choice of professional career possibilities and supported the changing requirements of the business and professional communities in the region. The concept of career education combined with the liberal arts became a hallmark of the College's philosophy, Pro Discendo, Pro Vivendo: For Learning, For Living.

1988

The Middle States Association reaffirmed the college's accreditation, this time as a four-year college offering bachelor's and associate's degrees.

1991

A cooperative education program was initiated for junior and senior students, making it possible for them to experience firsthand a working environment directly related to their fields of study.

1993

Off-campus housing for students in garden-type apartments was opened a short distance from the college. The cooperative education program was also expanded and opened to all students in the baccalaureate programs. 1994 The college was awarded membership in NCAA Division III. 1995 The college began the first phase of the construction of an Academic Center, Inscape Theatre, Student Union and gymnasium, and Science Center. The college was awarded membership in NCAA Division III.

1995

The college began the first phase of the construction of an Academic Center, Inscape Theatre, Student Union and gymnasium, and Science Center.

1996

The Maryland State Department of Education (MSDE) granted approval for programs for the preparation of elementary and early childhood teachers. This was the first Maryland education program that fulfilled the new state MSDE requirements for teacher education.

1997

The college celebrated its 50th anniversary. The Academic Center, Inscape Theatre, and Art Gallery opened in August, and in November, the Student Union and gymnasium opened.

1998

A new bachelor's degree program in visual communication design was approved by MHEC.

1999

President Carolyn Manuszak and Dean Rose Dawson retired with a combined 65 years of service to Villa Julie College.

2000

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

2001

New master's programs in business technology management and e-commerce were approved by MHEC.

2002

The School of Graduate and Professional Studies was created to accommodate the needs of adult learners. Through this school, adult students could enroll in master's degree programs, evening/weekend bachelor's degree programs, or accelerated bachelor's degree programs. Additionally, the college began 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 broke ground on its first campus-owned student housing complex in nearby Owings Mills

2004

Apartment-style housing for 550 students and a community center opened in Owings Mills. The college also leased 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, gave Villa Julie more than 80 acres of land at the Owings Mills campus. In December, Maryland Sen. Barbara Mikulski visited the college to announce nearly \$250,000 in federal funds to support distance-learning efforts utilizing the Verizon Center for Excellence in Teaching and Learning. Also in 2004, the Board of Trustees began discussing the

possibility of transitioning to university status because of the growth in student population and the addition of a second campus.

2005

A bachelor's degree in medical technology was added to replace the two-year medical laboratory technology program.

2006

The Rockland Center opened in October to provide a student dining center, offices for Student Affairs, and a banquet hall for functions organized by on- and off-campus groups. Additionally, the college received just over \$1,000,000 to expand the nursing program. The Caves Sports and Wellness Center, the new name for the renovated facility formerly used by the Baltimore Ravens, was opened. In August, the college began offering an online Master of Science in Forensic Studies degree.

The Board approved university status in November 2006 and later established a committee to oversee a study of name options for the institution.

2007

In May, the college broke ground on the next new building for Owings Mills, a 60,000-square-foot academic building to house the newly formed Brown School of Business and Leadership, other programs and a state-of-the-art mock trial courtroom. The school opened in April 2009.

2008

Villa Julie celebrated its growth throughout the 2007-08 academic year as part of its 60th anniversary celebration, inaugurating a new tradition on October 1, 2007, by celebrating Founders Day to commemorate the day the college first opened. The college received reaccreditation from Middle States Association of Colleges and Schools, and Villa Julie took a leadership role in educating Maryland's future teachers by creating the state's first teacher preparation program for middle school educators.

On June 11, 2008, the Board voted unanimously to change the name of the institution, and the name Stevenson University was unveiled the next morning. The Board also voted to keep the Villa Julie name alive by creating the Villa Julie College of Arts and Sciences as part of Stevenson University.

2009

Additional expansion of the Owings Mills campus included Wooded Way, which housed specialized student learning communities as well as the Office of Career Services. In March 2009, the University Restructuring Plan was adopted by the Faculty Council. The plan created four new schools within the Villa Julie College of Arts and Sciences: the School of Humanities and Social Sciences; the School of Design; the School of Education; and the School of the Sciences. The Brown School of Business and Leadership and the School of Graduate and Professional Studies remained as originally configured.

2010

A new entrance to the Owings Mills campus was opened. Stevenson was named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service learning, and civic engagement.

2011

In April, the university hired its first band director to lead the newly created marching band. Two new residence halls welcomed an additional 500 students on the Owings Mills campus, and the new 3,500-seat Mustang Stadium was opened in early September.

In November 2011, the university purchased the Owings Mills site of Shire Pharmaceuticals. The 28-acre site—which today includes the School of Design and the Manning Academic Center—comprises the university's Owings Mills North location.

2012

The University Archives established 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, celebrated its 10th Anniversary Concert.

2013

The School of the Sciences hosted the inaugural Dell Lecture in honor of Stevenson trustee Samuel M. Dell III and his wife Geraldine and awarded the first Dell Scholarship for outstanding Stevenson seniors studying biology, chemistry, and mathematics. The men's lacrosse team won the NCAA 2013 Division III National Championship game, beating the Rochester Institute of Technology's Tigers at Philadelphia's Lincoln Financial Field on May 26.

2014

Apple co-founder Steve Wozniak came to campus to address a crowd of middle school, high school, and Stevenson students. In April, Stevenson unveiled the iconic 12-foot-tall, bronze mustang statue, "Victory," outside of Mustang Stadium. The university opened an Athletics Hall of Fame, located in the Owings Mills Gymnasium, which was later named in honor of Dick Watts, the University's former Director of Physical Education.

2015

The new School of Nursing and Health Professions was created, comprised of the Department of Nursing and the Medical Laboratory Science Program, bringing Stevenson's number of schools to seven.

2016

President Manning announced his plan to retire after 16 years of leadership. In August, the university dedicated the new 200,000-square-foot academic building at Owings Mills North as the Kevin J. Manning Academic Center (MAC). Stevenson also received 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 opened the Center for Student Success on the Owings Mills Campus to provide student resources and academic support services, including the Office of Student Success, the John L. Stasiak Academic Link, and the Experiential Learning Center. In March 2017, the Board concluded its presidential search and unanimously named Elliot Hirshman, Ph.D., President of San Diego State University (SDSU), as the new President of Stevenson as of July 2017. The School of Graduate and Professional Studies' name was changed to Stevenson University Online. In July, the university formally announced its plan to acquire the former Rosewood Center property.

2018

In January, the Garrison Hall Student Activities Commons opened. The commons includes rooms for student clubs and activities, clubs sports offices, three meeting rooms, a fitness center, and a console video gaming room. The center also serves as the home for Stevenson's eSports team with a dedicated eSports room. Work was completed on the Quad, a green space connecting the School of Business and Leadership, Garrison Hall, and Rockland Center. In the fall, the Reading Room was opened in Garrison Hall, giving students a quiet area for studying. The university's first Professional Minors were being offered in management and organization leadership, entrepreneurship and small business development, human resources, real estate, and software design and coding.

2019

The university introduced two new undergraduate programs, Cybersecurity and Digital Forensics and Biomedical Engineering, starting in Fall 2019. In November, Stevenson senior Patrick Watson crossed 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.

2020

In February, Stevenson announced that it received a \$2 million naming gift from the Philip A. Zaffere Foundation for the new library to be constructed on the Owings Mills campus. The university also received a gift from faculty member Dennis Starliper to create an Applied Finance Lab in the Brown School of Business and Leadership.

Accreditations

Institutional Accreditation and Authorization

- Middle States Commission on Higher Education (MSCHE), 3624 Market St., Philadelphia, PA 19104, 267-284-5000.
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, MD 21201, 410-767-3301.

Programmatic Accreditation and Approvals

- American Bar Association (ABA), Standing Committee on Paralegals and Approval Commission, 321 N. Clark Street, Chicago, IL 60654 1-800-285-2221, (Legal Studies Program).
- Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001. 202-887-6791, (Nursing Programs).
- Maryland Board of Nursing (MBON), 4140 Patterson Avenue, Baltimore, MD 21215-2254, 410-585-1900, (Nursing Programs).
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, MD 21201, 410-767-3301, (All Programs).
- Maryland State Department of Education (MSDE), 200 West Baltimore Street, Baltimore, MD 21201, 410-767-0600, (Teacher Education Programs).
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018, 773-714-8880, (Medical Laboratory Science Program).
- Council for Standards in Human Service Education (CSHSE), 3337 Duke Street Alexandria, VA 22314, 571-257-3959, (Counseling & Human Services 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, MD 21201, 410-767-3300, (All Programs).

Life at Stevenson

Student Life

Athletics at SU

Stevenson's athletic facilities are among the best in Division III. To accommodate its growth and expansion, the University opened its Owings Mills campus in 2004. Two years later, it acquired the former headquarters and practice facility for both the NFL's former Baltimore Colts and two-time Super Bowl champion Baltimore Ravens.

The Caves Athletics Complex, a 60,000 square foot modern facility, is located on the Owings Mills campus and serves the needs of more than 800 NCAA, club, and intramural student athletes as well as the general student body. On-campus facilities include the Caves Sports and Wellness Center, Garrison Student Center, Owings Mills Gymnasium, Beach Volleyball Courts, Club Bermuda Grass Field, and Mustang Stadium.

The first floor of the Caves Sports and Wellness Center features a fully-equipped fitness center, racquetball court, athletic offices, and athletic training room and team rooms. The second floor is dedicated to classrooms, a commuter student lounge, and a student computer lab as well as faculty and staff offices. It also houses the Caves Wellness Center. The Owings Mills Gymnasium is located adjacent to the Caves Sports and Wellness Center on the Owings Mills campus. Designed to host NCAA Division III playoffs, the gym is 15,000 square feet, has a hardwood floor, and seats approximately 1,500 spectators.

There are four fitness centers available for student use, including three on the Owings Mills campus. The first is located in the Caves Sports and Wellness Center, the second is on the third floor of Mustang Stadium, and the third is located in Garrison North in the new Garrison Student Center. The fourth fitness center is located on the Greenspring campus on the bottom floor of the Manuszak Center. To access each fitness center, students must have their SU One card.

Intercollegiate Athletics

Stevenson University participates in NCAA Division III as a member of the Middle Atlantic Conferences with the exception of men's and women's ice hockey, which compete concurrently in the MAC and the United Collegiate Hockey Conference (UCHC), and women's beach volleyball, which competes as an independent. The Mustangs are also affiliated with the ECAC for all sports, which provides for additional post season opportunities besides the NCAA championships. Those interested in participating on one of Stevenson's 27 intercollegiate athletic teams should contact the head coach of that sport using the staff directory under "Inside Athletics" on GoMustangSports.com. There is also information on the

paperwork required by athletic training and compliance information for transfers and first-year student athletes there as well.

Club Sports

For students who wish to keep competing in college but are not taking part in one of the University's NCAA teams, a club sports team could be an excellent choice. All club teams have a coach, multiple structured practices each week, and compete against other colleges and universities on the weekends. Club sports are open to all Stevenson full-time undergraduate and graduate students.

Current club sports include baseball, men's basketball, cheerleading, dance team, men's ice hockey, men's lacrosse, women's soccer, and women's volleyball. Students who are interested in joining any of these teams, or learning how to start a team, should contact Matt Grimm (Assistant Athletic Director, Campus Recreation) by e-mail at mgrimm@stevenson.edu.

ESports

Stevenson currently offers two competitive teams in League of Legends and Overwatch that operate very similarly to a Club Sports team. Each gaming platform has a coach, multiple practices a week, and competition against other college and university teams. We also put on ESports leagues and tournaments that follow the same model as traditional Intramural Sports leagues and tournaments. Finally, we offer both a console gaming room and computer gaming room that are open to Stevenson students, faculty and staff during select hours. For questions about ESports, please contact Matt Grimm (Director, Campus Recreation) by e-mail at mgrimm@stevenson.edu or phone at 443-352-4280.

Intramural Sports

The Intramural Sports program consists of leagues and tournaments that are played against other members of the Stevenson community (students, faculty, and staff). Most sports offer three divisions: men's, women's, and co-ed. Games are typically in the evenings after classes, and schedules are made based on facility and team availability. All leagues and tournaments are scheduled on campus and are officiated by SU students. Stevenson currently offers twelve intramural sports including flag football, beach volleyball, 16" softball, eGaming, tennis, indoor volleyball, 5v5 basketball, 3v3 basketball, dodgeball, billiards, and outdoor soccer. For more information on which sports are being offered or how to register, please contact Brittany Bizila (Coordinator of Competitive Sports) by email at bbizila@stevenson.edu.

Fitness

The Campus Recreation Fitness program offers many services that guide participants into a healthy lifestyle by providing group fitness classes, small training classes, and fitness challenges. There are 15+ group fitness and small training classes running per week. This includes but not limited to BODYSHRED, Pop, Lock, & Hip Hop, Butts N' Guts, Pilates, Yoga, Yogalates, and Zumba. For more information on class schedules, different fitness challenges happening, or specific questions, please contact Matt Grimm () by email at mgrimm@stevenson.edu.

Clubs and Organizations

Clubs are established in response to student interests and requests. The following organizations are recognized by the Student Government Association.

Academic & Pre-Professional

47 House: In order to prepare students for the work force, '47 House aims to give members hands-on experience in the fields of marketing, advertising, and public relations. 47house@stevenson.edu

Accounting Association: The Accounting Association provides accounting students with the opportunity to interact with fellow accounting students and professional accountants. This club provides advice to students seeking employment and helps integrate university coursework and on-the-job experience. Each semester members are encouraged to participate in professional, community service, fundraising, and recreational activities. accounting@stevenson.edu.

Professional Association for Design, (AIGA): AIGA is a national professional association for designers. The Stevenson University AIGA Student Group, associated with the AIGA Baltimore Chapter, provides opportunities for serious art and design students to meet other students in the major, network with design professionals, and learn more about design technologies through club-sponsored workshops. Major activities include Adobe Crash Course Workshop, trips off-campus to professional design events and service projects, portfolio peer reviews, and more. AIGA@stevenson.edu

Alpha Phi Sigma: The Alpha Phi Sigma is a criminal justice honor society that provides students with the opportunities to experience an international network of criminal justice employees and students. This organization is a certified member of The Association of College Honor Societies and affiliated with The Academy of Criminal Justice Sciences. APS@stevenson.edu

American Chemical Society (ACS): The American Chemical Society helps its member's network, explore chemistry career options, and learn about science by participating in local and national American Chemical Society events. The society organizes chapter events, including research seminars, social events, community service, and more. ACS@stevenson.edu

American Society of Biochemistry and Molecular Biology: Building a national community of undergraduate students and faculty members for the advancement of biochemistry and molecular biology research education and outreach. asbmb@stevenson.edu

Association of Black Psychologists: The Association of Black Psychologists aims to liberate the African mind, empower the African character, and enlighten the African spirit. The mission of ABP is to promote and advance the profession of Black Psychology and develop programs in which psychologists of African descent can 1) Influence and affect social change, 2) Assist in solving problems in black communities and other ethnic groups. As a student chapter at Stevenson, ABP's student circle intends to 3) Promote, advance, and discuss the profession of African/Black psychology, 4) Educate the importance of cultural competency within the mental health/psychology field to the Stevenson community, 5) Promote and discuss an approach to psychology that is consistent with the experience of Black people, and to 6) develop support systems for Black psychologists, students of psychology, and other related fields. abpclub@stevenson.edu

Criminal Justice Student Association (CJSA): The Criminal Justice Student Association is an organization formed for students planning to work with the law, corrections, or courts. The group hosts events, study time, public speakers, and small group discussions focused on criminal justice as a major and as a career. CJSA@stevenson.edu

Fashion Apparel & Design (F.A.D.): The Fashion Club is a student organization that provides Stevenson University students with opportunities to be involved in fashion-driven and fashion-related activities. The club appeals to students at Stevenson University studying in various areas such as fashion merchandising, fashion design, business, business communication, photography, and art. The activities in the Fashion Club will expand students' knowledge by helping students understand the fashion retail business through activities, workshops, field trips, charities and events. FAD@stevenson.edu

Financial Management Association (FMA): The FMA promotes the knowledge of finance, including financial literacy, and elevates the understanding of the relationship between finance and business among peers, and provides members with professional development resources and opportunities related to finance. FMA also enhance the quality and relevance of education in finance and provide opportunities for professional interaction. FMAclub@stevenson.edu

Forensic Science Club: The Forensic Science Club strives to provide unity within the forensic science program at Stevenson by giving both graduate and undergraduate students in the program, as well as the faculty members, a chance to interact and participate in various campus events as a group. The club also fund raises to host networking sessions with various external forensic science organizations. forensicclub@stevenson.edu

Greenspring Review: The Greenspring Review is a social-oriented club that seeks to promote literature and art on campus. Our mission is to represent Stevenson's creative minds and provide students opportunities to showcase their talent. Email: tgsreview@stevenson.edu. Website. Email: tgsreview@stevenson.edu

Human Services Club: The Human Services Club parallels strongly with the major. It sponsors charitable, educational, and social activities. Students conduct

service projects that benefit needy families, such as donating Christmas gifts to needy children through the Giving Tree Project. The club members will also be able to hear from speakers, such as admissions officers from graduate programs in counseling and social work, and representatives from non-profit organizations like Catholic Charities. Social gatherings include parties as well as recreational field trips. HSC@stevenson.edu

Legal Society: The Legal Society Club provides and encourages an environment that accommodates: learning, using, and applying the law in our country. This is achieved through various activities like Law and Constitutional day, trips to the center of government both state and federal, provide comprehensive mentoring and advice with classes, and facilitate networking between professionals and students through speaker serious and various activities conducted throughout the year. legalsociety@stevenson.edu

National Broadcasting Society/ Film Moving Image Club (NBS/ FMI): NBS/ FMI is a student-ran organization which promotes The National Broadcasting Society and the Film and Moving Image program while exercising creative film making talents of the student of Stevenson University. NBS-FMIclub@stevenson.edu

National Student Nurses Association (NSNA): The Stevenson University chapter of the NSNA is a professional club that focuses on issues of interest to students preparing to join the nursing profession. As members of this national organization, students have the opportunity to network with nursing professionals, meet and plan activities with students from area chapters in Maryland, and enjoy the support and camaraderie of other students in the nursing field. NSNA members are involved in education and service activities locally. Activities include co-sponsorship of a day-long professional conference, social events, and a blood drive. The NSNA is also involved in a variety of fundraising projects to support the many activities they participate in during the year. NSNA@stevenson.edu

Phi Beta Lambda (PBL): A national business society that serves as the collegiate level of Future Business Leaders of America, Phi Beta Lambda strives to instill the values and ethics required for responsible business practice. PBL@stevenson.edu

Pre-Health Student Union (PHSU): The goal of the Pre-Health Student Union (PHSU) is to provide fellowship and support for those who want to pursue careers in a variety of healthcare professions. The organization strives to build a pre-health student community dedicated to providing resources and information to future health professionals. PHSU will provide workshops, guest speakers, and volunteer opportunities to assist students preparing to apply to health professions programs. PHSU@stevenson.edu

Psychology Club: The Psychology Club gathers to discuss issues related to the field of psychology, such as applying to graduate school, research possibilities, and careers in psychology. The club co-sponsors health awareness events, coordinates volunteer activities in the community, and hosts social activities to increase camaraderie. psychclub@stevenson.edu

Teachers of Tomorrow (TOT): The purpose of Teachers of Tomorrow is to promote the inherent rights, education, and well-being of all children, in home, school, and community; to work for desirable conditions, programs, and practices for children from infancy through early adolescence; to raise the standard of preparation for all those actively involved with the care and development of children; and to encourage continuous professional growth of educators. Membership in the Stevenson branch is open to any person affiliated with Stevenson University whose interests are in harmony with the purposes of TOT. TOTS@stevenson.edu

Cultural

African Student Union (ASU): African Student Union is a club that aims to create a community and atmosphere for the members to build, learn more about, and share African culture. Open to all Stevenson University students, ASU is a great place to build friendships, speak freely, and make history. AfricanStudentUnionClub@stevenson.edu

Anime Club: The Anime Club promotes involvement with students in the Stevenson community who are interested in anime, and Japanese culture. The club promotes skills such as graphic design, technological skills, and artistic skills as they relate to Japanese culture. anime@stevenson.edu

Asian Culture Club: The Asian Culture Club represents students who express interest in Asian cultures, as well as those who have Asian origins. Social and educational values will be applied to meetings as well as celebrating cultural events hosted by the club. acclub@stevenson.edu

Black Student Union (BSU): The Black Student Union promotes racial and ethnic understanding on campus and fosters cultural awareness among the University community through informal discussions, panel presentations, guest speakers, and community service projects. The BSU also hosts one of the most popular traditions on campus, the BSU Fashion Show, every spring. The club is open to all students. BSU@stevenson.edu

Organization for Latin American Students (OLAS): OLAS provides a support group for Latin American students where they can embrace and celebrate their culture. The mission of the group is also to educate and inform the Stevenson community about the Latin American culture through educational and social programs as well as to make contributions to the greater Latin American community throughout the Baltimore area through partnerships with organizations. OLAS@stevenson.edu

The Q Group: The Q Group promotes acceptance and support for gay, lesbian, bisexual, transgender, queer, ally, and other students on the campus. The group plans to educate students about the GLBTQA community and encourage a sex-positive environment on the SU campus. The group offers events and activities embracing the GLBTQA students on campus. qgroup@stevenson.edu

Programming

Commuter Student Association (CSA): The Commuter Student Association represents the interests and needs of the commuting students attending Stevenson University. Through programming events and activities, representing commuters and in their dealings with the University, it is the hope of CSA to help the commuting student become an integral part of the campus community. commuter@stevenson.edu

Mustang Activities and Programming Board (MAP): Mustang Activities and Programming is a branch of Student Activities that provides every Stevenson University student with an exciting, enriching, and unforgettable college experience. A diverse selection of high-quality campus activities that are low-or-no-cost are offered to students. MAP aims to serve the SU community by being reliable, friendly, and responsive to feedback. All students are welcome to join MAP. map@stevenson.edu

Environment

Environmental Club: The Environmental Club promotes waste reduction and awareness of environmental issues at Stevenson and beyond. All students are invited to become members. Students in science-related programs are especially encouraged to participate. environmentalclub@stevenson.edu

Faith Based

CRU (Campus Crusade for Christ): CRU is a non-denominational Christian fellowship group. The ministries in which students participate include weekly meetings with music, Bible study, and fellowship. The club also sponsors outreach and service projects. CRU@stevenson.edu

Fellowship of Christian Athletes (FCA): Fellowship of Christian Athletes is here to leave their footprint at Stevenson University, and create an open space for student athletes to share. fca@stevenson.edu

Governance

Residence Hall Association (RHA): RHA provides and creates a constructive and rewarding educational/social environment for the residents. RHA will strive to accomplish this purpose by coordinating, supporting, and initiating individual hall councils and collective efforts in the area of instilling integrity, achieving excellence, fostering learning, and promoting a sense of community. rhall@stevenson.edu

Student Government Association (SGA): The mission of the Student Government Association, or SGA, is to improve the quality of student's academic, professional, social, and personal development while at Stevenson University; to serve as the democratic voice on campus and as a liaison between the student body and the faculty, staff, and administration; to advocate the incorporation of student views and opinions in the formulation of policies and procedures governing Stevenson University; and to provide a forum for the exchange and development of ideas in various areas of student concerns. SGA@stevenson.edu

Greek

Alpha Kappa Alpha Sorority, Incorporated (AKA): AKA is an international service organization that was founded on the campus of Howard University in Washington, D.C. in 1908. It is the oldest Greek-lettered organization established by African-American, college-educated women. Stevenson University's undergraduate chapter of AKA, Tau Theta, was chartered on April 3, 2011. Its members are distinguished young women who boast excellent academic records, proven leadership skills, and are involved in the community through advocacy and service. AKA@stevenson.edu

Phi Beta Sigma Fraternity, Inc.: Phi Beta Sigma Fraternity, Inc., an international organization of college and professional men, was founded on January 9, 1914 at Howard University on the principles Brotherhood, Scholarship and Service. These principles are exhibited by the fraternity motto, "Culture for Service and Service for Humanity." pbsf@stevenson.edu

Phi Mu Delta Fraternity: Founded nationally in 1918 as the first national fraternity to accept men regardless of their race or religious affiliation, Phi Mu Delta provides a positive fraternity experience for today's college man, encouraging high personal standards and to help its members live the ideals of our Founders: democracy, brotherhood and service. We seek to redefine fraternity by cultivating and curating a culture of lifelong civic engagement and fellowship. pmdf@stevenson.edu

Phi Sigma Sigma Sorority: Stevenson's chapter of this national and international sorority endeavors to promote friendships and cooperation among college women of all races and creeds, to provide service, to raise the standard of university ideals, and to promote philanthropic efforts. Members sponsor social events and fundraisers and participate in activities with other area chapters. phisig@stevenson.edu

Health & Wellness

Active Minds: Active Minds is an organization that utilizes peer outreach to increase awareness of mental illnesses to all members of the Stevenson community. The organization sponsors educational and service events that provide a helping hand and a safe environment and are open to all participants. The organization also encourages students to seek help as soon as it is needed and to meet with counselors in the Wellness Center at Stevenson University. activeminds@stevenson.edu

Leadership

Mile Initiative of Leadership and Excellence (M.I.L.E.): Mile Initiative of Leadership and Excellence, or M.I.L.E., is an emerging leaders organization that prepares young males for life after college. The organization focuses on career preparation, excellence in academics, building a strong brotherhood, and promoting a positive male image. mile@stevenson.edu

Sigma Alpha Pi (SAP): The Society of Leadership and Success, Sigma Alpha Pi, is dedicated to creating lasting positive changes in people's lives. The society is an organization that helps people discover and achieve their goals. Membership in the society offers life-changing lectures from the nation's leading presenters and a community where like-minded success-oriented

individuals come together and help one another succeed. The society also serves as a powerful force of good in the greater community by encouraging and organizing action to better the world. SAP@stevenson.edu

WORTH (Women of Resilience, Tenacity, and Humility): WORTH will engage in meetings, activities, and events while unlocking their leadership potential. WORTH will connect young women of different cultural backgrounds across campus to inspire one another through mental, physical, and emotional support. This group focuses on building a sisterhood and creating a sociable environment for all women. worthclub@stevenson.edu

Service

Food Recovery Network: The Food Recovery Network (FRN) is a student-led movement against food waste and hunger. FRN volunteers' package left over foods from campus marketplaces and transport them to hunger fighting facilities around the Baltimore area. All Stevenson University students are welcome to join. This is a great opportunity to receive service hours on campus and make a positive impact in the community. foodnet@stevenson.edu

Mission: I'm Home (MIH): Mission: I'm Home is an organization focused on rehabilitating damaged or destroyed houses enabling displaced families to return home. MIH organizes annual alternative spring break trips to New Orleans, Louisiana, where members partner with the St. Bernard Project and Habitat for Humanity in an effort to restore residential areas devastated by Hurricane Katrina. mih@stevenson.edu

R.E.A.C.H.: R.E.A.C.H. is a club for anyone who is passionate, genuine, and determined to make a difference in the world. The goals of R.E.A.C.H. is to incorporate the five following core values. Restoration. Experience. Acceptance. Community, and Humility. R.E.A.C.H. provides members with opportunities to be hands on with various organizations in the community. R.E.A.C.H. seeks to do more than just engage, but to build intentional connections that will have a lasting impact on the lives of individuals and families. reachclub@stevenson.edu

Stevenson Enactus: Enactus is a social entrepreneurship club. Its mission is to connect students and business leaders to empower and transform the world around them through real, sustainable business projects. enactus@stevenson.edu

Special Interest

Anime Club: The Anime Club strives to bring together members of the Stevenson community by creating a space for those with an interest in anime. AnimeClub@stevenson.edu

Best Buddies: Best Buddies strives to enhance the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment. Membership is open to all students. bestbuddies@stevenson.edu

Ethical Hackers: The creation of this club is based on the necessity for a cybersecurity community on campus. This club provides a social outlet for those students who

desire to become proficient in their field through practice, competition, and collaboration. ethicalhackersclub@stevenson.edu

Mustang Mentors Club: The Mustang Mentors Club aims towards encouraging the youth to pursue a higher education while being led in a positive direction by Stevenson University students. Within our mentoring program, Stevenson University will be partnered with a local middle school. Through a consistent interaction between both communities, we will build positive relationships, display a collegiate experience, and have events to act as a support system and show the value of hard work. mustangmentorsclub@stevenson.edu

Photo Club: Stevenson University's Photo Club looks into the relationship between the eye, the camera, and the artistic creativity. The club provides an encouraging and sociable environment for all members with all different types of experience and enjoyment for photographic imagery. The club offers a manner to share ideas and knowledge with one another. photoclub@stevenson.edu

Ravens Flock: The Ravens Flock's goal is to bring the Stevenson community together by spreading their love for football through an environment in which students learn more about the professional sports industry by utilizing a partnership with the Baltimore Ravens. ravensflock@stevenson.edu

Relay for Life: Relay for Life offers everyone an opportunity to participate in the fight against cancer. Teams camp out and take turns walking around a track, fundraising money for the lifesaving mission of the American Cancer Society. American Cancer Society Colleges Against Cancer is a nationwide collaboration of college students, faculty, and staff dedicated to eliminating cancer by initiating and supporting programs of the American Cancer Society in college communities such as Relay for Life. RFL@stevenson.edu

Stevenson University College Republicans: The College Republican club raises awareness about the political process in the United States. In addition, the club fosters meaningful dialogue throughout the campus regarding critical issues occurring in the nation. crclub@stevenson.edu

Stevenson University Sovereign Stangs (Step Team): The purpose of this organization is to bring together students who have a common interest in the art of step. These students practice sets of step routine which they perform at university and community events. Group leaders' work together to create step routines and collaborate with other group leaders on performances at their events. stepteam@stevenson.edu

Student Publications

The Villager is a student news site that is published online regularly during the school year. Its staff consists of journalism students and other contributors from the university community. Its purpose is to report University news, to represent as many diverse views as possible, and to act as a channel of information. The Villager provides a laboratory environment in which those interested in journalism can gain skills in writing, editing, and design.

The Greenspring Review: A Literary, Art, and Media Magazine is a digital literary magazine run by Stevenson University students and produced by the English Language and Literature program. Launched in fall 2016, this online publication features fiction, creative nonfiction, poetry, photography, art, video, and other forms of media. The magazine hosts literary events throughout the year and accepts submissions for its fall and spring issues each semester. Read the latest issue at <http://greenspringreview.org/>.

Arts Alive! Stevenson

While the Baltimore area has a wide variety of cultural attractions, Stevenson University offers its own array of events. Through professional artist exhibitions, theatre productions, and musical performances, students are able to gain a greater appreciation for the arts without ever having to leave campus. Arts Alive! programming encourages all students to engage with the arts regardless of major or experience level.

Each year, the University hosts a series of art exhibitions highlighting diversity of artist and content in the Greenspring Art Gallery, the Kevin Manning Academic Center Gallery, and the School of Design Gallery. The exhibition spaces provide a significant venue for artists and collectors in the region and give students, artists, and the community a chance to see established and emerging talents, learn through gallery talks and lectures, and receptions. Student work in-progress fills the School of Design hallways, and the academic year culminates in a graduating senior exhibition and showcases.

The 326-seat proscenium main stage in the Inscape Theatre hosts a pair of stage productions annually, presented by Stevenson's Theatre and Media Performance Department. Plays, including student-directed works, are also staged in the more intimate, 60-seat studio theatre. All students are invited to audition for roles or to serve as crew for productions.

Students interested in filmmaking also have the opportunity to perform in student-produced projects and work alongside professional filmmakers on the faculty. Stevenson students have served as cast and crew for several productions in the Baltimore area, such as HBO's "VEEP" and Netflix's "House of Cards." The School of Design also sponsors periodic screenings of works by Stevenson's Film and Moving Image majors.

While the University does not offer a formal music major, it does offer a Music minor. Arts Alive! and the Music Department sponsor several significant music events throughout the year. The Greenspring Valley Orchestra presents two concerts each year under the direction of Dr. Harlan Parker. Additionally, students and faculty with musical interests can participate in the University's marching band, concert or pep band, or the University Singers led by Beverly Gandolfo. These groups present a variety of music at several performances both on and off campus throughout the year.

Finally, outstanding speakers from a variety of fields visit the campus every year to share their expertise and experience. The topics are keyed to the interests and issues of today.

Reserve Officer Training Corps (ROTC) Programs at Johns Hopkins University and the University of Maryland

Stevenson University offers the Army Reserve Officers' Training Corps (ROTC) in conjunction with Johns Hopkins University's Blue Jay Battalion. The JHU Army Reserve Officers' Training Corps (ROTC) was among the first to be established by Congress in 1916 and is routinely ranked at the top of the nation's 273 programs. More than 3,000 students have received Army officer commissions through the program, with over 40 attaining the rank of general officer. Students can enter the program with as little as two years remaining as an undergraduate or may complete the requirements while pursuing a graduate degree. Upon graduation, students are commissioned as a second lieutenant in the U.S. Army. Some are selected to attend a funded law school or several medical programs, while others serve in the active Army, the Army Reserve, or the Army National Guard. ROTC basic classes are open to all students. The Leadership and Management class specializes in leader development and is an excellent course for students aspiring to become leaders on campus and beyond. Additional information on military science or ROTC can be obtained by asking a current cadet, and by calling 1-800-JHU-ROTC or 410-516-7474. You can also email rotc@jhu.edu or visit the JHU ROTC website at jhu.edu/rotc.

Stevenson University also offers the Air Force Reserve Officers' Training Corps (AFROTC) in conjunction with the University of Maryland's Det 330. AFROTC provides students the opportunity to earn a commission as a second lieutenant in the United States Air Force while completing their undergraduate or graduate degree. It is highly recommended that students seeking a commission contact the AFROTC department for full program details before registering for classes. The email address is afrotcdet330@umd.edu. Students may call (301) 314-3242, or visit the Det 330 website at afrotc.umd.edu.

SUO 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 Provide

- 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.
- Onsite and Virtual Orientations to Student Success - Onsite orientation option allows students to network with current students, alumni, program administrators, and faculty. For those that are unable to attend, virtual orientation sessions are also held.
- Student Skills Workshops and Webinars - Writing, library research skills, time management, and support

services workshops and webinars offered throughout the year.

- Smarthinking Online Tutoring - 24/7 access to e-tutors, writing center, and academic resources.
- Library Resources - Online and onsite resources with accessible librarians.
- Career Services - Career Services Staff provide individual counseling and career planning services to students and alumni.
- *GPS 500 - Thinking, Researching, and Writing for Success*. Students can enroll in a fee-based skill building short course for improving critical thinking, researching, and graduate writing skills.

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 Disability Services (ODS) and identify the specific accommodations they require. Eligibility for accommodations is determined on an individualized basis, based on the student's documented need. Office of Disability Services (ODS) can be reached at 443-352-4920.

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

John L Stasiak Academic Link

Stevenson University's Academic Link is designed to help students achieve success in their academic endeavors. Writing consultants and subject-based tutors are available for many classes offered at Stevenson. Students can also attend group review sessions for select classes through the Peer Assisted Learning program. The Academic Link Testing Center is available for approved accommodated and make-up exams. The Link works with students to help them develop the skills that are necessary to be successful at the college level.

Student Rights and Responsibilities

For additional information about academic and student conduct policies, please see [University Policies](#) located on the Stevenson University website.

Student Grievance Procedure

For additional information about student grievance policies and procedures, please see [University Policies](#) located on the Stevenson University website.

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. 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 ID or password with anyone, including the members of Tech Connection 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.

Personal Device Support

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

Tech Connection has walk-in support centers on the Owings Mills campus in the Brown School of Business and Leadership, Room 102A, 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 Tech Connection by sending an email to helpdesk@stevenson.edu, or by visiting the Tech Connection website. A support request can be submitted directly through the OIT Helpdesk system as well by navigating to Helpdesk

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.

Dining Services

Stevenson University Dining Services offers dining options on all Stevenson campuses. Hours of Operation can easily be found at each respective dining location, as well as on the dining website, and the Dining Services Facebook page. 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 off-campus partner locations. Dining and retail locations also accept cash, debit, and credit card payments.

Located on the Owings Mills campus, students can choose to dine at the Rockland Marketplace, Pandini's, or swing by the Garrison Coffee House, located in Garrison Hall, or Jazzman-Zone 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 Simple Servings (special dietary needs station), a vegan station, vegetarian station, deli, grill, sauté station, pasta action station, pizza station, Hometown (comfort food), salad bar along with a DIY smoothie station & waffle bar. Rushing to class?

Rockland Marketplace offers Rockland To-Go: a free-to-students program that provides a reusable food and/or drink container that students can fill and take with them. Soups, salad dressings, and hand-formed burgers are made from scratch daily.

Stevenson Dining has late study nights covered with Pandini's, an Italian-style eatery featuring hand-made pizzas, pastas, and sandwiches, along with a Pandini's original: the Labretti, a pizza-sandwich hybrid that is a student favorite.

Coffee is a quintessential necessity for any college campus. The new Garrison Coffee House, which proudly serves Starbucks products, offers hand-crafted, brewed coffee, Frappuccino, Refreshers, and more, including bottled beverages and scrumptious pastries. Students can also find Simply To-Go sandwiches and other grab-and-go snacks.

Ratcliffe Community Center's Jazzman's location is also home to "The Zone" – a student convenience store (C-Store), where snacks, personal items, and other items can be purchased. Stop by Jazzman Brew and Bakery to enjoy fresh-brewed signature coffee and tea beverages, along with a variety of freshly baked items, in a relaxed, soothing environment. Grab-n-go items like sandwiches, yogurts, salads, and sushi are available at Jazzmans as well.

On the Greenspring campus, students can find the "Mustang Corral", offering great made-to-order breakfast sandwiches, various grilled burgers, sandwiches, a salad bar, and delicious side items, such as french fries and onion rings. Simply To-Go sandwiches and salads are also available for those who want a grab-and-go option. 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-style station offering freshly-made entrees and soups each weekday. Located within Café North is a

retail wall where students can purchase salads and sandwiches to go, freshly prepared sushi, snacks, and beverages.

The off-campus partners include great options such as Qdoba, Dunkin' Donuts, and CVS. New partners are frequently added for students to enjoy using their Flex Dollars. To see all of the off-campus partners and their locations, check out the dining website or the Facebook page.

*Locations and hours subject to change, for additional information about Dining Services, please check out the dining website, Stevenson.SodexoMyWay.com or call (443) 352-4330.

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, and full-time job opportunities, and part-time jobs. Career advisors are available to review resumes which students may upload to the Handshake system.

To assist with major and career exploration, the Career Connections Center provides a diverse menu of career assessments to meet student needs. Assessments that help to identify strengths, interests, values, and personality include the MBTI, and the Strong Interest Inventory. Staff offer online career assessment and exploration using FOCUS 2. The CCC embraces Clifton Strengths for Students, which identifies student's key strengths providing a framework for powerful branding to open up possibilities for meaningful careers.

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. Coaching 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 over the phone or on our online career management system. 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 our CMS and in 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, business etiquette seminars, and many other programs. The CCC collaborates with Alumni Relations, Residence Life, Student Groups, and Faculty to support the 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 [Stevenson Library](#) 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, has a smaller print collection that covers a wide range of topics.

There is a browsing collection at both of these 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: <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 store.stevenson.edu/suom for traditional and SUO course. Specific ISBNs for ALL textbooks can be found on *The Starting Gate's* website.

Francis X. Pugh Courtroom

In 2009, Stevenson University and the School of Graduate and Professional Studies 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 plasma screens, electronic screens, screen projectors, a SMART Board interactive whiteboard fully integrated into the courtroom technology, touchscreen annotation functions, a portable Polycam 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 top level of the Caves Sports and Wellness Center. The Wellness Center staff can be reached at 443-352-4200 or fax 443-352-4201. The Wellness Center is open Monday through Friday from 9:00 a.m. to 5:00 p.m. with extended evening hours on Tuesdays and Wednesdays until 7 p.m.

Student Health Services

The Wellness Center includes both Student Health Services and Counseling Services. These services are located at the Owings Mills campus on the top level of the Caves Sports and Wellness Center. The Wellness Center staff can be reached at 443-352-4200 or fax 443-352-4201. The Wellness Center is open Monday through Friday from 9:00 a.m. to 5:00 p.m. with extended evening hours on Tuesdays and Wednesdays until 7 p.m.

Student Health Services

The Wellness Center offers limited primary care services by appointment with the University's physician or nurse practitioners. A minimal fee will be charged to the student's account for services and supplies; private health insurance is not accepted for payment. Health Services has resources which address health issues and will offer assistance with community referrals. Health awareness and health promotion events are held throughout the year.

Student Health Requirements

All full-time commuter and resident students are required to have the Stevenson University Student Health Profile completed by July 1 for fall entrance and January 20 for spring entrance. All full-time students are required to complete this profile online 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, Beverly K. Fine School of the Sciences, and Stevenson University Online (SUO). If a student was previously a part-time student and is now taking 12 or more credits, a Student Health Profile must be completed. Students do not need to resubmit the Student Health Profile every year. Students who have been away from Stevenson University for at least two years and are reapplying for admission as a full-time student must complete another Student Health Profile.

In addition, all students living in Stevenson University residential 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. At this time, the meningitis B (Trumenba/Bexero) vaccination is NOT required for Stevenson students. Commuter students who decide to become a resident are required to comply with additional immunization requirements as stated on the Student Health Profile.

Failure to submit a completed Student Health Profile will block a student from registering for future classes and/or lead to removal from housing.

Counseling Services

From time to time, students are presented with concerns or problems that require challenging decisions and effective coping strategies. Talking with a professional counselor is an opportunity for students to explore issues that may be interfering with their success and happiness in college. Counseling is a confidential process designed to help students learn more about themselves, address their concerns and problems, and discover effective solutions. Some of the typical concerns students may have include adjustment difficulties, anxiety, depression, substance abuse, sexual assault, identity issues, and self-esteem. Counseling is confidential and provided free for all Stevenson University students.

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.

COVID-19 Pandemic. Detailed information related to the ongoing COVID-19 pandemic is provided on the University's website and is updated regularly. The Keep Stevenson Safe and the Fall 2020 Campus Reopening Plan are important resources for the campus community.

Admissions

Online Bachelor's Degree Programs

Stevenson University Online offers bachelor's degree programs for online learners. Online programs have the same curricular requirements as on campus programs, but with a few modifications, primarily in delivery modes. Courses are offered in the evening and online, making them convenient for adults who are working. Online bachelor's degrees are offered in the following fields:

- Business Administration
- Business Communication
- Computer Information Systems
- Criminal Justice
- Cybersecurity and Digital Forensics
- Interdisciplinary Studies
- Legal Studies
- Nursing

Associates to Bachelor's (ATB)

RN to BS option

RN to MS option

- Professional Studies

General Admissions Policy

Admission to Stevenson is reserved for applicants who have demonstrated the ability to meet the demands of Stevenson University Online's level of instruction. 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 has been accepted by the Admissions Office in pursuit of a bachelor's or 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 an undergraduate student is 12 credits or more; 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.

Admissions Procedures and Processes

Admission to Online Undergraduate Programs

Admission requirements for the online undergraduate degree programs in Business Administration, Business Communication, Computer Information Systems, Criminal Justice, Cybersecurity and Digital Forensics, Interdisciplinary Studies, Legal Studies, and Professional Studies consist of the following:

- Completed application for *Online Undergraduate Degree Admissions*.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States 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.
- At least 15 transferable credits with a minimum cumulative GPA of 2.00 on a four-point scale. Required credits may vary depending on program.
- Personal Statement.

Admission to the Associate to Bachelor's (ATB) option in Nursing requires the following:

- Completed application for *Online Undergraduate Degree Admissions*.
- Acceptance into your community college's Nursing program (selective process based on courses completed, GPA, and test scores).
- Minimum cumulative GPA of 3.00 or higher in your community college's required admission courses.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States 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.
- Additional required courses (completed by start of the first nursing course) with a C or better. For specific courses, please reference your community college's ATB page.
- Personal statement.
- Additional documents may be required depending upon requirements from the community college partner.

Admission to the RN to BS option requires the following:

- Current registered nurse's license in good standing.
- Completed application for *Online Undergraduate Degree Admissions*.
- A minimum cumulative GPA of 2.50 on a four-point scale.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States 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 English 151 or the equivalent.

Transfer of Undergraduate Credit

Students desiring to transfer from another college and be admitted to an undergraduate degree program at Stevenson University must submit official transcripts of all previous college records. College-level 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](#)). A member list is available on the NACES website. An official course-by-course transcript from a NACES member is required. Stevenson University will accept a maximum of 70 undergraduate transfer credits from a regionally accredited community college and 90 undergraduate credits from a regionally accredited four-year institution. No more than 90 credits can be applied to degree requirements from a combination of 2-year institutions, 4-year institutions, and Credit for Prior Learning (p. 32). A matriculated student must complete 30 credits of their degree at Stevenson University.

The courses and credits completed with a grade of "C" or better at other regionally accredited institutions are generally transferable to Stevenson. Some grades of "C-", "D+", or "D" may be acceptable for general education requirements that are not major requirements. The transferability of credits from an institution that is not accredited by a regional accreditation agency may be considered upon receipt of documentation that demonstrates equivalency regarding course information and learning outcomes. It is the student's responsibility to provide this documentation. Please consult the Registrar's Office for documentation guidelines.

All transferable courses must be comparable to courses offered at this University. Courses that do not transfer include developmental/remedial, personal development, orientation courses and credit given for portfolio work. Some credit may be awarded for internships at the discretion of the Department Chair upon submission of appropriate documentation. Regardless of the number of transfer credits accepted, students must still complete the academic program requirements as shown in the Stevenson University Catalog and on the student's degree audit. Shortly following acceptance, evaluated transfer credit may be viewed through Student Planning.

Incoming transfer students have access to their degree audit through Student Planning after registration.

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 their Enrollment Counselor.

Credit Evaluation Process

The Academic Transcript Evaluator for Stevenson University Online facilitates the evaluation of credit for students who have earned college credit from another institution or successfully completed Advanced Placement (AP), International Baccalaureate (IB), CLEP, and A/AS level examinations.

Admitted students who have earned college credit in the United States and submitted official transcripts will have their transfer credit evaluation completed within 7-10 business days following acceptance and receive a copy of the evaluation upon meeting with their Student Success Coach. Students may also access their transfer credit evaluation online through their Student Planning.

If a student has credit from overseas institutions and has submitted documentation of this coursework to a current NACES member, this process is dependent on the receipt of the NACES member evaluation by Stevenson University Online.

Please note that a student's evaluation is preliminary and ongoing. It is the applicant's/student's responsibility to submit additional official transcripts as external coursework is completed.

Block Transfer from Maryland Community Colleges

Students who enter Stevenson with an A.A., A.S., or A.A.T. degree from a community college in Maryland will have met all of Stevenson's general education (Stevenson Educational Experience) requirements. Please note a second composition course is required if the student doesn't have an equivalent course as part of the associate's degree.

Admission to Online Graduate Programs

The Graduate Admissions Office is committed to ensuring that the incoming classes will be comprised of highly qualified individuals representing a diversity of academic and professional backgrounds and accomplishments. Admission to the graduate programs is open to individuals who have attained bachelor's degrees from regionally accredited colleges or universities.

Applicants to the graduate 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 résumé and personal statement.

Admission to the Business and Technology Management, Communication Studies, Community-Based Education and Leadership, Crime Scene

Investigation, 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 each degree-granting institution. Additional transcripts may be required to demonstrate satisfaction of program specific prerequisites or at the discretion of the Admissions Committee. Students who have completed post-secondary academic coursework outside of the United States 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.
- A bachelor's degree in technical or quantitative field or study from a regionally accredited institution or related professional work experience (highly recommended).
- Official college transcripts from each degree-granting institution. Additional transcripts may be required to demonstrate satisfaction of program specific prerequisites or at the discretion of the Admissions Committee. Students who have completed post-secondary academic coursework outside of the United States 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 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 each degree-granting institution. Additional transcripts may be required to demonstrate satisfaction of program specific prerequisites or at the discretion of the Admissions Committee. Students who have completed post-secondary academic coursework outside of the United States 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 each degree-granting institution. Additional transcripts may be required to demonstrate satisfaction of program specific prerequisites or at the discretion of the Admissions Committee. Students who have completed post-secondary academic coursework outside of the United States 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 bachelor's degree in a natural science such as biology or chemistry 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:
 - 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 each degree-granting institution. Additional transcripts may be required to demonstrate satisfaction of program specific prerequisites or at the discretion of the Admissions Committee. Students who have completed post-secondary academic coursework outside of the United States 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 letter of recommendation from a current or past supervisor.
- Résumé of professional experience.
- Personal statement.

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

- Completed Graduate Application.
- Official college transcripts from each degree-granting institution. Additional transcripts may be required to demonstrate satisfaction of program specific prerequisites or at the discretion of the Admissions Committee. Students who have completed post-secondary academic coursework outside of the United States 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.
- Two letters of recommendation—academic or work-related.
- 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 each degree-granting institution. Additional transcripts may be required to demonstrate satisfaction of program specific prerequisites or at the discretion of the Admissions Committee. Students who have completed post-secondary academic coursework outside of the United States 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.
- One letter of recommendation from a current or past supervisor.
- Résumé of professional experience.

Admission to the RN to MS option requires the following:

- Current registered nurse's license in good standing.
- Completed application for Online Undergraduate Degree Admissions.
- A minimum cumulative GPA of 3.00 on a four-point scale.
- Satisfactory completion of ENG 151 or equivalent.

- Official college transcripts of all previous post-secondary coursework. Students who have completed post-secondary academic coursework outside of the United States 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.

Transfer of Graduate Credit

Students desiring to transfer from another college and be admitted to a graduate degree program at Stevenson University must submit official transcripts from each degree granting institution and graduate level course work. Additional transcripts may be required to demonstrate satisfaction of program specific prerequisites or at the discretion of the Admissions Committee. College-level 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). A member list is available on the NACES website. An official NACES member transcript is required. Stevenson University will accept a maximum of six graduate transfer credits from a regionally accredited four-year institution. A matriculated student must complete the last 30 credits of their degree at Stevenson University.

The courses and credits completed with a grade of "B" or better at other regionally accredited institutions are generally transferable to Stevenson. Transfer credit is awarded at the discretion and final approval of the appropriate Program Coordinator/Associate Dean. All transferable courses must be comparable to courses offered at this University. Courses that do not transfer include developmental/remedial, personal development, orientation courses and credit given for portfolio work. Regardless of the number of transfer credits accepted, students must still complete the academic program requirements as shown in the Stevenson University Catalog and on the student's degree audit. Shortly following acceptance, evaluated transfer credit may be viewed through WebXpress.

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 Stevenson University Online Academic Transfer Evaluator or an Enrollment Counselor.

Additional Masters at 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.

Post-Baccalaureate Certificates Admissions Requirements

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 certificate program are not eligible for financial aid. 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 3 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 Program Coordinator/Associate Dean. 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

- Completed online application.
- Completion of bachelor's degree from a regionally accredited institution.
- Official college transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Personal statement.

Certificate in Crime Scene Investigation

- Completed online application.
- Completion of bachelor's degree from a regionally accredited institution.
- Official college transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.
- 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.
- Official college transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Degree in information technology (IT) or advanced coursework/work experience in IT.
- 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 transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Personal statement.

Certificate in Forensic Investigation

- Completed online application.
- Completion of bachelor's degree from a regionally accredited institution.
- Official college transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Personal statement.

Certificate in Literacy Education

- Completed online application.
- Completion of bachelor's degree from a regionally accredited institution.
- Official college transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Personal statement.

Certificate in Nursing Education

- 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 transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.
- Cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- One professional letter of recommendation.
- Resume of professional experience.
- Personal statement.

Certificate in 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 transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.
- 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 transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.
- 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 transcript from your degree-granting institution; additional transcripts may be required to demonstrate satisfaction of program-specific prerequisites or at the discretion of the Admissions Committee.

- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Professional resume including experience teaching secondary math or science.
- Two letters of recommendation.
- Personal statement.

Application Deadline

The Stevenson University Admissions Office reviews applications on a rolling basis throughout the year. However, the University strongly encourages applicants to the online undergraduate programs, certificate programs, or the graduate programs to submit all required documents no later than four weeks prior to the start of the desired session.

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 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. Refugees and asylees must provide proof of legal residence in the U.S. All permanent residents and most other eligible non-citizens can apply for federal need-based financial aid programs.

Non-Degree Students

Undergraduate Students

Admission as a non-degree undergraduate student requires submission of the following:

- *Special Application for Non-Degree Status* form.
- Official college transcripts. At the time of registration, students who wish to take a course that has a pre-requisite must submit an official college transcript verifying successful completion of the pre-requisite course.

Non-degree students must take fewer than 12 credits in a semester and are not eligible for financial aid.

A non-degree student may become a degree student by applying for and being granted formal admission. Application must be made prior to the student's enrollment in the last 30 semester hours of academic credit required for a degree at Stevenson University. In addition, the last 30 semester hours of academic credit must be completed at Stevenson University unless a waiver is granted in writing by the Dean of Stevenson University Online. For admission as a degree student, a non-degree student must meet the same criteria as a transfer student.

A student denied admission as a degree student may enroll as a non-degree student only with the approval of the Dean of Stevenson University Online.

Graduate Students

A student may enroll in graduate courses without seeking a graduate degree. Such students must complete a special application for non-degree status and an official college transcript from your degree-granting

institution. Permission must be granted by the Dean of Stevenson University Online. The criteria for admission are the same as those for degree-seeking students. Not more than six credits may be taken while under this status. Financial aid is not available for non-degree seeking students. After 6 credits, students must apply for admission to continue.

Military Financial Benefits

Military Service Members

Tuition Assistance (TA) is a benefit paid to eligible Service members. TA is available for courses offered in the classroom or online and is a part of an approved academic program or certificate. Please notify the Student Accounts Office of your approved TA documentation. If you are a current active duty member, please be sure to speak with your Educational Service Officer (ESO) or counselor within your military service prior to enrolling.

A joint education agreement also exists between the Maryland National Guard and Stevenson University. Active Guard members receive a maximum of 15% tuition discount and should submit appropriate paperwork to Student Accounts to qualify for this discount. Service members desiring information about courses and degree requirements should contact the Registrar's Office.

Yellow Ribbon Program

The Yellow Ribbon program is part of the Post 9/11 GI Bill® specifically designed for students wishing to attend private colleges and universities. This program allows institutions of higher learning to fund tuition expenses that exceed the Department of Veteran Affairs Post 9/11 GI Bill's annual cap. Stevenson University has no limit on how many students can receive Yellow Ribbon benefits. For the 2020-2021 academic year, the VA will pay a maximum of \$25,162.14 to any private college or university, based on a student's percentage of eligibility. For eligible students (100% rate), 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.

Stevenson currently offers unlimited enrollment to eligible students. Only veterans entitled to the maximum benefit rate (based on service requirements) or their designated transferees may receive this funding. Active duty service-members and their spouses are not eligible for this program (child transferees of active duty service-members may be eligible if the service-member is qualified at the 100% rate).

Veterans interested in using educational benefits should submit their application online through the Department of Veterans' Affairs website at benefits.va.gov. The VA will determine eligibility and send the student a Certificate of Eligibility that indicates their percentage of benefits (40-100% 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 at [GI Bill Transfer of Benefits](https://gi.billtransferofbenefits.com). The student should forward their Certificate of Eligibility to the school certifying official 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. More information about education benefits offered by VA is available at the official U.S. government Web site at benefits.va.gov/gibill

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Admission to the Bachelor's to Master's Degree Option for Current Stevenson University Undergraduates

The objective of the Bachelor's to Master's Option is to provide qualified Stevenson undergraduate students the opportunity to obtain both a bachelor's and a master's degree in a shorter time-frame. Participating master's degree programs and related admissions requirements are listed below.

- Business and Technology Management
- Communication Studies
- Community-Based Education and Leadership
- Crime Scene Investigation
- Cybersecurity and Digital Forensics
- Forensic Accounting
- Forensic Investigation
- Forensic Studies
- Healthcare Management
- Integrative Learning

Students develop an educational plan in consultation with their undergraduate academic advisor and must consult with their advisor prior to applying for the bachelor's to master's option. If a student is interested in pursuing the bachelor's to master's option but is in a major outside of the field of interest, the student may obtain permission from their undergraduate department chair or dean, to pursue the bachelor's to master's option. In order to be admitted to the bachelor's to master's option, the student must:

- Have completed at least 60 bachelor's degree credits at the time of application. The student may enroll in graduate courses after earning at least 75 undergraduate credits.
- Have and maintain a minimum 3.00 GPA.
- Complete the Bachelor's to Master's application.
- Personal statement.

Forensic Science Option in Biochemistry, Biology or Chemistry Program

Biochemistry, biology and chemistry majors may pursue the bachelor's to master's option in forensic science. Students who wish to pursue this 4+1 program earn a B.S. in biochemistry, biology or chemistry in four years and an M.F.S. in forensic science in as little as one additional year. Students apply for admission into the program during their junior year. Applications will be available on September 1 and February 1. Admission to this program is based on the following criteria:

- Cumulative and science/math GPA of 3.00 or higher in all course work attempted.

- Grade of "C" or better in all science and mathematics courses.
- Completion of at least 60 credit hours and enrollment in a minimum of an additional 15 credit hours.
- Completion of FSCI 101.
- Completion of Organic Chemistry II (CHEM 211 and 211L) and enrollment in a minimum of one 300 or 400 level science course.
- Submission of a completed *MFS Bachelors to Masters Program Application*, including three letters of recommendation, prior to October 1 or March 1.

Once accepted into the program, bachelor's to master's degree seeking students may take up to 18 graduate credits beginning in the spring of their junior year, and students must submit a *Master's Degree Application* in the last semester of their undergraduate education.

Teaching (MAT)

Applied mathematics, biochemistry, biology, chemistry, and environmental science majors may pursue the bachelor's to master's option. Students who wish to pursue this degree program can earn a bachelor's degree in applied mathematics, biochemistry, biology, chemistry, or environmental science and a master of arts in teaching degree with certification in secondary biology, chemistry, or mathematics with a STEM focus. Students apply for admission to this program during the spring of their junior year. If admitted, students begin taking graduate-level courses in the fall of their senior year. In order to be admitted to this bachelor's to master's option, the student must have:

- A cumulative GPA and science/math GPA of 3.00 or better (on a four-point scale) in all work attempted.
- Earned a grade of "C" or better in all science and mathematics courses.
- Completed minimum of 60 credits.
- Applied Mathematics Majors: Completed Calculus II and three additional math courses.
- Biochemistry, Biology, and Chemistry Majors: Completed Organic Chemistry II (CHEM 211 and 211L) and be enrolled in a 300-level science course.
- Environmental Science Majors: Completed Environmental Science (ENV 275) and be enrolled in a 300-level science course.
- Submit a completed *BS/MAT Request for Permission to Enroll*, including three letters of recommendation prior to March 1.
- Submit a *Graduate School Application* by February 15 of the last semester of the undergraduate program.

Readmission and Reinstatement

Readmission

Students who attended Stevenson University and were in good academic standing at the end of their last semester at SU must apply for readmission if absent from the University for three or more consecutive semesters. Students must file the *Application for Readmission/Reinstatement*, downloadable from the

Admissions website, with the Admissions Office. If the student attended any other college since leaving Stevenson, he or she must submit an official transcript from each college or university attended. 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 were absent from the University two semesters or less do not need to apply for readmission and should contact their Student Success Coach in Stevenson University Online to register for classes. Official transcripts of any work taken at another institution must be submitted directly to Stevenson University Online.

Academic Reinstatement - Undergraduate and Graduate

Undergraduate Reinstatement

When an SUO undergraduate student is dismissed for academic reasons, the student has the opportunity to appeal for reinstatement.

- The student should submit a letter via email to the Dean of Stevenson University Online requesting reinstatement no later than three weeks prior to the start of the term in which the student seeks to enroll.
- In the letter the student should address the reasons for their prior performance and provide information as to how the student plans to make the changes necessary to succeed.
- Once the letter has been received, the Dean will schedule a meeting with the Program Coordinator to discuss the request. The Dean also has the option of having an in-person or phone meeting with the student.
- If the student is reinstated, the student is placed on continued probation and must follow the specific requirements outlined in the reinstatement letter provided by the Dean. If the student does not fulfill the requirements of the reinstatement letter, the student will be suspended.

Graduate Reinstatement

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

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

Upon reinstatement, the student will be eligible to register for program courses only after successful completion of GPS 500: Thinking, Researching, and

Writing for Success, a fee-based skill building course for graduate students.

Readmission of Service Members

In compliance with ED 34 C.F.R. 668.18 and the Department of Defense Voluntary Education Partnership Memorandum of Understanding, 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.

Credit for Prior Learning

Adults returning to college or beginning to seek a college degree may wish to investigate opportunities available to them through Credit for Prior Learning. In order to earn Credit for Prior Learning, students must demonstrate that from significant experiences in their lives they have acquired knowledge and/or skills and abilities that are the equivalent of learning acquired from a college course. This learning (called Prior Experiential Learning) can be the result of a variety of life experiences: employment, volunteer work, community service, travel, military service, or courses at non-collegiate institutions.

Credit is granted for learning, not experience, and will be earned only when the student has successfully demonstrated that the learning acquired is the equivalent of that gained through courses traditionally taught in colleges, that it is at a level of achievement equal to what is normally required in college courses, and that it consists of current knowledge that shows both theoretical understanding and practical application of the subject area.

Credit Maximums

Credit for Prior Learning is limited to a maximum of 30 credits for bachelor’s seeking students, and may be used to fulfill the core curriculum requirements and electives. In some cases, they may be used to fulfill program requirements. Grades for credit earned for prior learning are given as pass or fail. No more than 90 credits can be applied to degree requirements from a combination of 2-year institutions, 4-year institutions, and Credit for Prior Learning.

A maximum of 6 credits are accepted by Stevenson University toward a graduate degree. These credits may

consist of graduate transfer credits taken at a regionally accredited institution, Credit for Prior Learning, or a combination of transfer credit and Credit for Prior Learning. Grades for credit earned for prior learning are given as pass or fail. Not all graduate programs permit Credit for Prior Learning.

Students in a degree program at Stevenson University can pursue Credit for Prior Learning through the options listed below. Additional information, including course equivalences for exams and certificates, can be found at Credit for Prior Learning.

Advanced Placement

Incoming students who submit Advanced Placement (AP) test scores from the College Board and who achieved satisfactory scores are considered for advanced placement or credit. College credit may be granted for scores of 3, 4, or 5, depending on the subject. See stevenson.edu/ap for details.

These scores are reviewed and, when appropriate, placement and/or credit is granted. Credit is entered in the student’s record and can be viewed on WebXpress. Transfer students who took AP tests in the past should request their scores be sent to Stevenson from the College Board. For questions about AP credit, contact the Registrar’s Office.

International Baccalaureate

Stevenson University recognizes the IB Diploma Programme and will grant credit for scores of 4 or higher in the “Higher Level” courses and some credit may be awarded for scores of 4 or higher in the “Standard Level.” No credit is given for courses that duplicate other credit that has already been awarded. For questions about IB credit, contact the Registrar’s Office.

CLEP Examinations

CLEP, a program of the College Entrance Examination Board, is a nationwide system of credit-by-examination. Stevenson does grant credit to undergraduate Stevenson students earning Stevenson designated passing scores on CLEP exams. Students who are interested should contact their Undergraduate Student Success Coach for details about which exams are the equivalent of selected Stevenson courses. If the student achieves the designated passing score on an accepted examination, and submits official documentation of the test results, college credit will be awarded. Native speakers may not earn CLEP credit in their native language.

DSST Examinations

The DSSTs are exams students take to earn college credit. These exams are available not only to students in the military but to all students who are interested in earning college credit. The DSST exams are administered on military bases (for military students and their spouses) or at a participating institution. Bachelor’s degree seeking students who choose to take the DSST exams can earn up to three college credits and upper or lower level credit. The credits are awarded by the American Council on Education. For information and registration, please visit getcollegecredit.com. Students are strongly encouraged to speak with their Undergraduate Student

Success Coach to determine which DSST exams are right for them.

Departmental Assessment

Bachelor's degree-seeking students wishing to earn credit via departmental assessment should contact their Student Success Coach. The requirements for departmental assessment are determined by the academic department chair. To qualify students must demonstrate that they have substantial experience and expertise in the subject area and must have a cumulative GPA of 2.50 on a four-point scale in coursework at Stevenson University.

Prior Learning Portfolio

The Stevenson University portfolio option provides students with a vehicle for converting into college credit college-level learning that has been achieved through verifiable professional work experiences and other life experiences. It is an option designed to assist the online student in pursuit of a degree. Demonstrating experiential learning through the portfolio benefits the online student by decreasing the number of classroom hours and expense required for degree completion. Through the portfolio, students systematically demonstrate and document college-level learning equal to specific courses within Stevenson's academic disciplines.

To qualify to petition for prior learning credit through the portfolio, students must submit an application, meet with the academic department chair, and be in good academic standing. Undergraduate students must have a cumulative GPA of 2.50 on a four-point scale in coursework at Stevenson University. Graduate students in programs that permit Credit for Prior Learning must have a GPA of 3.00 on a four-point scale in coursework at Stevenson University.

Completed portfolios are reviewed by faculty evaluators who determine a grade of "P" (Pass) or "NC" (No Credits Awarded). Credits are awarded only if students successfully demonstrate that their documented experiential learning meets the requirements of the course petitioned. Awarded credits are posted on the student's transcript and are counted toward degree completion requirements.

Professional Certifications

Bachelor's and master's degree-seeking students wishing to earn credit via a professional certification should contact their Student Success Coach. Accepted certifications are determined by the academic Department Chair. To receive credit for a certification, students must submit official documentation of certificate completion. Expired certificates are not eligible for credit.

Financial Information

Costs

Tuition and Fees (2020–2021)

Bachelor's Degree Seeking Students

Tuition per credit non-nursing	\$450
Tuition per credit - RN to BS	\$495
Tuition per credit - RN to MS	\$495
Tuition per credit - ATB	\$495
Tuition per credit - Professional Studies	\$395

Master's Degree Seeking Students

Tuition per credit*	\$670
Tuition per credit Nursing	\$625
Tuition per credit Education Programs	\$495
Tuition per credit Forensic Programs	\$695

**Unless listed below*

Certificate Seeking Students

Tuition per credit Community-Based Education and Leadership	\$495
Tuition per credit Literacy Education	\$495
Tuition per credit Population-Based Care Coordination	\$625
Tuition per credit Quality Management & Patient Safety	\$670
Tuition per credit Secondary STEM Teaching and Learning	\$495
Tuition per credit Crime Scene Investigation	\$695

Tuition per credit Digital Forensics	\$695
Tuition per credit Forensic Investigation	\$695
Tuition per credit Forensic Accounting	\$695

Miscellaneous Fees

Returned Check Fee	\$25
Late Payment Fee	\$25
Graduation Fee	\$25

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.

Students receiving financial aid should review the refund policies described in the section on Financial Aid under Disbursement of Aid (p. 43).

Financing Options

Stevenson University offers an option of a payment plan for the fall and spring semesters. 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.

Stevenson University Scholarship and Grant Programs

Merit-Based Scholarship Program

In an effort to recognize outstanding students, Stevenson University supports a competitive merit-based scholarship program with awards ranging from \$11,000 to \$21,000 annually. Consideration for a merit-based scholarship is automatic when applicants meet the stated deadlines. These scholarships are awarded by the Admissions Office without any separate application. Scholarships are awarded based upon grade point average, high school

course work, standardized test scores, and previous college course work for transfer students.

All Stevenson merit scholarships are available for a total of eight semesters as long as the student continues full-time enrollment and agrees to adhere to the Stevenson University ethics code.

Stevenson University merit-based scholarships awarded to students enrolled in traditional undergraduate programs are not transferable to accelerated or graduate programs of study. Stevenson University scholarship recipients who change their program from a traditional program to an accelerated will forfeit these awards.

The Admissions Office offers additional specialty scholarship programs for freshman and transfer applicants. These scholarships typically have earlier deadlines and require separate applications. Detailed information on current scholarship programs, their application requirements, and deadlines is available at stevenson.edu/scholarships.

Stevenson Grants

These grants are available to qualified full-time students enrolled in traditional undergraduate academic programs. These awards are for students who demonstrate financial need and/or meet requirements based on our awarding policy.

Endowed Scholarships

Stevenson University awards scholarships from our endowment program. Award amounts start at \$1,000. New students will be reviewed and considered for awards based upon meeting endowed-specified criteria. Returning students may apply for several endowed scholarships by completing a single application for those scholarships. The deadline for application is May 1. The application is available on the Stevenson University SU Now Portal.

The Stevenson University Financial Aid Office will inform students on the SU Now Portal of additional outside private scholarships as the application announcements become available.

Stevenson University Endowed Scholarship Funds

Students will be reviewed and considered for awards based upon specified criteria below. See Stevenson University Scholarship and Grant Programs for more information.

The **Abell Foundation Scholarship Fund** is available to deserving minority students who demonstrate financial need.

The **AEGON USA, Inc. Scholars Fund** provides assistance to an incoming freshman student with financial need who exhibits outstanding academic promise and leadership.

The **George I. Alden Trust Scholarship Fund** provides assistance to deserving students. A portion of this fund is reserved for non-traditional, adult students.

The **American Citizens for Italian Matters Endowed Scholarship** supports sophomore female students of Italian heritage who reside in Maryland and have a minimum 2.6 GPA and demonstrated financial need.

Selection will be based on academic performance and participation in activities and leadership roles.

The **Sandra Barkin, RN Memorial Scholarship in Nursing** is awarded to junior nursing students with financial need who exhibit a caring nature and involvement in community service.

The **Peter H. J. Bauer Endowed Scholarship Fund** provides support to academically deserving students with financial need within the greater Baltimore area.

The **Sandra and Malcolm Berman Family Endowed Scholarship in Nursing** provides assistance to nursing students with financial need who exhibit a caring and compassionate character and have a minimum 3.3 GPA.

The **James T. and Francine G. Brady Endowed Scholarship Fund** was created to respond to funding gaps experienced by returning junior and senior students. Candidates must have financial need and a minimum GPA of 2.5. Award is given one time only.

The **Dr. Joseph A. Brusini Scholarship for the Sciences** is awarded to a junior student with financial need and a minimum 3.25 GPA. The student must be enrolled in a major in one of the following departments of the Beverly K. Fine School of the Sciences: the Department of Biological Sciences, the Department of Chemistry, or a major in the physical sciences within the Department of Mathematics and Physics.

The **Bunting Family Foundation Endowed Scholarship** provides support to students with financial need.

The **Helen Fitzgerald Byrnes Endowed Scholarship for Graphic Design** provides support to a student in the visual communication design program with financial need to achieve academic excellence.

The **Maureen Knerr Byrnes Endowed Scholarship for Teacher Education** provides support for a student with financial need who is majoring in elementary education and exhibits leadership and involvement in community service.

The **Tori Chandler Endowed Scholarship** is awarded to counseling and human services majors with financial need and a minimum 3.25 GPA. Preference may be given to students who have transferred from Carroll County Community College or another community college.

The **CohnReznick Accounting Scholarship** provides support to students in the accounting program. Recipients are selected based on financial need and an overall GPA of 3.2 or above.

The **Conrow Family Scholarship in History** is awarded to students majoring in history with financial need and a minimum 3.5 GPA.

The **Barbara Smith Dannettel '61 Endowed Scholarship** is awarded to junior year male students with financial need who exhibit leadership skills through participation in community service activities.

The **Geraldine and Sam Dell Scholarship for Character and Excellence in Business** is awarded to an exceptional senior student in the Brown School of Business and Leadership who demonstrates strong ethical grounding and a work ethic resulting in academic and personal success.

The **Geraldine and Sam Dell Scholarship for Character and Excellence in the Sciences** is awarded to an exceptional senior student with a major in one of the following departments of the Beverly K. Fine School of the Sciences: the Department of Biological Sciences, the Department of Chemistry, or the Department of Mathematics and Physics. Candidates must demonstrate strong ethical grounding and a work ethic resulting in academic and personal success.

The **Duncan-McNally Accounting Scholarship** is awarded to accounting majors based upon merit and financial need with a strong priority on academic achievement. Candidates must have a minimum 3.5 GPA with a minimum grade of a "B" in ACC 202.

The **Henry and Pamela Felton Endowed Scholarship** provides assistance to students with financial need, a strong work ethic, a record of academic success, and a drive to make a difference in the community.

The **Linda Connolly Fenton Endowed Scholarship in Nursing** is awarded to students with financial need and good academic standing enrolled in the nursing program.

The **Judith A. Feustle, ScD, RN Endowed Scholarship** is awarded to sophomore nursing students with financial need and a GPA of 3.2 or greater. Preference may be given to students who are the first in their family to attend college.

The **France-Merrick Foundation Scholarship** provides funds to first-generation collegians with financial need, especially minorities and residents of Baltimore City.

The **Franyo-Ehlers Endowed Scholarship for Counseling and Human Services** is a merit-based award given to a full-time junior student in the counseling and human services major.

The **Hackerman Foundation Endowed Scholarship** provides tuition assistance to academically talented female students from historically underrepresented groups.

The **Shannon Henretty '14 Nursing Scholarship** supports nursing majors who are sophomores, juniors, or seniors with a minimum 3.2 GPA and financial need. Preference will be given to students involved in charitable causes.

The **Herget Endowed Nursing Scholarship** supports students enrolled in the nursing degree program, with preference given to candidates who express a desire to work for at least two years in a hospital in the state of Maryland after graduation. Recipients must be in good academic standing, have financial need, and demonstrate a high probability of success in the nursing profession.

The **Hertzbach & Company Endowed Scholarship** is awarded to students with financial need in the accounting program.

The **Nancy Hubble Endowed Scholarship for First Generation Collegians** is awarded to a freshman student with financial need and great academic promise who is the first in his or her immediate family to attend college.

The **Joseph S. Keelty Endowed Nursing Scholarship Fund** provides assistance to nursing students with financial need who are judged to have good academic

standing and a high probability of succeeding in the nursing profession. Preference is given to students expressing a desire to serve as a nurse at the Greater Baltimore Medical Center for at least two years after graduation.

The **Joseph S. Keelty Endowed Scholarship Fund** provides assistance to students in good academic standing with financial need in any program area.

The **Honorable and Mrs. Francis X. Kelly Endowed Scholarship Fund** provides support to students with academic achievement who are the first in their family to attend college.

The **Knapheide Endowed Scholarship for Counseling and Human Services** is a merit-based award given to a full-time senior student in the counseling and human services major.

The **M&T Bank Endowed Scholarship in Elementary Education** supports students with financial need enrolled in the elementary education program.

The **Nicholas B. and Mary C. Mangione Family Endowed Scholarship** supports nursing majors with good academic standing and financial need.

The **Kevin J. and Sara G. Manning Scholarship** is awarded to an incoming freshman student who is the first in his or her immediate family to attend college.

The **Carolyn Manuszak Scholarship in Memory of Dr. T. J. Manuszak** provides assistance to incoming freshmen or new transfer students with financial need.

The **M. Carolee Martelle '63 '89 '97 Endowed Scholarship** supports students with financial need and a minimum 3.0 GPA who are pursuing a degree within the Brown School of Business and Leadership or the Beverly K. Fine School of the Sciences.

The **Mary McCarthy-Cohen '81 Scholarship** supports freshmen legal studies majors with financial need.

The **Hilda Lee Menning Endowed Scholarship for Nursing** is awarded to students with financial need in the nursing program.

The **Middendorf Foundation Endowed Scholarship in Nursing** supports deserving nursing students with financial need enrolled in the pre-licensure nursing program.

The **Charlotte W. Newcombe Foundation Endowed Scholarship** provides support to students age 25 or above who are pursuing their first bachelor's degree, have earned at least 60 credits toward their degree, and have financial need and a minimum 2.5 GPA

The **Pugatch Family Endowed Scholarship for the School of Design** provides support to a junior student with financial need who lives in one of the university residence halls. Recipients should have a declared major within the School of Design and demonstrate exceptional academic achievement.

The **Pugh Paralegal Scholarship** is awarded to students with financial need and academic achievement in the legal studies program.

The **Gary A. and Joan O. Pyne Endowed Scholarship in Business** is awarded to students who are urban youth,

preferably from Baltimore City, with financial need and an interest in pursuing a career in business.

The **Donald B. Ratcliffe Endowed Scholarship Fund** provides assistance to students in good academic standing with financial need. Preference is given to nursing students.

The **Jennifer and George Reynolds Endowed Scholarship in Business** is awarded to students with financial need enrolled in the business administration program with an interest in communications.

The **Reynolds Endowed Scholarship** supports middle class students with financial need and a minimum 3.0 GPA.

The **James E. Roberts Memorial Theatre Fund** provides a merit-based award for a junior theatre student.

The **SC&H Group Endowed Scholarship** supports students with financial need in the accounting program.

The **Kimberly Serio Memorial Scholarship** provides assistance to an incoming freshman student who has experienced financial hardship and is determined to continue his or her education.

The **Susan Palmer Slattery, Ph.D. Endowed Scholarship** is awarded to a female senior student with a major in the Department of Mathematics, the Department of Biological Sciences, or the Department of Chemistry. Recipient must have a minimum 3.7 GPA and complete the competitive application process.

The **James M. and Margaret V. Stine Foundation, Inc. Endowed Scholarship in Support of the Brown School of Business and Leadership** is awarded to students demonstrating high academic standards and financial need, and majoring in a discipline within the Brown School of Business and Leadership.

The **Honorable Robert F. Sweeney Scholarship** supports students with demonstrated financial need in the legal studies program.

The **Mary Tourney Emergency Book Fund** provides assistance to students for textbooks. Student need is determined based on federal eligibility requirements.

The **Jo-Ellen Turner, Ph.D. Endowed Scholarship in English** is awarded to academically deserving juniors and seniors majoring in English language and literature with a demonstrated interest in literature and writing through course work achievement and participation in extracurricular activities related to the field.

The **Sheila A. Walsh '92 '03M Endowed Scholarship** supports non-traditional students with financial need who are committed to acquiring a degree in order to advance their career and are committed to making a positive difference in the world. Preference would be given to a student willing to volunteer with the Dyslexia Tutoring Program of Baltimore or other volunteer program which supports literacy.

The **Bertha G. Wegad, RN Memorial Endowment Fund for Scholarships to Nursing Students** provides support for deserving nursing students.

Stevenson University Annual Scholarship Funds

Students will be reviewed and considered for awards based upon specified criteria below. See Stevenson University Scholarship and Grant Programs for more information.

The **Accounting Association Scholarship** is a merit-based award for junior or senior accounting majors.

The **Asset Strategy Consultants Annual Scholarship** supports deserving students with financial need.

The **Associated Italian American Charities of Maryland** provides scholarships for students of Italian descent in good academic standing with financial need.

The **Associated Italian American Charities/Saint Agnes Hospital Nursing Scholarship** is awarded to junior and senior students enrolled in the nursing program with a minimum 3.0 GPA who are of Italian heritage and are residents of Maryland. Recipients must complete a competitive application and interview process and agree to a two-year employment commitment at Saint Agnes Hospital.

The **Rotary Club of Baltimore Student Scholarship** is available to students with financial need living in the Baltimore metropolitan area, who have demonstrated academic excellence and involvement in community activities.

The **Bareham, CPA, PA Annual Scholarship** supports a sophomore, junior or senior accounting major with good academic standing and financial need. Preference will be given to female students of non-traditional age.

The **BGE Annual Scholarship** supports students with good academic standing and financial need who agree to adhere to Stevenson's code of ethics.

The **Brotman Financial Group, Inc. Emergency Scholarship Fund** supports junior and senior students who fall short of the funding needed to return to Stevenson University for their studies. Preference is given to students from the Brown School of Business and Leadership, as well as English language and literature majors. Award is given one time only.

The **Capitol Office Solutions Annual Scholarship** supports students with good academic standing and financial need.

The **Cigna Annual Scholarship** supports students with good academic standing and financial need.

The **Jo-anna Conrey '62 '86 '92 Annual Scholarship** is awarded to a first-generation college student with demonstrated financial need, with preference for an incoming freshman and minority student.

The **Lisa Dobbs Derryberry '77 Annual Scholarship** supports students with financial need who are pursuing a major in the Brown School of Business and Leadership and have a minimum 2.5 GPA. Award is given one time only.

The **E. C. Wareheim Foundation** provides a scholarship to deserving students with financial need.

The **Element Financial Corporation Annual Scholarship** is awarded to a student with financial need and a minimum 3.0 GPA who is majoring in business administration or business communication.

The **Linda Connolly Fenton Annual Scholarship in Nursing** is awarded to students in the nursing program with financial need and academic achievement.

The **Frankel Sims Law Emergency Scholarship** is awarded to junior or senior students who fall short of the funding needed to return to Stevenson for their studies. Award is given one time only.

The **Dr. Gerald and Carole '85 Glowacki Annual Scholarship for Science and Mathematics Education** supports junior students with financial need and a minimum 3.5 GPA who are majoring in middle school education with a concentration in math and science.

The **Gross Mendelsohn Annual Scholarship** supports junior or senior accounting majors with financial need and a minimum 3.0 GPA. Award is given one time only.

The **Hahn-Waidner Scholarship** is a merit-based award given to the top four academically performing students in both the junior and senior classes of the legal studies program.

The **Handwerger, Cardegna, Funkhouser & Lurman Annual Scholarship** supports accounting majors with financial need and a minimum 3.0 GPA.

The **Herbert J. and Martha Ginn Hoelter Scholarship** is awarded to students majoring in criminal justice with financial need and a minimum 2.5 GPA.

The **Ebony Hypolite '06 Annual Scholarship** is awarded to junior or senior students with a minimum 3.5 GPA, significant involvement in community service, and financial need.

The **Independent College Fund of Maryland (I-Fund)** provides a variety of designated and competitive scholarships for students attending Stevenson University and Maryland's other independent institutions.

The **Diane Jacobs Scholarship** provides funds for students with financial need who have overcome personal challenges to continue their education.

The **Brenda Bowe Johnson, Ph.D. Scholarship for Women in Science** is awarded to female students with financial need and a minimum 2.5 GPA who are majoring in biology, chemistry, or biochemistry.

The **Deborah J. Leather Business Administration Academic Leadership Scholarship** is a merit-based award that provides tuition support to students pursuing a degree in business administration. The purpose of the scholarship is to award a student who has demonstrated exceptional academic individual or team leadership. This leadership will be demonstrated through formal academic mentorship to other students; progressive development of academic leadership aptitude or professional skills as observed by a member of the Department faculty; significant increase in one's personal academic identity and positive visibility in class or in other academic settings; and/or providing key academic oversight in a sponsored student academic competition. Depending on the competitive pool, more than one scholarship may be awarded for the year.

The **Legg Mason Annual Scholarship** is awarded to students with financial need and a minimum 2.5 GPA.

The **Bradley and Shirley MacDonald Annual Scholarship** supports students with financial need and a GPA between 2.0 and 3.0. Candidates should also be dedicated, hardworking, have overcome obstacles to achieve success, and committed to making a difference for good in the world. Award is given one time only.

The **Maryland CIO Roundtable Annual Scholarship** is a merit-based award for junior or senior students with financial need and a minimum 3.0 GPA who are pursuing a degree in business information systems or in computer information systems. Recipients must possess leadership qualities and a desire to work in the field of IT management after graduation.

The **MedStar Franklin Square Medical Center Nursing Scholarship** is awarded to a senior nursing student who wishes to participate in a practicum at Franklin Square Medical Center. Recipients must complete a competitive application and interview process and agree to a two-year employment commitment at Franklin Square Medical Center.

The **Mercy Medical Center Nursing Scholarship** is awarded to a senior nursing student who wishes to participate in a practicum at Mercy Medical Center. Recipients must complete a competitive application and interview process and agree to a two-year employment commitment at Mercy Medical Center.

The **Merritt Properties Annual Scholarship** supports incoming freshman students with great financial need who are also deemed at-risk due to environment or family situation, with preference given to students who are orphans or are aging out of the foster care system.

The **Mister, Burton Annual Scholarship in Accounting** is awarded to sophomore, junior, or senior students who are majoring in accounting and have financial need and a minimum 3.5 GPA. Award is given one time only.

The **Claire Moore Scholarship** is awarded to a senior student with financial need and involvement on campus.

The **Mount Royal Printing and Communications Annual Scholarship** supports students with good academic standing and financial need who are pursuing a major within the School of Design.

The **Sheela Murthy and Vasant Nayak Scholarship** is awarded to a student who is a legal studies major, has financial need, maintains a minimum 3.0 GPA, and demonstrates a strong work ethic.

The **Charlotte W. Newcombe Foundation Scholarships for Mature Students** are awarded to students aged 25 years or above who are pursuing their first bachelor's degree, have earned at least 60 credits toward their degree, and have financial need and a minimum 2.5 GPA.

The **Northrop Grumman Annual Scholarship** is awarded to students with financial need and a minimum 3.25 GPA who are U.S. citizens and pursuing a degree within the Brown School of Business and Leadership.

The **Karen Parrotte Nursing Scholarship** supports nursing students of African American/Black ethnicity with financial need and a minimum 3.0 GPA. Candidates must either be working full-time while pursuing their degree, or be adult students returning to college to pursue or complete their degree.

The **PMM Companies Annual Scholarship** provides one or more scholarships to students with financial need.

The **Promising Future Annual Scholarship** is awarded to students in good standing with a minimum cumulative GPA of 2.5 and financial need.

The **RCM&D Foundation Scholarship** supports students enrolled in a major within the Brown School of Business and Leadership with financial need and good academic standing.

The **Shantell Roberts '08 Annual Service Scholarship** is awarded to sophomore, junior, or senior students with financial need, a 2.5 minimum GPA, and involvement in community service; recipients must be Baltimore City residents, with preference for those who attended Baltimore City Public Schools.

The **Barbara S. Rowell Annual Scholarship in Accounting** supports sophomore, junior, or senior accounting majors with financial need and good academic standing.

The **Herman and Walter Samuelson Foundation Scholarship for Nursing** is awarded to nursing students. Recipients must complete a competitive application and interview process and agree to an employment commitment at Sinai Hospital.

The **Paul Mark and Peggie Sandler Legal Studies Scholarship** is awarded to junior or senior students who are legal studies majors with financial need and a minimum 3.0 GPA. Award is given one time only.

The **Sandy Spring Bank Annual Scholarship** is awarded to deserving students with financial need.

The **Eugene and Jeanne Savage Scholarship** supports students with financial need and a minimum 3.0 GPA. Preference may be given to students with demonstrated participation in service activities.

The **Jason Schneider Memorial Scholarship** is a merit-based award for students majoring in criminal justice with a minimum 3.0 GPA who are Maryland residents.

The **Dennis A. Starliper Annual Scholarship** supports accounting majors with financial need and a minimum 3.0 GPA.

The **James and Jacqueline Stradtner Scholarship for Early Childhood Education** is awarded to students majoring in early childhood education with financial need and a minimum 3.0 GPA who reside in Maryland.

The **Stephanie Giles Suit '05** is awarded to students with financial need and a minimum 3.0 GPA who are pursuing a degree within the Beverly K. Fine School of the Sciences, or majoring in Medical Laboratory Science.

The **Superior Supply Ltd Annual Scholarship** is awarded to junior or senior first-generation college students with financial need and good academic standing.

The **Vincent O. Versace Memorial Annual Scholarship** supports a junior student majoring in a STEM program who has financial need and a minimum 3.2 GPA.

The **University of Maryland/St. Joseph Medical Center Nursing Scholarship** is awarded to a senior nursing student who wishes to participate in a practicum at St. Joseph Medical Center. Recipients must complete a competitive application and interview process and agree to a two-year employment commitment at St. Joseph Medical Center.

The **Judith Waranch Annual Scholarship** is awarded to a female sophomore, junior, or senior student with financial need and a minimum 2.5 GPA. Candidates must demonstrate a commitment to community activism and problem-solving through past or current actions and/or future ambitions, as well as determination, creativity, and leadership.

The **Judith Waranch Scholarship for International Study** is awarded to female students with financial need and a minimum 2.5 GPA who participate in an SU-approved study abroad experience.

The **Regina Holter Welsh '57 Annual Scholarship** is awarded to a junior or senior student with financial need and a minimum 3.5 GPA, who is enrolled in the Sandra R. Berman School of Nursing and Health Professions. Preference will be given to students majoring in Medical Laboratory Science.

The **Marcella Wood '93 '97 Annual Scholarship** is awarded to female students with financial need and an approximate 2.5 GPA. Preference given to students involved in charitable causes.

The **Young Forever Annual Scholarship** supports a student with financial need and a minimum 3.0 GPA, with a preference for an incoming freshman.

More information about Stevenson scholarships and grants is available from the Financial Aid Office.

Financial Aid

For the most current financial aid information, please refer to the SU Financial Aid Office website at 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](https://fafsa.gov)), 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.

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. 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. 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. For example, if an undergraduate student is enrolled for three credit hours in 8-week 1 and three credit hours in 8-week 2 during the fall semester, the loan will be disbursed after the 8-week 2 drop date. 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 awards 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 Howard P. Rawlings Educational Assistance Grant is for current high school seniors and full-time, degree-seeking undergraduates may apply for this need-based grant by completing the FAFSA by March 1. Students and their parents (if the student is a dependent) must be Maryland residents. Audited courses cannot be used to reach the minimum credit hours required for full-time status. Late applicants are placed on a wait list. Grants ranging from \$400 to \$3,000 may be renewed annually if the student maintains satisfactory academic progress, completes the FAFSA by March 1, continues to show financial need, and successfully completes 24 - 30 credits. The Howard P. Rawlings Guaranteed Access Grant is available to current high school seniors who will complete a college preparatory program with a minimum, cumulative, unweighted 2.5 high school GPA. Applicants must enroll at a Maryland college or university as a full-time, degree-seeking undergraduate student; meet certain income requirements, (which change yearly and are posted on MHEC's webpage) and complete the FAFSA. To renew MHEC funding, students must maintain satisfactory academic progress, submit the FAFSA by March 1, continue to demonstrate financial need, and successfully completes 30 credits.

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 March 1 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 March 1 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. 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 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: [Teaching Fellows MD Scholarship](#)

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 award 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 chapters may obtain information and an application at benefits.va.gov. After the veteran has received the notice of eligibility, the student should contact the School Certifying Official (SCO) in the Registrar's Office to request certification of enrollment. The veteran will meet with a certifying official to review all paperwork and complete the necessary forms. Each semester, veterans should complete the Declaration of Intent. This form is available on the Student Menu in WebXpress under Registrar's Office Forms. Submission of the form signals the student's intent to receive veterans' benefits for the upcoming semester.

If a student who receives VA benefits changes their enrollment status (dropping, adding, or withdrawing from a course) it can impact those benefits. It is critical that the student contact the SCO in the Registrar's Office to determine the impact, if any, of these changes. Please note: the VA does not pay benefits for courses in which an "F" is earned.

Tuition Assistance (TA) and Maryland National Guard Benefits

Tuition Assistance (TA) is a benefit paid to eligible Service members. TA is available for courses offered in the classroom or online and is part of an approved academic program or certificate. 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 receive a maximum of a 15% tuition discount and should submit appropriate paperwork to Student Accounts to qualify for this discount. Service members desiring information about courses and degree requirements should contact the School Certifying Official in the Registrar's Office.

Post 9/11 GI Bill® and Yellow Ribbon Program

The Yellow Ribbon program is part of the Post 9/11 GI Bill® specifically designed for students wishing to attend private colleges and universities. This program allows institutions of higher learning to fund tuition expenses that exceed the Department of Veteran Affairs' annual cap. For the 2020 - 2021 academic year, the VA will pay a maximum of \$25,162.14 to any private college or university, based on a student's percentage of eligibility. For eligible 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.

Stevenson currently offers unlimited enrollment to eligible students. Only veterans entitled to the maximum benefit rate (based on service requirements) or their designated transferees may receive this funding. Active duty service-members and their spouses are not eligible for this program (child transferees of active duty service-members may be eligible if the service-member is qualified at the 100% rate). Veterans interested in using veterans' educational benefits should submit their application online through the Department of Veterans' Affairs website. The VA will determine eligibility and will send the student a letter which will indicate their percentage of benefits (40-100% 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 Certificate of Eligibility to the school certifying official 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 Web site at benefits.va.gov."

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 his or her 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> Expected Family Contribution (EFC) = Financial Need.

Need-Based Aid Application Procedure

In order to apply for need-based aid, the student must

- Apply for admission to Stevenson University. He/she must be an accepted student to receive a financial aid award package.
- 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 awards 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.

Stevenson University is responsible for administering the Federal Campus-Based Programs, i.e., Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study, and institutional need-based funds. Awards are made reasonably available to all eligible students who meet the program requirements. Individual award packages consider demonstrated need, program eligibility, and the availability of funds for the award period. In the event that the number of eligible students exceeds the availability of funds, the University will give preference to those students demonstrating the greatest financial need. The determination of greatest financial need will consider grant and scholarship aid from all public and private sources.

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 Expected Family Contribution

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 Expected Family Contribution (EFC) is an amount that the student and his or her family is expected to pay toward the cost of attendance; it is not the bill, is not the amount of federal aid the student will receive, and is not

the amount the student will pay. It is a number used by the University to calculate how much financial aid a student is eligible to receive.

The EFC is derived from a formula created by the federal government and is calculated based on the information provided on the student's FAFSA. A family's taxed and untaxed income, assets, and benefits all could be considered in the formula. The family size and the number of family members who will attend college during the year are also considered.

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 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 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 he or she is 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 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.

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.

Financial Aid Verification

All Federal financial aid programs and many state and University aid programs require the submission of the Free Application for Federal Student Aid (FAFSA).

The IRS Data Retrieval Tool can be used to complete the FAFSA if you choose to use it.

This tool allows students and parents to pull tax information directly from the IRS data base. Many

students and parents complete the FAFSA using estimated taxes. The IRS Data Retrieval Tool should be used after the annual tax returns are filed.

Financial aid applicants may be selected for a process called verification by the U.S. Department of Education and SU. This review process requires applicants to submit income documents and other information as requested by the University. Selected applicants will be notified by the SU Financial Aid Office in writing. Failure to provide the required documents or successfully complete the IRS Data Retrieval directly through the FAFSA will prevent the student from being officially offered aid.

More information about the verification process and the IRS Data Retrieval Tool may be found on the Financial Aid Office website at stevenson.edu/finaid.

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 he/she 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 recipients are required to be in good academic standing and maintain satisfactory academic progress toward their degree requirements. Satisfactory academic progress (SAP) is the term used to define successful completion of coursework to maintain eligibility for student financial aid. Federal regulations require the SU Financial Aid Office to establish, publish, and apply standards to monitor a student's progress towards a degree. Satisfactory academic progress, as described below, is evaluated annually (end of the spring semester) and cumulatively by the Financial Aid Office regardless of whether financial aid was received at the time. Progress is determined quantitatively (credit hours versus hours earned and maximum time frame) and qualitatively (grade point average). Failure to maintain satisfactory academic progress may result in the suspension of financial aid eligibility. The Financial Aid Office will notify students who do not meet the satisfactory academic progress by mail and by email to their University email account.

Satisfactory Academic Progress for financial aid eligibility should not be confused with the University's academic progress policy. These are two distinct and totally

separate policies. It is entirely possible to fail to meet minimum standards of one policy and pass the minimum standard of the other.

Undergraduate Students

Quantitative standard: Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average (GPA) and make steady progress toward the completion of their degree as listed below. The maximum time frame for program completion of a degree program is defined as 150% of the credits required to complete the degree. For example, a typical bachelor's degree at SU requires 120 credits: $120 \times 150\% = 180$. Therefore, 180 credits are the maximum that can be attempted and receive financial aid.

Students must complete a minimum of 67% of the cumulative courses attempted to remain eligible. Transfer credits accepted by Stevenson University will be included in the progress completion requirement as well as in the maximum attempted credits. Please note, students must graduate with a cumulative 2.00 grade point average.

Attempted credits include the following:

- Graded credits (A, A-, B+, B, B-, C+, C, D, F, FX, P)
- Incomplete grades (I)
- Withdrawn credits (W, WF)
- Repeat courses (if taken to replace failing grades)
- Audited courses
- Transfer credits
- Remedial courses may be taken up to a maximum of 24 credits only

Qualitative standard:

1 - 18.5 credits attempted	1.7 minimum grade point average
19 - 29.5 credits attempted	1.9 minimum grade point average
30+ credits attempted	2.0 minimum grade point average

Financial Aid Suspension: Students who fail to meet all of the minimum standards listed above at the time of review, will have their financial aid eligibility suspended. Students who have been suspended cannot merely skip a semester to regain eligibility. No financial aid will be disbursed during subsequent semesters for students on suspension. There are two ways for a student to regain eligibility:

- The student submits a written appeal in accordance with the appeals process and the Financial Aid Appeals Committee approves the appeal. The student is then placed on financial aid probation, allowing one additional semester in order to bring the academic requirements up to minimum standards.

- The student attends SU during the suspension semester, pays for tuition and fees without the help of financial aid, and does well enough to satisfy all SAP academic standards.

Appeals Process: Appeals of financial aid satisfactory academic progress suspension must be made in writing to the Financial Aid Appeals Committee. This committee will review the appeal and notify the student in writing of their decision.

The appeal letter must address the extenuating circumstance(s) as to why satisfactory academic progress was not made, and what has changed in the student's situation that would allow them to now demonstrate satisfactory progress after the probation semester. Extenuating circumstances can include, but are not limited to, illness, death of a family member, family difficulties, financial difficulties, etc. In addition, students must meet with a staff member from SU Financial Aid office to create an academic plan.

If the appeal is approved, the student will be reinstated for financial aid on probation for one semester. A review of the student's academic performance in that semester will be reviewed to determine the status for the upcoming semester. Only if you are now meeting the overall requirements for satisfactory academic progress or successfully following your academic plan, will you be permitted aid for the upcoming semester.

Potential Outcomes:

- Students who now meet the Satisfactory Academic Progress guidelines will have their eligibility reinstated.
- Students who fail to meet all conditions set in their academic plan will forfeit their eligibility to receive further financial aid. They can apply to be reinstated once they meet the University's standards. Students who have been given a second chance to receive aid are expected to meet all requirements set forth in their academic plan. Appeals will only be accepted from students who experienced a one-time, unexpected, serious event that precluded them from meeting the conditions of the academic plan.
- Students who met all the conditions of their academic plan but still do not meet the University's regular academic standards may be allowed to continue with financial aid. The Financial Aid Appeals Committee may make changes to the student's original academic plan based on any changes in the student's situation. Students who meet all conditions of their current academic plan will be allowed to continue to participate in the aid programs on a semester by semester basis.

Graduate Students

Quantitative and Qualitative standard: To be eligible for financial aid, you must enroll in a graduate degree program and:

- Maintain a 3.0 minimum cumulative grade point average, and
- Earn your degree within the first 54 attempted credits based on a maximum time frame of 150%. All semesters and credit hours attempted including all

repeated courses, failed courses, withdrawals, courses taken from a change in major, and transfer credits will count as credit hours attempted toward the maximum time frame.

Financial Aid Suspension: Students, who fail to meet all of the minimum standards listed above at the time of review, will have their financial aid eligibility suspended. Students who have been suspended cannot merely skip a semester to regain eligibility. No financial aid will be disbursed during subsequent semesters for students on suspension. There are two ways for a student to regain eligibility:

- The student submits a written appeal (see Appeals Process below) in accordance with the appeals process and the Financial Aid Appeals Committee approves the appeal. The student is then placed on financial aid probation, allowing one additional semester in order to bring the academic requirements up to minimum standards.
- The student attends Stevenson University during the suspension semester, pays for tuition and fees without the help of financial aid, and does well enough to satisfy all SAP academic standards.

Appeals Process: Appeals of Financial Aid Satisfactory Academic Progress Suspension must be made in writing to the Financial Aid Appeals Committee. This committee will review the appeal and notify the student in writing of their decision.

The appeal letter must address the extenuating circumstance(s) as to why satisfactory academic progress was not made, and what has changed in the student's situation that would allow them to now demonstrate satisfactory progress after the probation semester. Extenuating circumstances can include, but are not limited to, illness, death of a family member, family difficulties, financial difficulties, etc. In addition, students must meet with the Dean of Stevenson University Online (or a chosen representative) to create an academic plan. If the appeal is approved, students will be reinstated for financial aid on probation for one semester. A review of the student's academic performance in that semester will be reviewed to determine the status for the upcoming semester. Only if you are now meeting the overall requirements for satisfactory academic progress or successfully following your academic plan, will the student be permitted aid for the upcoming semester. Students who fail to meet the conditions outlined in their academic plan during the probationary semester will be able to submit a subsequent appeal.

Potential Outcomes:

- Students who now meet the Satisfactory Academic Progress guidelines will have their eligibility reinstated.
- Students who fail to meet all conditions set in their Academic Plan will forfeit their eligibility to receive further financial aid. They can apply to be reinstated once they meet the University's standards. Students who have been given a second chance to receive aid are expected to meet all requirements set forth in their Academic Plan. Appeals will only be accepted from students who experienced a one-time,

unexpected, serious event that precluded them from meeting the conditions of the Academic Plan.

- Students who met all the conditions of their Academic Plan but still do not meet the University's regular academic standards may be allowed to continue with financial aid. The Financial Aid Appeals Committee may make changes to the student's original Academic Plan based on any changes in the student's situation. Students who meet all conditions of their current Academic Plan will be allowed to continue to participate in the aid programs on a semester by semester basis.

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 from the courses the student was scheduled to complete and/or receives all failing grades during the payment period. (We have three payment periods at Stevenson University: fall semester, spring semester and summer semester.)

When a student withdraws from his/her courses, for any reason including medical withdrawals, he/she 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 [Tuition Refund Policy](#)

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 located at stevenson.edu/about/campus-services/registrar/. Stevenson University Online (SUO) students should use the "Accelerated Class 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.

Step 2: Percentage of Title IV Aid Earned

The Financial Aid Office will 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 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 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)/Days in Payment Period (minus scheduled or unscheduled breaks) = Percentage Completed

Please note: If the calculated percentage exceeds 60%, 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. Academic Competitiveness Grants (ACG)
6. National SMART Grants
7. Federal Supplemental Educational Opportunity Grants (FSEOG)
8. Federal TEACH Grants

The student's grace period for loan repayments for Federal Unsubsidized and Subsidized Direct Loans and Federal Perkins 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 nslds.ed.gov/nslds_SA/.

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. 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 he or she was 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 he or she was 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 he/she will return to any courses in sessions two or three. The student is a withdrawal because he or she ceased to attend courses he/she was 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 he or she was 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 he or she was 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 he or she was 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 Award 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.

Academic Information

SEE: The Stevenson Educational Experience

The Stevenson Educational Experience (SEE) is academically grounded in the liberal arts and sciences while at the same time integrating experiential scholarship, ethical reasoning, and career readiness, thereby preparing graduates for learning and for living. Regardless of the student's major area of study, SEE emphasizes both intellectual and practical skills, using inquiry-based methods to promote critical and creative thinking into matters ranging from personal to social to national to global. By requiring firsthand experience, SEE assures that graduates will be prepared to synthesize what they have learned and apply it in solving the complex challenges they will face in life. By setting a standard for ethical reasoning, SEE helps students develop patterns of applying those principles personally, academically, and professionally so as to demonstrate their integrity. At its essence, SEE offers students the opportunity to explore diverse perspectives, acquire expertise in an academic discipline, and develop the professional and personal skills necessary for life beyond college.

See it. Do it. Live it.

The SEE Student Learning Goals and Outcomes

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

Outcomes, Goal 1:

The SU graduate will be able to:

- Communicate ideas through fine or performing arts by applying aesthetic principles and engaging in creative thinking.
- Demonstrate quantitative literacy by applying mathematical strategies to analyze, model, and solve complex situations, and use data to communicate effectively.
- Apply critical thinking skills to explore issues, ideas, and/or artifacts by examining evidence, questioning assumptions, and acknowledging different perspectives before formulating conclusions.
- Solve problems using scientific methods by formulating and testing hypotheses, analyzing data, and drawing appropriate conclusions.

- Function effectively as part of a team to solve problems by communicating in constructive ways.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

Outcomes, Goal 2:

The SU graduate will be able to:

- Interpret creative texts and/or works considering multiple interpretative perspectives and ways of reading.
- Demonstrate an ability to adapt messages to contexts, audiences, and purposes using competent communication.
- Use language choices that are thoughtful, appropriate, and generally support the effectiveness of the message being communicated in varied contexts.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

Outcomes, Goal 3:

The SU graduate will be able to:

- Examine the complex dynamics of human systems by describing behavioral, interpersonal, or social phenomena both qualitatively and quantitatively and applying multiple perspectives in order to explain those phenomena.
- Examine the complex dynamics of natural systems by describing biological, chemical, or physical phenomena, interpreting data or patterns in data, and drawing conclusions using the appropriate scientific method.
- Examine the complex dynamics of human or natural systems by analyzing texts or cultural artifacts and applying multiple perspectives (cultural, ethical, or disciplinary) in order to communicate perceptions of human experience.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

Outcomes, Goal 4:

The SU graduate will be able to:

- Compare life experiences and academic knowledge to infer situational similarities and differences and connect examples, facts, or theories from more than one field of study or perspective.
- Apply skills, abilities, theories, or methodologies gained in one situation to a new situation.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

Outcomes, Goal 5:

The SU graduate will be able to:

- Imagine and articulate a personal direction following realistic self-appraisal and reflection.
- Utilize professional skills and tools to navigate challenges and opportunities.
- Demonstrate the discipline expertise necessary to be competitive in a chosen career.
- Demonstrate competency in technology appropriate to the discipline.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

Outcomes, Goal 6:

The SU graduate will be able to:

- Think critically about complex ethical issues.
- Practice the highest ethical standards of a profession.
- Complete academic or professional assignments in an ethical manner.
- Engage in behaviors that constitute a pattern of personal integrity.

Revised Fall 2016

Stevenson Intercultural Knowledge and Competency (IKC)

Nurturing, respecting, and cultivating an atmosphere where individual differences and identities are perceived as valuable strengths is critical to developing an inclusive learning environment for every student at Stevenson University.

The Stevenson Intercultural Knowledge and Competency (IKC) commitment provides students with opportunities to develop cultural competencies by engaging with cross-disciplinary perspectives.

Developing students' intercultural knowledge and competence enables them to meaningfully engage with others, identify familiar and unfamiliar cultural patterns, and respond with empathy to diverse perspectives as articulated by the Association of American College and Universities Civic Engagement VALUE Rubric (2016).

In First Year Seminar, ENG 152 and program courses, Stevenson University students learn to:

1. Identify their own cultural rules and biases.
2. Demonstrate an understanding of the complexity of other cultures.
3. Recognize intellectual and emotional dimensions of more than one worldview.
4. Express openness to culturally different others.

University Degree Requirements

Stevenson Educational Experience Requirements

The Stevenson Educational Experience (SEE) is comprised of general education coursework and coursework in a student's major field of study.

The SEE general education requirements, which include writing and communication intensive courses and courses in the distribution areas of liberal arts and sciences, are outlined below. Please note that some programs may require specific courses in some of these areas. Please consult the major program requirements and suggested course sequences for more information. The complete list of these courses can be found on the Registrar's Office portal page.

Writing and Communication Requirement (15 credits):

All bachelor's degree-seeking students must complete courses that fulfill the SEE Writing and Communication requirement: two writing instruction courses, two writing-intensive (WI) courses, and one communication-intensive (CI) course.

Two writing instruction courses:

- ENG 150 or 151 (3 credits)
- ENG 152 or 153 (3 credits)

Two Writing Intensive (WI) courses:

- At least one WI course must be in the student's major area of study.
- One WI course must be at the 200-level.
- One WI course must be at the 300-level or 400 level.

One Communication Intensive (CI) course

Please note: A single course may fulfill either a WI or CI standard. No single course may count as both writing intensive and communication intensive. A single course can fulfill either a WI or CI requirement and a liberal arts and sciences distribution requirement.

Liberal Arts and Sciences Distribution Requirement (37-39 credits).

All bachelor's degree-seeking students must complete courses that fulfill the SEE liberal arts and sciences distribution requirement. No single course may count in more than one distribution area for the purpose of fulfilling the SEE requirement. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., PHIL, REL, MATH).

Humanities (HUM; 12 credits)

Four courses in at least three different discipline areas are required.¹ ENG 151 and ENG 152 may not be used to fulfill this requirement.

Science and Mathematics (SR, SR-L, QL; 10–12 credits)

Three courses in at least two different discipline areas are required. Additionally,

- One course must be a laboratory science (SR-L).
- One course must carry the MATH designation and QL label.

Social Sciences (SS; 6 credits)

Two courses in two different discipline areas are required.

Fine Arts (FA; 3 credits)

One course in the fine arts is required.

Foreign Language (6 credits)

Candidates for the Bachelor of Arts degree must complete two semesters of a foreign language from the point of placement or complete the 202 level of a foreign language.

¹The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g. PHIL, REL, MATH)

Grade Requirements:

- The minimum passing grade for ENG 151 and ENG 152 is a "C".
- Students must earn a minimum grade of "D" in courses that are used to fulfill only SEE requirements.
- Students must earn a minimum grade of "C" in any course that fulfills both a major requirement and a SEE requirement.

Courses that fulfill SEE requirements are identified using the following designations in the course descriptions.

CI – Communication Intensive

FA – Fine Arts

HUM – Humanities

QL – Quantitative Literacy

SR – Scientific Reasoning

SR-L – Scientific Reasoning-Laboratory

SS – Social Sciences

WI – Writing Intensive

Requirements for the Bachelor's Degree

In order to obtain a bachelor's degree from Stevenson University, a student must:

- Earn a minimum of 120 credits, which must include a minimum of 15 credits at the 300- or 400- level.
- Complete the SEE requirements.
- Complete the courses required by the major. Note – Grades of "I" (Incomplete) must be cleared from the student's record.

- Achieve a cumulative grade point average (GPA) of at least 2.00; the GPA is calculated on the basis of work done at Stevenson University only.
- Earn a minimum cumulative GPA in the major of 2.00 or higher. Many majors have additional GPA requirements; please consult the "Fields of Study" section for specific requirements.
- Earn at least 30 credits at Stevenson University.
- Comply with all policies, procedures, and regulations of the University.
- File the official Application for Graduation in accordance with published deadlines.

Note: Students are permitted to participate in approved international and off-campus study programs in their last 30 credits.

Minors

Stevenson University offers students the opportunity to structure and to pursue a minor field of study separate from and in addition to the student's major field of study. The minors program allows students to expand their career options and professional flexibility, to develop skills to be applied to graduate or professional programs, and to pursue personal or intellectual interests. The minor option represents a significant opportunity for students to assess their needs and aspirations and to construct their own courses of study at Stevenson. All students are encouraged to consider the minor option, but students are not required to pursue or complete a minor in order to complete a degree. Students who wish to minor in a particular field or discipline can structure a minor course of study with the assistance of an academic advisor, and they must declare their intentions to the Registrar's Office. Minors must be declared prior to the student's final semester.

The following policies must be followed in order to be awarded a minor:

- The minor consists of at least six courses (for a minimum of 18 credit/contact hours) in a particular discipline. For departments that offer bachelor's degrees, these courses must come from the major program requirements within the discipline.
- All courses taken for a minor must be in the same discipline.
- These courses may be at any level, but students must meet all regular prerequisites before taking any course.
- Students may not apply for a minor after the bachelor's degree is awarded. Upon graduation, the student's transcript will indicate the minor course of study that the student has completed.
- Students must earn a grade of "C" or better in a course for it be counted toward a minor.

Please see program descriptions for additional guidelines. Students can declare a minor by submitting the Declaration of Minor Form, which is available on the WebXpress Student Menu under the Registrar's Office forms, prior to their last semester of study. Minors may not be requested after a student has graduated.

Minors in the following fields can be completed through online or hybrid course work:

- Criminal Justice
- Cybersecurity
- Information Systems
- Legal Studies (This minor is not intended to prepare students to work as paralegals and is not approved by the American Bar Association. LAW 102, a prerequisite for all LAW courses, and some core LAW courses are offered in hybrid format.)
- Management

Additional minors are available through the traditional undergraduate program. Please consult the Undergraduate Catalog for more information.

Second Bachelor's Degrees

The second bachelor's program is designed to meet the needs of graduates who wish to attain proficiency in another major field. To qualify for admission, students must hold a baccalaureate degree from a regionally accredited institution. A maximum of 90 transferable credits from a bachelor's degree program from an accredited institution may be applied toward the second bachelor's degree.

In addition the student must fulfill all major requirements for the new program and must take a minimum of 30 credit hours at Stevenson University. To become fully acquainted with the program and its advantages, students should arrange for an appointment with the appropriate departmental representative. At that time, questions regarding formal admission, academic requirements, course load, and other topics can be discussed in detail. Students should bring copies of their college transcripts to this appointment.

Double Majors and Double Degrees

Double Majors

A student interested in a double major should discuss their interest with their success coach or advisor and then contact the department chair of their declared major for an appointment to discuss options. The student's department chair will work with the student and the department chair in the secondary major to develop a plan of study for the double major. Please note, there are many double major combinations that can be completed within eight semesters, but some major combinations may take longer or may not be available.

Double Degrees

Students who are earning two bachelor's degrees at Stevenson University must complete all program requirements for each degree as well as complete a minimum of 30 credits which count only toward the second bachelor's degree. These courses may consist of program requirements and general electives (if needed). To complete the second degree, students must have earned a minimum of 150 credits.

Bachelor's to Master's Degree Options

Highly motivated and academically qualified undergraduates may accelerate their undergraduate studies and earn both a bachelor's and a master's degree in as few as five years through the Bachelor's to Master's Degree option. Transfer students are also eligible to apply for the Bachelor's to Master's Degree option.

For more information on these options, see the *Admissions* (p. 24) section of this catalog.

Master's Degrees

Stevenson University currently offers the following master's degrees through Stevenson University Online.

- Business and Technology Management
- Communication Studies
- Community Based Education and Leadership
- Crime Scene Investigation
- Cybersecurity and Digital Forensics
- Forensic Accounting
- Forensic Investigation
- Forensic Science
- Forensic Studies
- Healthcare Management
- Integrative Learning
- Nursing
- Teaching (MAT)

For more information about any of these programs, check the Stevenson website at stevenson.edu or the *Stevenson University Online Catalog*.

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. Earn at least 30 credits of the degree at Stevenson.
4. Comply with all policies, procedures, and regulations of the University.
5. File the official Application for Graduation in accordance with published deadlines.

Additional Learning Opportunities

Experiential Learning

Experiential learning involves a process of learning, doing, and reflecting and provides Stevenson students with the opportunity to acquire first-hand experience. Experiential learning empowers students to connect ideas and experiences from a variety of contexts, synthesizing and transferring what they have learned in the classroom to situations beyond the classroom. Stevenson offers students a variety of experiential learning opportunities, including internships, practicums, clinicals, undergraduate research, service-learning, and study abroad.

International and Off-Campus Study

Stevenson University offers exciting international and domestic study opportunities for academic credit. Students can choose from SU faculty-led travel courses or approved "SU in" and affiliate programs in a variety of countries around the world, including the United States. Terms include fall and/or spring semester, Winterim, summer and spring break. Participation requires an application be submitted by stated deadlines. Costs vary, with many options allowing financial aid and scholarships to be applied. It is recommended that students confer with their academic advisors early on in their time at SU to plan an international or domestic study experience into their overall academic program. Engaging in off-campus programs directly enhances Stevenson's mission to graduate students with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

Questions regarding international and off-campus study should be directed to the Office of International and Off-Campus Study. studyabroad@stevenson.edu. For more information, please see the Office of International and Off-Campus Study's portal page or the SUGlobal site at Study Abroad at Stevenson.

Internships

All majors at Stevenson require students to participate in at least one internship or career-focused capstone or experiential learning course. Consult each program section in the *Fields of Study* section of this catalog for more detailed information.

Students can also explore internship opportunities through Handshake, an online employment database maintained by the Career Connection Center. The CCC staff is available to assist students with resume and cover letter writing and interview preparation skills, as well as techniques for searching for internships. Internships.com is another resource available through Blackboard. All credit-bearing internships must be approved by the appropriate program coordinator, department chair, associate dean, or school dean. Students must secure an internship and register for the coordinating course prior to the semester in which they plan to complete the internship.

Courses at Another Institution

Baltimore Student Exchange Program

Stevenson University students have the opportunity to participate in the Baltimore Student Exchange Program (BSEP), which generally allows them to enroll at other local colleges and universities without incurring additional tuition charges, though some fees may apply. The course credits and grades will be calculated into the student's GPA as if the courses were taken at Stevenson. Students must be full-time at Stevenson and can take no more than two courses per year at another participating institution on a "space available" basis. Students who participate in the BSEP must comply with all deadlines and other regulations at the visiting institutions. The

Baltimore Student Exchange Program Registration Form is available in the Registrar's Office. Registration for BSEP courses typically occurs just prior to the start of a given semester.

You will find a complete list of other colleges and universities participating in this program at BSEP.

StraighterLine

StraighterLine provides adult undergraduate students an affordable and convenient path to completing their bachelor's degrees at Stevenson University Online. Through StraighterLine, students can complete general education requirements that are guaranteed to transfer to Stevenson University Online undergraduate degree programs. Please note, taking courses with StraighterLine is only available to adult undergraduate students enrolled in Stevenson University Online.

You will find a course equivalency guide at [StraighterLine](#).

Courses taken through StraighterLine prior to enrollment at Stevenson University Online are included in the 90 undergraduate credit transfer maximum. Once a student has matriculated, StraighterLine courses must be approved following the guidelines found in Other Institutions and are included in the 3 course transfer maximum.

Other Institutions

After degree-seeking students have matriculated at Stevenson University, transfer of courses from other institutions requires advance approval on the "Request to Take Courses at Another Institution" form located on the WebXpress Student Menu under the Registrar's Office forms.

Approval of these requests is based on clear evidence that such courses are comparable to the Stevenson University courses. Courses included on the Approved Off-Campus Course List located on the Registrar's Office portal page have already received thorough vetting by the appropriate associate dean, department chair, or program coordinator. Approval of courses not appearing on the list is made by the associate dean, department chair, or program coordinator of the department offering the course. Students are strongly advised to consult with their advisors prior to seeking permission to take a course at another institution to determine how the course applies to their degree audit. Credit may not be given for courses that are taken at another institution when the student has not gone through the course approval process.

The following guidelines apply:

1. Students may take up to 3 courses at another institution once they have begun attendance at Stevenson. Lecture/laboratory courses count as one course.
2. Courses may not be taken elsewhere during fall and spring semesters if they are being offered at Stevenson.
3. All major requirements must be taken at Stevenson University. When a major requirement also fulfills a SEE requirement, it may be taken outside of

Stevenson only upon the approval of the academic administrator of the student's major.

4. Because the curriculum is based on a special commitment to writing, all writing instruction and writing-intensive courses must be taken at Stevenson University.

Academic Standing and Grading Information

Calculation of Class Level

An undergraduate student's class level is determined by the number of completed credits. Please note class level does not always determine the class level within a particular major.

Class Level	Completed Credits	Class Year
Freshman	0 to 26.5	First
Sophomore	27 to 54.5	Second
Junior	55 to 89.5	Third
Senior	90 or more credits	Fourth

Undergraduate Grading Scale

In general, the grading scale in the table below serves as the basic numeric standard that faculty use in evaluating student performance. Instructors will explain the grading system clearly on the course syllabus.

The academic standing of a student is determined by the quality and quantity of his or her work. A student's grades are based on the level of achievement in class work and by mastery demonstrated on examinations and other projects. Midterm grades are advisory; the semester grades determine actual academic standing.

Students' final grades are posted in Student Planning at the end of the session or semester.

The grading system for undergraduate students is provided below. (The grading system used for graduate students is described in the *Stevenson University Online Catalog*.)

Grade	Numeric Standard	Quality Awarded	Points
A	93–100	4.0	
A-	90–92	3.7	
B+	87–89	3.3	
B	83–86	3.0	
B-	80–82	2.7	
C+	77–79	2.3	

C	70–76	2.0
D	60–69	1.0
F	0–59	0.0
FX	Student stops attending classes prior to the withdrawal deadline, yet fails to officially withdraw. This is calculated as a grade of "F" in the GPA.	
WF	Course withdrawal after the specified term deadline. This is calculated as a grade of "F" in the GPA.	
W	Course withdrawal within the specified term deadline. This is not calculated in the GPA.	
AUD	Audit (see additional information below). This is not calculated in the GPA.	
I	Incomplete (see additional information below). This is not calculated in the GPA.	
P/NC	Pass or No Credit (see additional information below). This is not calculated in the GPA.	

Grade Point Average

Academic standing, graduation, and honors 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.

Graduate Grading Scale

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

A = 4.0	Excellent: Outstanding achievement and initiative exceeding course requirements.
B = 3.0	Good: Work meeting minimum course requirements at the graduate level.
C = 2.0	Unsatisfactory: Work failing to meet the minimum course requirements. It is the lowest possible passing grade.

F =	Failure: Academic Probation
0.0	

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program.

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 "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.

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 Department Chair or Program Coordinator of the major in which the course resides. The Request for Incomplete Grade form is available through the Student Menu in WebXpress under the Registrar's Office forms 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 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. 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 his/her instructor the work outlined on the submitted Request for Incomplete Grade form no later than 30 days after the last day of the semester. The instructor then has 5 days to submit a change of grade form to the Registrar's Office. If a change of grade form is not submitted within this time frame (35 days from the last day of the semester), 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.

Pass/No Credit Option

Students may take two pass/no credit courses outside of the major requirements unless otherwise stipulated by the major. Students may take only one pass/no credit course per semester for a total of two courses on the student's transcript. A passing grade in this option equates to a "C" or better, and pass/no credit courses do not have an impact on the student's GPA. Students may register for pass/no credit and may switch to credit no later than the published add/drop date. A change from credit to pass/no credit must also take place during the published add/drop date. The pass/no credit option

encourages students to take electives for intellectual exploration. This option does not affect classes that already have department pass/fail or pass/no credit. Additional information is available in the Registrar's Office.

Grade Appeals

For additional 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 Dismissal

A third suspension due to failure to maintain good academic standing will result in an automatic dismissal from the University. Students dismissed from the University may apply for reinstatement after a period of two years.

Academic Probation - Online Bachelor's Degree Seeking Students

Any student who has attempted 6 to 18 semester hours of credit and whose grade point average falls below 1.50 is on academic probation. A student who has attempted 19 to 29 semester hours of credit and whose grade point average falls below 1.90 is on academic probation. After a student attempts 30 or more credits, he or she must maintain a grade point average of 2.00 or higher in order to be in good academic standing. A student who falls below the standards for good academic standing will be placed on probation. Students on academic probation are strongly encouraged to meet with their Student Success Coach throughout their semester on academic probation. The goal of such meetings would be to monitor the student's progress and to discuss strategies for improvement.

Credits Attempted	Good Academic Standing (Cumulative GPA)	Academic Probation (Cumulative GPA)
6 – 18	1.50 or above	1.49 or below
19 – 29	1.90 or above	1.89 or below
30 or more	2.00 or above	1.99 or below

Academic Suspension - Online Bachelor's Degree Seeking Students

Student grades are reviewed at the end of each session. Two consecutive semesters below the standard for good academic standing (as defined above) will result in academic suspension for a minimum of one full semester; i.e., a fall or spring term. After the semester of academic suspension, students may petition to be reinstated by submitting a letter to the Academic Review Board.

If extenuating circumstances exist, a student may appeal the suspension prior to being away from the University

one full semester. (Specific deadlines and instructions for appeals are in the letter that the student receives upon suspension.) Students are not automatically granted a hearing before the Academic Review Board. Students for whom an appeal is granted will come before the Board to discuss their academic status. In either of the above circumstances, the Academic Review Board may make one of the following decisions:

- The student is reinstated on continued probation and must follow specific requirements outlined in the reinstatement letter. Upon reinstatement, the student is required to earn a minimum GPA of 2.5 in the first semester of attendance after reinstatement. If this requirement is not met, the student will be dismissed.
- The student is not reinstated.

Academic Standing - Master's Degree Seeking Students

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.

Student grades are reviewed at the end of each session.

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) *A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;*
- (b) *A minimum of 30 hours, of 50 minutes each of supervised laboratory or studio time, exclusive of registration, study days, and holidays;*
- (c) *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*
- (d) *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 the award of credit hours.* For additional information please see the Academic Affairs portal page.

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, a software package designed for registration. Prior to registration, all students are required to meet with their advisor. It is the advisor's responsibility to check the student off in Student Planning so that registration will be enabled for the student.

There are several circumstances that could cause a student's registration to be blocked. Students who have not completed the required Student Health Profile will not be allowed to register as well as those students 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.

Students in traditional undergraduate programs are not eligible to take accelerated, eight-week online courses offered by the Stevenson University Online in fall or spring, although students may enroll in 15-week online courses. During the summer session, any traditional undergraduate student with a GPA of 2.00 or better is permitted to enroll in one 8-week one course and/or one 8-week two course. No permission is required. No traditional student is permitted to enroll in more than one online course per 8-week summer session. Completion of GPS 101 is required for all first-time traditional students taking an online course

Course Load and Credit Hour Statement

Any bachelor's degree seeking students who is carrying 12 or more credit hours is classified as a full-time student. A student may not register for more than 18 credit hours in any one semester without the permission of the Dean of Stevenson University Online.

A full-time load for master's degree seeking students is 6 credits per semester.

Attendance

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.

Repeating Courses

An undergraduate student may not register for the same course more than two times without prior approval of the Academic Dean of the school in which the course is offered. Withdrawals and audits count as attempts. If a student repeats a course, only the latter grade will be used in calculating the cumulative 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.

Online Course Non-Participation Policy

Stevenson University Online students enrolled in any undergraduate or 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.

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.

Course Withdrawal

To withdraw from a course, online bachelor's and master's degree seeking students should contact their Student Success Coach.

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."

Auditing Courses

A student may audit a class if it is open for enrollment. Students may change an audit to a credit course only during the drop/add period. Students may change a credit 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 on the Student Menu on WebXpress. 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. 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.

Repeating Courses

A undergraduate student may not register for the same course more than two times without prior approval of the coordinator of the program in which the course is offered. Withdrawals and audits count as attempts. If a student repeats a course, only the latter grade will be used in calculating the cumulative grade point average. However, all courses taken 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.

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 his/her academic advisor so that all implications of the change are fully reviewed. A Change of Catalog Year form is available on WebXpress under Student Forms.

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 Dean of Stevenson University Online.

Repeating Graduate 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.

Withdrawal from the University

A degree-seeking student who wishes to withdraw from the University must do so in writing. The official Withdrawal from University form is available through the Student Menu in WebXpress under the Forms - Traditional Students Only link. A student may be administratively withdrawn from the University if his or her absences in a class are excessive.

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 VA 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.

Transcript Requests

Transcripts are sent at the request of the student through Webxpress or through National Student Clearinghouse.

The Registrar's Office does not accept email requests. Faxed requests are not accepted, and transcripts are not faxed. All financial obligations to the University (parking violations, library fines, and invoices for lost items) must be met, or official transcripts will be held.

Current students can print an unofficial copy of their transcript from WebXpress or order an official transcript from WebXpress by completing the required information on the "Official Transcript Request" page. Current students may also request an official transcript sent electronically by going to National Student Clearinghouse. Alumni or students who have withdrawn from the University must request their transcripts through National Student Clearinghouse.

FERPA: Notice to Students

Stevenson University complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and any subsequent amendments or regulations. Stevenson University students are afforded specific rights in accordance with FERPA.

- The right to inspect and review their education records within a maximum of 45 days after the request is made. The right to request the amendment of education records if the student believes the records are inaccurate or misleading.
- The right to prevent the unauthorized disclosure of their student records.
- The right to file a complaint with the Department of Education about a violation of FERPA

Please contact the Registrar's Office at 443-334-2206 for additional information about FERPA.

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 sanction. 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 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 Winterim term will be a May graduate and are eligible to participate in the May ceremony. Participation in a commencement ceremony does not confer a degree. Diplomas and final transcripts may be withheld for any graduate with unresolved financial obligations or non-compliance with federal financial aid regulations.

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 by this date.

Diploma Information

Diplomas are mailed to the address listed on the application for graduation. They are sent via standard U.S. mail the month following graduation. Diplomas are sent after all final grades have been received and degree requirements are confirmed complete. Diplomas include the graduate's name, degree, major, and academic honors, if earned. 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. Additional copies will not be provided, however, a replacement diploma may be requested by alumni. 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 by the alumnus in writing using the request form located on the Stevenson University website. The fee for a replacement diploma is \$30.

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 file by August 1.
- May and August graduates must file 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 via WebXpress.

Graduation Ceremonies

Scheduled commencement ceremonies are held in May and December. Spring and summer graduates are invited to participate in the commencement ceremony in May. Fall graduates are invited to participate in the commencement ceremony in December. Summer graduates should be within six credits of degree completion prior to the start of the summer term to be

eligible to participate in the May commencement. Students who complete all graduation requirements during the Winterim will be awarded their degree in May and are invited to participate in the May commencement ceremony. Students may only participate in one ceremony unless they are earning an additional degree. Only bachelor's and master's degree candidates may participate in commencement exercises. Only a graduate with mobility issues may have someone accompany them across the stage.

Graduation with Academic Honors

Academic honors are conferred upon those undergraduate students who achieve the following cumulative grade point average based on work done at Stevenson University. These honors will be listed on the diploma and the official academic transcript. This may differ from the academic honors announced during the commencement ceremony, which are based on the cumulative GPA prior to the final semester.

Summa Cum Laude	3.90–4.00
Magna Cum Laude	3.70–3.89
Cum Laude	3.50–3.69

Honors are not awarded for graduate degrees.

Academic Awards

Academic Achievement List

The Academic Achievement List announces part-time undergraduate students who demonstrate outstanding scholastic achievement during each semester. To qualify, a student must earn a cumulative grade point average of 3.50 or better in the semester in which he or she accumulates 15, 30, 45, 60, 75, 90, 105 or 120 credits. Transfer credits are not included in this computation, and non-degree students are not eligible for this recognition.

Dean's List

The Dean's List announces full-time undergraduate students whose academic achievement is outstanding during each semester. To qualify, a student must earn a grade point average of 3.50 or better and have completed 12 or more credits that count toward degree requirements during that semester. Developmental courses are not included in this calculation. A student is not eligible for the Dean's List while an incomplete grade is in effect.

Who's Who Among Students in American Colleges

Each year, junior and senior students are selected by the University for listing in Who's Who Among Students in American Universities & Colleges. Students are selected on the basis of scholarship, participation, and leadership in academic and extracurricular activities, citizenship, and service.

University Awards for Graduating Students

(Note: All University awards are presented at Commencement.)

The **Provost's Award for Exceptional Scholarship** is conferred from time to time on one graduating student who has performed academically in a particularly exceptional way, has demonstrated unique intellectual ability and initiative, and has contributed to the academic pursuits of his or her peers. This award may be presented to one student at May and December graduation.

The **Marion and Henry J. Knott Achievement Award** is presented to one graduating student who has demonstrated the ability to achieve academically, to reach out to the needs of others at the University, and to persevere toward a goal while also managing major primary responsibilities outside Stevenson University life. This award may be presented to one student at May and December graduation.

The **Elizabeth McWethy Award** is bestowed from time to time upon one student who has demonstrated exceptional creativity, manifested genuine concern for society, and has actively influenced the lives of others. This award may be presented to one student at May and December graduation.

The **John Mitchell Award** is presented to one student who has demonstrated outstanding service to his or her community in a way that exemplifies the values of Stevenson University's mission. This award may be presented to one student at May and December graduation.

The **Outstanding Part-time Student Award** is conferred on a graduating part-time student who has demonstrated commitment to higher education, the determination to succeed, a high standard of academic achievement, and who has contributed in a tangible manner to the University while balancing many other personal and professional obligations. This award may be presented to one student at May and December graduation.

The **President's Award for Scholarly and Creative Achievement** is conferred from time to time on a graduating student whose total performance has been marked in a striking fashion by singular creativity and by the depth of his or her intellectual interest and performance in all subject areas. This award may be presented to one student at May and December graduation.

The **Dorothy Stang Award** is conferred upon a graduating senior who best exemplifies devotion to the good of the wider community as reflected in the life of Dorothy Stang, a member of the Sisters of Notre Dame de Namur, the founders of Stevenson University. Stang's commitment to bringing social justice to the underprivileged in Brazil led to her murder. The award honors integrity, courage in the face of adversity, and a willingness to act on convictions without regard to

consequence. Embodying the most cherished values that an education from Stevenson University instills in its students, the recipient of the Stang Award reaches out to members of the community who have financial, spiritual, social, or cultural needs. Our recipient is a "reflective and accomplished individual committed to a lifetime of learning and contribution" (Stevenson University Mission Statement).

The **SU Pin Award** is the most comprehensive honor the University confers on one graduating student whose total personal performance is meritorious, including academic achievement, independence and integrity of thought and action, reliability, respect for others, and involvement in University or community affairs. This award may be presented to one student at May and December graduation.

The **Orsia F. Young Leadership Award** is given to graduating students who have performed in an outstanding manner as leaders in the University community, initiated action, motivated others to do so, and been agents for positive change in the University. This award may be conferred on one or more students at May and December graduation.

University Recognized Honor Societies

Alpha Chi – National College Honor Society

Alpha Chi is an honor society that promotes only the highest academic excellence and exemplary character among undergraduate Stevenson University students. As a national honor society, Alpha Chi admits only junior and senior students from all academic disciplines who have been endorsed by their faculty and who have achieved a grade point average putting them in the top 10% of their class (including their grade point average from any transferring institutions). Alpha Chi is thus unique in that it draws its members from across all academic disciplines. In addition to recognizing students for their academic achievement, Alpha Chi also offers numerous opportunities for their further growth. The society sponsors a competition for scholarships and fellowships totaling more than \$50,000 yearly, mostly at the national level but also at the regional and local levels. Members also have the opportunity to participate in student scholarly and creative presentations and publish scholarly articles at national and regional conventions.

Alpha Epsilon Rho – National Honor Society for Electronic Media

The National Broadcasting Society–Alpha Epsilon Rho, the Honor Society for Electronic Media students, emphasizes superior scholarship and creative participation in broadcast, corporate, and digital media production and activities. Membership in Alpha Epsilon Rho exemplifies excellence of work, demonstrated leadership qualities, and service to the organization, the community, and the industry. Although open to students in any major at Stevenson, membership in Alpha Epsilon Rho is administered through the FMI (Film & Moving Image) Club and requires membership in the National

Broadcasting Society; a cumulative GPA of at least a 3.25; active participation in club meetings and events; and demonstrated service to the profession.

Alpha Phi Sigma-National Criminal Justice Honor Society

Alpha Phi Sigma recognizes academic excellence of undergraduate and graduate students of criminal justice, as well as *juris doctorate* students. The goals of Alpha Phi Sigma are to honor and promote academic excellence, community service, educational leadership, and unity. Alpha Phi Sigma is the only criminal justice honor society that is a certified member of the Association of College Honor Societies and affiliated with the Academy of Criminal Justice Sciences. Stevenson University's chapter of Alpha Phi Sigma recognizes undergraduate criminal justice majors who have completed at least three full-time semesters, have a minimum grade point average of 3.2 overall and in the major, and rank in the top 35% of their class..

Alpha Psi Omega – National Honorary Theatre Society

Membership in Alpha Psi Omega is open to all students at Stevenson who participate regularly in University theatre productions. The local chapter, in conjunction with the theatre department at Stevenson University, extends invitations to those students who have acquired enough points based upon records supplied by the theatre staff and advisors or both. Most chapters operate by point guidelines as outlined in the Alpha Psi Omega constitution. The purpose of Alpha Psi Omega is to recognize and reward those students who have made significant contributions to the theatre.

Beta Beta Beta – National Biological Honor Society

Beta Beta Beta was founded in 1922 as an honor and professional society for students of the biological sciences. Its purposes are to encourage scholarly attainment and cultivate intellectual interest in the life sciences. To be eligible for regular membership, a student must be at least a second year biology, biochemistry, environmental science, or medical laboratory science major who has completed a minimum of three biology courses, at least one of which must be higher than the introductory level, with a GPA in all biology courses of 3.00 or higher. The society also welcomes associate members who are students at any level in any major who are interested in biology. Students who have multiple academic misconduct findings on their academic record or who have one academic misconduct finding on their record at any time after earning 30 credits at Stevenson University are not eligible for either regular or associate membership.

Delta Alpha Pi – International Honor Society (DAPI)

Delta Alpha Pi - Epsilon Rho Chapter is an academic honor society founded in 2004 for students with disabilities attending colleges and universities across the nation. DAPI offers an opportunity to recognize students with disabilities for their academic accomplishments. High achieving students, registered with disability services are invited to become members. The society provides leadership opportunities through formal meetings and program planning. The Office of Disability Services works in collaboration with Interdisciplinary

Studies program to advise these student leaders. The organization focuses on self-worth and advocacy.

Delta Epsilon Iota – National Honor Society for Career Development

Delta Epsilon Iota is an interdisciplinary honor society open to all majors. Delta Epsilon Iota's mission is to educate members about career development, encourage academic excellence, and promote the principles of dedication, enthusiasm, and initiative in all aspects of campus life. The society has embraced these values and is now one of the leading academic honor societies serving higher education. Delta Epsilon Iota works directly with the Office of Career Services. Membership is comprised of students with at least 30 credits and a GPA of 3.30 and above.

Gamma Sigma Epsilon – National Chemistry Honor Society

Gamma Sigma Epsilon recognizes students demonstrating exceptional ability and interest in the field of chemistry. It aims to promote professionalism and scholarship in chemistry and the general welfare of its members. Membership in Gamma Sigma Epsilon is extended to those students who have completed a minimum of 16 credits in chemistry and are enrolled in four additional chemistry credits and who have a minimum GPA of 3.40 in all chemistry courses and a minimum 3.00 overall GPA. Students who have multiple academic misconduct findings on their academic record or who have one academic misconduct finding on their record at any time after earning 30 credits at Stevenson University are not eligible for membership.

Kappa Delta Pi – International Education Honor Society

Kappa Delta Pi is an international honor society open to the top students in the field of education. This honor society promotes leadership and fellowship among educators. Scholarship, leadership and service are the pillars of KDP. Eligible students must be juniors or above, have a minimum of 12 credits in education and a GPA of 3.30 or above, and provide supportive evidence of their commitment to education.

Kappa Mu Epsilon – National Mathematics Honor Society

Kappa Mu Epsilon promotes a knowledge and appreciation of mathematics and recognizes outstanding student achievement in mathematics at colleges and universities whose primary focus is undergraduate education. Membership in Kappa Mu Epsilon is open to students in any major who have taken three mathematics courses at the 200 level or higher, one of which must be in the calculus sequence (MATH 220, 221, or 222), who have attained a "B" or better in all mathematics courses, and who rank in the upper 35% of their class by GPA. Students who have multiple academic misconduct findings on their academic record or who have one academic misconduct finding on their record at any time after earning 30 credits at Stevenson University are not eligible for membership.

Kappa Omicron Nu – Fashion Merchandising Honor Society

Kappa Omicron Nu promotes empowered leaders who use an integrative approach to enhance quality of living through excellence in scholarship, leadership, and research. Kappa Omicron Nu recognizes high achievement in academics and scholarship. The Nu Alpha Eta chapter of Kappa Omicron Nu at Stevenson University invites students in Fashion Merchandising and Fashion Design who meet the following requirements: at least 60 credit hours completed, with 30 of those completed at Stevenson University, and have a GPA in the top 25% of their major.

Lambda Epsilon Chi – National Honor Society for Legal Studies

Lambda Epsilon Chi (LEX) is open to full-time and part-time legal studies students in good standing who demonstrate superior academic performance by having a cumulative grade point average and a grade point average in their legal studies classes of 3.50 or above and who have completed at least two-thirds of the program. Members are selected by legal studies faculty based on written applications for membership, faculty recommendations, and demonstration of service and dedication to the legal profession.

Lambda Pi Eta – Honor Society of the National Communication Association

Lambda Pi Eta's goals are to recognize, foster, and reward outstanding scholastic achievement in communication studies; to stimulate interest in the field of communication; to promote and encourage professional development among communication majors; to provide an opportunity to discuss and exchange ideas in the field of communication; to establish and maintain closer relationships between faculty and students; and to explore options for graduate education in communication studies. Membership in Lambda Pi Eta is extended to those students with a 3.0 cumulative GPA who have completed 60 credits and have at least a 3.25 GPA in a minimum of four courses in the communication courses in the major. Activities are a mix of social, academic, and community service.

Psi Chi – The International Honor Society in Psychology

Psi Chi, the International Honor Society in Psychology, promotes excellence and scholarship in psychology and works to advance the science of psychology. Students who apply for membership must be psychology majors or minors who have completed at least three full-time semesters; have completed three psychology courses totaling nine credits with a minimum GPA in psychology of 3.0; and rank in the top 35% of GPAs for their academic year, with a minimum cumulative GPA of 3.00.

Sigma Beta Delta – International Honor Society in Business, Management, and Administration

Sigma Beta Delta recognizes scholarship and personal accomplishment for students of business, management, and administration. The society encourages and promotes aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Students majoring in Accounting,

Business Administration, and Marketing are invited to lifetime membership if they meet the following criteria: a ranking in the top 20% of the program majors for the academic year; at least a 3.75 total GPA on a 4.0 scale; and junior status with completion of at least 30 credits towards the major.

Sigma Tau Delta – International English Honor Society

Alpha Lambda Omicron, Stevenson University's chapter of Sigma Tau Delta, confers distinction upon students of English language and literature in undergraduate, graduate, and professional studies. Students majoring in English language and literature and interdisciplinary studies (with English as one of the focuses), or minoring in English who have an overall GPA of 3.00 or better and have an average in their English classes of 3.00 or better are eligible for membership. Members are recognized for their outstanding achievements and may enrich their educational experience by taking part in chapter activities, competing for national awards and scholarships, and attending the annual Sigma Tau Delta convention. They may also contribute to The Rectangle, the society's literary publication.

Sigma Theta Tau International – Honor Society of Nursing

Rho Epsilon, Stevenson University's chapter of Sigma Theta Tau International, is open to undergraduate and graduate nursing candidates who demonstrate scholastic achievement, academic integrity, and leadership qualities. Student candidates are invited to join the society when they meet specific membership requirements. These requirements can be reviewed at nursingsociety.org. Nurses in the community who demonstrate excellence in practice and leadership may also be nominated. A formal induction ceremony is held during the spring semester. The purpose of Sigma Theta Tau International is to create a community of leaders and scholars in practice, education, and research to enhance the health of all people. The society supports learning and professional development of members to improve nursing care worldwide.

Sigma Xi – The Scientific Research Society

Sigma Xi is an international, multidisciplinary society that promotes the health of the scientific enterprise, rewards excellence in scientific research, and encourages a sense of cooperation among scientists in all fields. Each May election to this international honor society is conferred upon students majoring in the sciences and mathematics who have excelled in conducting independent research and in communicating the results of their work, and who show great potential for a future in research.

Tau Upsilon Alpha – National Honor Society for Human Services

Candidates for Stevenson University's Alpha Chapter of Tau Upsilon Alpha must be counseling and human services majors or minors, have a minimum overall GPA of 3.25, have completed three full-time semesters of university work, and be in the upper 35% of their class. In addition, they must agree to abide by the National Organization for Human Services' Code of Ethics. The mission of this honor society is to honor academic excellence; to foster lifelong learning, leadership, and

development; and to promote excellence in service to humanity.

Upsilon Phi Delta - National Honor Society for Healthcare Management

The purposes of UPD are to: elevate the standards, ideals, competence and ethics of professionally educated women and men in health administration and leadership, recognize and encourage scholarship in healthcare administration, recognize students who achieve distinction in healthcare administration studies in universities and colleges, provide financial assistance through scholarships to outstanding students pursuing graduate studies.

Upsilon Pi Epsilon – International Honor Society for Computer and Information Disciplines

Upsilon Pi Epsilon recognizes undergraduate and graduate students. Undergraduate student must have completed 45 credits plus a minimum GPA of 3.3 in the major and a minimum 3.0 GPA overall, while graduate students must have completed a minimum of 18 credits in their degree program and earned an overall GPA of 3.5. Stevenson's chapter objective is the promotion of high scholarship in the various fields of the computing and information disciplines, and to provide community service in the area of Information Technology.

Undergraduate Fields of Study

Business Administration

Description

The business administration major is designed to give graduates the knowledge, skills, critical thinking ability, and technological competence essential to be successful in business, such as conducting research, analyzing information, and communicating effectively. The business administration major provides a strong foundation in business functions and includes courses in management, marketing, finance, accounting, economics, information systems, international business, and business law. Additionally, students select electives from the disciplines above to develop a greater degree of specialization according to their individual interests and career goals. The business administration curriculum also provides graduates with an excellent background to continue their education by pursuing a graduate degree in business or a business-related field.

Objectives

Upon completion of the Bachelor of Science in Business Administration, graduates will be able to:

1. Demonstrate knowledge of the functional areas of business.
2. Formulate business solutions.
3. Communicate business information to specific audiences in varied formats.
4. Critique ethical issues and practices that affect business in domestic and global environments.
5. Demonstrate professional competencies related to contemporary business careers.

Policies

Students must earn a minimum GPA of 2.00 in the major. Furthermore, the lowest acceptable grade is a "C" in all major courses. No student, regardless of major, will be permitted to advance to the next major course without earning a grade of "C" or better in the prerequisite course(s). When a grade below a "C" is earned in a major course, the student must repeat that course. The lowest acceptable grade in Stevenson Educational Experience (SEE) courses is a "D," with the exception of ENG 151 and ENG 152, for which the lowest acceptable grade is a "C." If a SEE course is required for the major the lowest acceptable grade is a "C."

A course may be repeated twice without special permission. Business administration majors must apply in writing to the program coordinator of Stevenson University Online requesting permission to attempt a course for the third time. Those who do not successfully

complete a major course with a grade of "C" or better after a third attempt will not be allowed to continue in the business administration program.

Requirements

The courses listed below are required for completion of the bachelor's degree in business administration. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

GPS 200	Adult Learning Theory & Practice	3
ACC 140	Financial Accounting	3
ACC 141	Managerial Accounting	3
EC 201	Principles of Macroeconomics	3
EC 202	Principles of Microeconomics	3
FIN 300	Principles of Finance	3
INBUS	Any International Business Course	3
IS 135	MS Office Applications	3
IS 201	Management Information Systems	3
LAW 208	Business Law	3
MKT 206	Principles of Marketing	3
MATH 136	Introduction to Statistics	4
MGT 204	Principles of Management	3
MGT 210	Business Writing	3
MGT 308	Business Ethics	3
MGT 310	Organizational Behavior	3
MGT 313	Operations Management	3
MGT 422	Strategic Management	3
MGT 430	Business Capstone Seminar	3

Five focused electives (15 credits):

See advisor for list of focused electives.

Minor in Business Administration

A minor in business administration is not available; however, students majoring in other fields who have an interest in business may consider completing a minor in management or marketing. Please see a Student Success Coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 49) section of the catalog.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in business administration who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their

junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program, see the *Admissions* (p. 24) section of this catalog.

Business Communication

Description

The Business Communication program offers a communication degree with specialized skills and knowledge in business, writing, and design in order to prepare competent communication practitioners. Students majoring in Business Communication are prepared for a range of career opportunities in positions such as those found in corporate communication, marketing, public relations, and non-profit leadership among others or to enter graduate school. Graduates gain the skills necessary to listen to, appreciate, and empathize with diverse voices and perspectives which enhances their problem-solving abilities and decision-making skills in both the public and private sectors.

Communication courses, along with those in business, writing, and design, provide a firm foundation for communication practitioners and the adaptable skills and knowledge needed to succeed in an increasingly diverse, expanding, and dynamic workforce. Students learn the core elements of competent communication to work with or on diverse communication and creative problem-solving and decision-making teams found in today's market. Coursework is enhanced and supplemented with practical application through reflection on adult students' lived experiences. Ultimately, graduates of this program are the people that organizations and communities seek to help collaborate and connect with a myriad of individuals and audiences.

Objectives

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

1. Apply communication concepts, theories and practices to diverse contexts and audiences.
2. Assess competency of communication practices in personal and professional settings.
3. Generate creative solutions to ethical and professional problems through critical thinking and collaborative interaction.
4. Synthesize knowledge and skills in communication, business, writing, and design in professional contexts outside the classroom.
5. Interpret diverse perspectives and advocate with empathy for oneself and others.

Policies

Students must earn a minimum GPA of 2.00 in the major. Furthermore, the lowest acceptable grade is a "C" in all major courses. No student, regardless of major, will be permitted to advance to the next major course without earning a grade of "C" or better in the prerequisite

course(s). When a grade below a "C" is earned in a major course, the student must repeat that course. The lowest acceptable grade in Stevenson Educational Experience (SEE) courses is a "D," with the exception of ENG 151 and ENG 152, for which the lowest acceptable grade is a "C." If a SEE course is required for the major the lowest acceptable grade is a "C."

A course may be repeated twice without special permission. Business communication majors must apply in writing to the Associate Dean, Communication Programs requesting permission to attempt a course for the third time.

Requirements

The courses listed below are required for completion of the bachelor's degree in business communication. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

Communication Core Required Courses - 30 credits

CM 101	Public Speaking	3
CM 115	Interpersonal Communication	3
CM 205	Communication Ethics	3
CM 211	Intercultural Communication	3
CM 255	Small Group Communication	3
CM 260	Business and Professional Communication	3
CM 275	Principles and Practices of Public Relations	3
CM 310	Conflict Resolution and Negotiation	3
CM 390	Organizational Communication	3
CM 490	Capstone	3

Business Core Required Courses - 13 credits

MATH 136	Introduction to Statistics	4
MGT 204	Principles of Management	3
MKT 206	Principles of Marketing	3
MKT 316	Principles of Negotiation and Sales	3

Writing Core Required Courses - 9 credits

CM 323	Writing for the Web	3
GPS 200	Adult Learning Theory & Practice	3
MGT 210	Business Writing	3

Design Core Required Courses - 6 credits

PHOTO 141	Basic Digital Photography	3
GDES 125	Fundamentals of Digital Media	3

Technology Required Courses - 6 credits

IS 135	MS Office Applications	3
IS 260	Presentation Theory and Application	3

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in business communication who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs.

Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. A master's degree in Communication Studies is available. For more information on this program, see the *Admissions* (p. 24) section in this catalog.

Computer Information Systems

Description

The computer information systems (CIS) major is designed for the student who is interested in pursuing a technical career in support of organizations. Employers are seeking highly skilled technology professionals who know how to utilize technology to improve the organization's competitive edge. This major consists of core courses in applied programming and networking. The program's in-depth practical application of computer technology prepares the graduate to enter the workplace as a well-versed technology professional. Many graduates of this bachelor's degree program elect to continue their education at the graduate level by pursuing a master's in business and technology management.

CIS students will develop a portfolio of essential skills valued by employers. They will become problem-solvers who know how to think analytically, assess business problems, and design the best technology solutions.

Most courses are offered either online in an 8-week format or 16-week format.

Objectives

Upon completion of the Bachelor of Science in Computer Information Systems, graduates will be able to:

1. Articulate technology skills learned and applied during their academic career.
2. Perform those information technology tasks essential to their chosen career path in application, network, or database design.
3. Communicate with confidence technology ideas in team meetings and public forums.
4. Demonstrate a professional competency in research, analysis, and business writing.
5. Converse in the languages of application, network, and database design.
6. Assess business problems using analytical and critical thought processes to identify the best technology solution.
7. Pursue an IT career as a well-rounded technology professional, able to leverage talents and interests.

Policies

Computer Information Systems Program Policies

Students must earn a minimum GPA of 2.00 in the major. Furthermore, the lowest acceptable grade is a "C" in all major courses. No student, regardless of major, will be

permitted to advance to the next major course without earning a grade of "C" or better in the prerequisite course(s). When a grade below a "C" is earned in a major course, the student must repeat that course. The lowest acceptable grade in Stevenson Educational Experience (SEE) courses is a "D," with the exception of ENG 151 and ENG 152, for which the lowest acceptable grade is a "C." If a SEE course is required for the major the lowest acceptable grade is a "C."

A course may be repeated twice without special permission. Information systems majors must apply in writing to the program coordinator requesting permission to attempt a course for a third time.

Requirements

The courses listed below are required for completion of the bachelor's degree in computer information systems. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements

GPS 200	Adult Learning Theory & Practice	3
IS 135	MS Office Applications	3
IS 140	Information Systems Architecture and Design	3
IS 150	Relational Database Design & SQL with MS Access	3
IS 170	Systems Development with UML	3
IS 201	Management Information Systems	3
IS 231	Network Technologies	3
IS 232	TCP and IP Communication Protocols for Windows and UNIX	3
IS 235	Advanced Windows Server Architecture & Administration	3
IS 240	Programming Concepts	3
IS 260	Presentation Theory and Application	3
IS 320	Human-Computer Interaction	3
IS 345	Java Programming	3
IS 365	Writing for IS Applications	3
IS 431	Exchange Server & Messaging Systems	3
IS 432	Network Security-Firewalls, IDS, and Counter Measures	3
IS 444	Wireless Application Development	3
IS 480	Technology Law	3
MGT 210	Business Writing	3
Take any two of the following Business electives		
ACC 140	Financial Accounting	3
MGT 204	Principles of Management	3
MKT 206	Principles of Marketing	3
	Any 300-400 Level INBUS, MGT or MKT course	3

Minor in Information Systems

A minor in information systems is available. Students who wish to pursue a minor in information systems may choose any six IS courses from the business information systems or computer information systems programs. IS 135 will count toward the minor. The lowest acceptable

grade is a "C" in all IS courses. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a Student Success Coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 49) section of the catalog.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in computer information systems who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. For more information on this program see the *Admissions* (p. 24) section of this catalog.

Criminal Justice

Description

The Criminal Justice Program offers students a contemporary education by providing a comprehensive and critical understanding of the criminal justice system and the society in which it functions. The program prepares students for criminal justice careers and postgraduate work as liberal-arts educated, intellectually mature, ethically aware, and culturally sensitive professionals. The program provides students with opportunities to examine critically the broad questions of how justice is administered locally and nationally in American society and to confront the fundamental issues of criminal justice that they will face as professionals and involved citizens.

Practitioners in the field of criminal justice teach in the program, bringing real work experience into the classroom and providing specialized career preparation and connections for students. Students are supported by engaged faculty and staff who deliver one-on-one attention that embodies Stevenson University Online's commitment to student success. To meet the needs of working professionals with busy lifestyles, most courses are scheduled in an 8-week online format. Some courses, such as statistics, are offered in a 16-week online format.

Objectives

Upon completion of the Bachelor of Science in Criminal Justice, graduates will be able to:

1. Analyze the theories, practices, and policies of the branches of criminal justice including governmental agencies and other institutions of social control.
2. Apply principles of substantive criminal law and procedure to criminal justice practice.
3. Utilize appropriate oral and written communication, critical thinking, and research skills for the criminal justice discipline.

4. Demonstrate ethical decision-making practices while working in the criminal justice field.
5. Apply academic preparation to professional experience in the criminal justice field.

Policies

Students must earn a minimum GPA of 2.00 in the major. Furthermore, the lowest acceptable grade is a "C" in all major courses. No student, regardless of major, will be permitted to advance to the next major course without earning a grade of "C" or better in the prerequisite course(s). When a grade below a "C" is earned in a major course, the student must repeat that course. The lowest acceptable grade in Stevenson Educational Experience (SEE) courses is a "D," with the exception of ENG 151 and ENG 152, for which the lowest acceptable grade is a "C." If a SEE course is required for the major the lowest acceptable grade is a "C."

A course may be repeated once without special permission. Criminal justice majors must apply in writing to the Program Coordinator requesting permission to attempt a course for a third time.

Requirements

The courses listed below are required for completion of the bachelor's degree in criminal justice. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

CJUS 101	Introduction to Criminal Justice	3
CJUS 205	Ethics Principles in Criminal Justice	3
CJUS 210	Writing for Criminal Justice	3
CJUS 275	Corrections	3
CJUS 280	Law Enforcement	3
CJUS 285	Criminology	3
CJUS 385	Research Methods in Criminal Justice	3
CJUS 495	Criminal Justice Capstone	3
GPS 200	Adult Learning Theory & Practice	3
LAW 204	Constitutional Law	3
LAW 215	Criminal Law	3
LAW 322	Criminal Investigation and Procedure	3
MATH 136	Introduction to Statistics	4
	or	
PSY 136	Statistics for the Behavioral and Social Sciences	4
POSCI 205	State & Local Government	3

Select Six Criminal Justice Electives (18 credits):

See advisor for list of program specific electives.

Minor in Criminal Justice

A minor in criminal justice is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a Student Success Coach for more information. Specific information

regarding minor requirements may be found in the *Academic Information* (p. 49) section of the catalog.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in criminal justice who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. For more information on this program, see the *Admissions* (p. 24) section of this catalog.

Cybersecurity and Digital Forensics

Description

The BS in Cybersecurity and Digital Forensics will equip students with the ability to protect an organization's information technology assets from cyber-attacks, detect and respond to cyber intrusions, and mitigate the effects of such intrusions, as well as uncover digital evidence of criminal or unauthorized activity. The program combines cybersecurity concepts and skills with those of the field of digital forensics, creating a unique degree program. The emphasis of the program is on the prevention, detection and mitigation of cyber-attacks, combined with the ability to gather digital evidence and conduct electronic crime investigations. Students who complete an associate's degree in cybersecurity or related degree, or a certificate in digital forensics will have CDF 110 (p. 77) waived.

Objectives

Upon completion of the B.S. in Cybersecurity and Digital Forensics Degree, graduates will be able to:

1. Develop a security policy for an organization that balances the organization's mission, culture, human factors, and security requirements.
2. Apply risk assessment methodologies in selecting and configuring security controls to protect information assets.
3. Monitor a network infrastructure for cyber-attacks.
4. Mitigate the effects on a network infrastructure due to a cyber-attack.
5. Evaluate an end-to-end computer forensics investigation
6. Prepare a digital forensics evidence report.

Policies

Students must earn a minimum GPA of 2.00 in the major. Furthermore, the lowest acceptable grade is a "C" in all major courses. No student, regardless of major, will be permitted to advance to the next major course without

earning a grade of "C" or better in the prerequisite course(s). When a grade below a "C" is earned in a major course, the student must repeat that course. The lowest acceptable grade in Stevenson Educational Experience (SEE) courses is a "D," with the exception of ENG 151 and ENG 152, for which the lowest acceptable grade is a "C." If a SEE course is required for the major the lowest acceptable grade is a "C."

A course may be repeated twice without special permission. Information systems majors must apply in writing to the program coordinator requesting permission to attempt a course for a third time.

Requirements

Major Requirements

CDF 110	Cybersecurity and Digital Forensics Fundamentals	3
CDF 240	Linux System Administration	3
CDF 251	Network Security	3
CDF 252	Networking II	3
CDF 261	Digital Forensics	3
CDF 271	Intrusion and Penetration Testing	3
CDF 281	Advanced Network Defense	3
CDF 290	Legal Aspects of Cybersecurity	3
CDF 391	Incident Response and Investigation	3
CDF 392	Information Systems Forensic Internals – Auditing	3
CDF 393	Forensic Evidence Collection Tools and Techniques	3
CDF 475	Advanced Digital Forensics	3
CDF 480	Cybersecurity and Digital Forensics Capstone	3
IS 140	Information Systems Architecture and Design	3
IS 231	Network Technologies	3
IS 232	TCP and IP Communication Protocols for Windows and UNIX	3
IS 235	Advanced Windows Server Architecture & Administration	3
IS 240	Programming Concepts	3
IS 350	IS Internship	3
IS 365	Writing for IS Applications	3
IS 432	Network Security-Firewalls, IDS, and Counter Measures	3
MGT 210	Business Writing	3
Elective	One course from ACC, FIN, INBUS, MGT, or MKT	3

Minor in Cybersecurity

A minor in cybersecurity is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a Student Success Coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 49) section of the catalog.

Interdisciplinary Studies

Description

The interdisciplinary studies program is designed for students who have changed their major, attended several institutions, or have multiple educational goals. It provides flexibility to students whose academic interests cannot be captured in a singularly-focused major.

Working closely with a Student Success Coach, students have the ability to design a tailored course of study that enables them to have two areas of content focus (program cores). Program cores that can be completed through Stevenson University Online are business administration, business communication, criminal justice, information systems, legal studies, management, and marketing. It is also possible to transfer a program core in a content area from prior educational experiences that aligns with a major or minor offered at Stevenson University. Students should consult with an Enrollment Counselor for more information.

Courses are offered either in an 8-week online format or a 16-week online format.

Objectives

Upon completion of the Bachelor of Science in Interdisciplinary Studies, graduates will be able to:

1. Demonstrate general knowledge in the liberal arts.
2. Demonstrate an understanding of content in two academic disciplines.
3. Demonstrate effective communication by engaging in inquiry and reflection on a topic of personal interest.

Policies

Students must earn a minimum GPA of 2.00 in the major. Furthermore, the lowest acceptable grade is a "C" in all major courses. No student, regardless of major, will be permitted to advance to the next major course without earning a grade of "C" or better in the prerequisite course(s). When a grade below a "C" is earned in a major course, the student must repeat that course. The lowest acceptable grade in Stevenson Educational Experience (SEE) courses is a "D," with the exception of ENG 151 and ENG 152, for which the lowest acceptable grade is a "C." If a SEE course is required for the major the lowest acceptable grade is a "C."

A course may be repeated twice without special permission. Interdisciplinary majors must apply in writing to the program coordinator requesting permissions to attempt a course for the third time.

Requirements

The courses listed below are required for completion of the bachelor's degree in interdisciplinary studies. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

The major is comprised of 36 credits of courses selected from two disciplines, identified as program cores (at least 18 credits of which must be at the 300- and 400-level). A minimum of 12 credits is required in one program core.

With permission of the program coordinator, students entering the major who have completed a 200-level WI and/or 300- or 400-level WI course or their equivalent may not be required to take INDSC 260 and/or INDSC 360. Acceptable WI courses include CHS 224, CJUS 210, ENG 224, MGT 210, SCI 215, CHS 340, CM 323, ENG 324, IS 365, and MGT 308. Other WI courses may be approved.

GPS 200	Adult Learning Theory & Practice	3
INDSC 260	Introduction to Interdisciplinary Studies	3
INDSC 350	Topics in Interdisciplinary Studies	6
INDSC 360	Interdisciplinary Research and Writing	3
INDSC 450	Senior Project: Seminar in Interdisciplinary Studies	3

Minor in Interdisciplinary Studies

A minor in Interdisciplinary Studies is not available.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in interdisciplinary studies who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. For more information on this program see the *Admissions* (p. 24) section of this catalog.

Legal Studies

Description

Stevenson University's legal studies program, the first in the state, and one of the first in the nation to be approved by the American Bar Association attracts students who have logical and analytical minds, possess organizational skills, and pay attention to detail. Paralegals may not provide legal services directly to the public, except as permitted by law. However, working under the supervision of an attorney, paralegals are vital members of the legal team. They perform such functions as:

- Legal research and writing
- Conduct factual investigations
- Interview clients and witnesses
- Draft pleadings and motions
- Manage trial preparation and litigation support
- Draft contracts and real estate documents

- Administer estates and guardianships
- Apply for intellectual property registrations
- Prepare bankruptcy schedules and tax forms

The ultimate goal of the legal studies program is to fully prepare students for employment by law firms, corporate law departments, government agencies, legal aid providers, and other employers in the legal profession. Students gain an extensive knowledge of numerous areas of law and practical experience to enable them to perform tasks in specific legal specialty areas. By taking a combination of law and liberal arts courses each semester, students are able to pursue their legal interests immediately and develop skills gradually. Students may select a sequence of courses that permits them to focus on a specific area within the legal studies curriculum, such as corporate law, estate administration, or litigation. Students perform an internship, typically in the sophomore or junior year, and complete a legal capstone course in their senior year. Students may participate in a law clinic, as an elective course in their major, and gain experience by providing pro bono paralegal services in the community.

Courses are offered days, evenings, and most courses are offered online. All students must complete a minimum of ten semester credits in traditional classroom instruction. The following required courses are offered on campus in a hybrid format:

- LAW 102 Introduction to Legal Studies
- LAW 125 Legal Research and Writing I
- LAW 210 Legal Research and Writing II
- LAW 216 Civil Litigation and Pleading
- LAW 480 Legal Studies Capstone

Objectives

Upon completion of the Bachelor of Science in Legal Studies, graduates will be able to:

1. Conduct research using all appropriate resources to identify and obtain relevant legal authority.
2. Compose documents based on factual investigation, legal research, and analysis to inform and/or persuade.
3. Apply legal terminology, principles of law, and rules of ethical legal practice to the performance of paralegal services.
4. Operate as productive and professional members of a legal services delivery team using appropriate communication, technology, and time-management skills.
5. Perform substantive legal work under the direction of an attorney, as permitted by law.

Policies

Students must earn a minimum GPA of 2.00 in the major. Furthermore, the lowest acceptable grade is a "C" in all major courses. No student, regardless of major, will be permitted to advance to the next major course without earning a grade of "C" or better in the prerequisite course(s). When a grade below a "C" is earned in a major

course, the student must repeat that course. The lowest acceptable grade in Stevenson Educational Experience (SEE) courses is a "D," with the exception of ENG 151 and ENG 152, for which the lowest acceptable grade is a "C." If a SEE course is required for the major the lowest acceptable grade is a "C."

Legal studies majors who do not successfully complete a LAW course with a grade of "C" or better after a third attempt will not be allowed to continue in the legal studies program.

Students must take a minimum of 18 credits or the equivalent of legal specialty courses at Stevenson University to earn a degree in legal studies. A legal specialty course is a LAW course that covers substantive law or legal procedures or process, has been developed for paralegals, emphasizes practical paralegal skills, and meets the American Bar Association's instructional methodology requirements. The legal studies program offers traditional, hybrid, and online delivery of legal specialty courses approved by the ABA, as well as other LAW courses. Students must take a minimum of 10 semester credits or the equivalent of legal specialty courses, and may take all legal specialty and other LAW courses, through traditional classroom instruction at Stevenson University.

Credit for equivalent law courses considered legal specialty courses under the ABA Guidelines is accepted for students transferring from paralegal programs, whether ABA-approved or not. If a student has earned credit from an institution that is not ABA-approved, the department chair for traditional students or the department chair for SUO students reviews the description of the course content, the course syllabus (if necessary), and information about the institution before credit is transferred for equivalent law courses. A maximum of 24 credits will be accepted for equivalent law courses.

If a student successfully completes a 3-credit internship class through another ABA-approved paralegal education program, the internship requirement can be waived, and the student will take another 3-credit legal specialty course in its place.

Some students work as paralegals while completing the legal studies program. These students may apply for a waiver of the internship requirement. Documentation from the student and the employer is required to verify that the student successfully performed paralegal tasks for a minimum of 135 hours. If approved, the student will take another 3-credit legal specialty course in place of the internship class. SUO students working full-time, not as paralegals, may satisfy the internship requirement by completing a virtual internship as a paralegal, supervised by Stevenson University Online. This 3-credit virtual internship class is considered non-legal specialty.

The award of legal specialty credits through examination or portfolio is monitored by the legal studies program director to ensure that the quality and integrity of the legal studies program are maintained. A maximum of 6 legal specialty credits can be earned through examination or portfolio. To receive credit for prior learning for a legal specialty course through examination or portfolio, the examination or portfolio must be evaluated by a faculty

evaluator, under the supervision of the department chair for traditional students or the department chair for SUO. In conducting this evaluation, the faculty evaluator will ensure that the credit sought can be classified as legal specialty, the student meets the course objectives and practical skills to be developed for the course for which credit is sought, the student meets the needs of the legal community the program serves, and the student's work is comparable to course work offered within the legal studies program.

Requirements

The courses listed below are required for completion of the bachelor's degree in legal studies. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

GPS 200	Adult Learning Theory & Practice	3
POSCI 102	American Government: Political Institutions and Procedures	3
LAW 102	Introduction to Legal Studies	3
LAW 112	Torts	3
LAW 114	Estates and Trusts	3
LAW 120	Contract Law	3
LAW 125	Legal Research and Writing I	3
LAW 130	Business Organizations Law	3
LAW 204	Constitutional Law	3
LAW 210	Legal Research and Writing II	3
LAW 216	Civil Litigation and Pleading	3
LAW 225A	Internship: Part I	1
LAW 225B	Internship: Part II	2
LAW 352	Law Office Technology	3
LAW 480	Legal Studies Capstone	3
LAW Electives	Six Law electives, two of which may be at the lower level.	18

Minor in Legal Studies

A minor in legal studies is available. The minor in legal studies is not intended to prepare students to work as paralegals and is not approved by the American Bar Association. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a Student Success Coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 49) section of the catalog.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in legal studies who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. For more

information on this program see the *Admissions* (p. 24) section of this catalog.

Legal Studies Second Bachelor's Degree

Legal Studies Second Bachelor's Program Description

Stevenson's second bachelor's degree in Legal Studies, which also is approved by the American Bar Association, is a 33-credit program. Students are required to complete the core courses, totaling 15 credits, plus six law electives, four of which must be at the upper level. The five core courses are offered in an 8-week hybrid format. The law electives are offered in 8-week online sessions. The following courses are required.

Program Requirements:

LAW 102	Introduction to Legal Studies	3
LAW 125	Legal Research and Writing I	3
LAW 210	Legal Research and Writing II	3
LAW 216	Civil Litigation and Pleading	3
LAW 480	Legal Studies Capstone	3
LAW 112	Torts	3
	or	
LAW 114	Estates and Trusts	3
LAW 120	Contract Law	3
	or	
LAW 130	Business Organizations Law	3
	Four upper-level LAW electives	12

Nursing - ATB

Statement of Purpose

The philosophy of the nursing program is articulated as follows:

"The Stevenson University nursing program, as an integral part of its parent institution, is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The philosophy and curricular focus of the nursing program emphasizes the ethic of caring, critical thinking, and a spirit of inquiry in education, practice, service, and research. The nursing faculty believes nursing is a professional discipline with academic and practice dimensions. The nursing faculty values scholarship and academic integrity and seeks to foster professional involvement and life-long learning in students and graduates. The essence of nursing is grounded in the philosophy of caring. The nursing faculty believes that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ways of being and ways of knowing."

Description

The Associate to Bachelor's (ATB) option is designed for students who want to be concurrently enrolled in a community college nursing program and the ATB option at Stevenson University. Currently, Stevenson University

partners with the Anne Arundel Community College (AACC), Carroll Community College (CCC), College of Southern Maryland (CSM), Community College of Baltimore County (CCBC), and Howard Community College (HCC). Additional ATB partnerships are being developed, refer to the website for updated partnerships.

Only those students who have already been accepted into the participating college's associate degree nursing program are eligible to apply to the ATB option. Students must fulfill all requirements for the Stevenson University Bachelor's degree as listed in the ATB option including those courses which are prerequisites for the ATB option. Students interested in this option should contact the ATB Coordinator in Stevenson University Online.

Stevenson University Online Articulated College Transfer (SUO ACT) *

Through Stevenson University Online's Articulated College Transfer (SUO ACT), nursing students who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) in nursing have satisfied all general education requirements for Stevenson University Online's ATB, RN to BS, and RN to MS options. Students must complete program requirements, 30 institutional credits and 120 credits to earn the Bachelor of Science in nursing.

Stevenson University will accept a maximum of 70 transfer credits from a regionally accredited community college and 90 credits from a regionally accredited four-year institution. Please contact an enrollment counselor for further details.

Objectives

Based upon the concepts of person, health, environment, nursing and facilitation of learning as identified in the philosophy of the Stevenson University nursing program, the faculty subscribes to an organizing framework in which caring is firmly established in the practice of professional nursing. Graduates will be prepared to practice professional nursing.

Upon completion of the Stevenson University baccalaureate nursing program, graduates will be able to:

1. Integrate the concepts of caring in nursing practice in diverse health care settings across the health-illness continuum.
2. Engage in holistic reflective nursing practice informed by the arts, sciences, and humanities.
3. Exhibit competencies in critical thinking, communication, evidence-based decision making, scholarly inquiry and technical skills in the practice of nursing.
4. Integrate professional competencies in the nursing roles of provider, designer, manager, and coordinator of care and participate as an active member of the profession.
5. Assume ethical and legal responsibility and accountability in nursing practice, exemplifying the values of altruism, autonomy, human dignity, integrity, and social justice.
6. Apply leadership concepts, skills, and decision-making in creating caring environments to promote health and healing in individuals, families, communities, and global populations.

Policies

Students must achieve a grade of "C" or better in all required Stevenson nursing courses. If a student receives a "D" or "F" in any nursing course, the course must be repeated and a "C" or better must be achieved. A maximum of one nursing course may be repeated once throughout the nursing program. Students who earn a second grade of "D" or "F" in a nursing course will be automatically dismissed from the ATB option.

Requirements

Requirements for the ATB option vary based on the community college the student is attending. Please reference the Stevenson University Online website for details on individual partnerships.

Major Requirements

The following courses must be taken at Stevenson University.

GPS 200	Adult Learning Theory & Practice	3
NATB 312	Physical Assessment and Pathophysiology or	3
NATB 330	Health Assessment	3
NATB 313	Concepts of Professional Nursing Practice	4
NATB 315	Information Technology in Nursing and Health Care	3
NATB 414	Nursing Leadership For RNs	3
NATB 415	Professional Seminar II	3
NATB 418	Nursing Research for RNs	3
NATB 424	Health in the Community	5
NATB 434	Professional Seminar III	3

Other Program Requirements

The following program requirements may be completed at another college or university and transferred to Stevenson. Students must submit official transcripts upon the completion of the course for credit to be awarded.

- Freshman Composition
- Anatomy and Physiology I and II
- Microbiology
- Introduction to Psychology
- Introduction to Sociology
- Human Growth and Development
- Communication course
- Chemistry
- Nutrition
- Statistics
- Ethics

Nursing - RN to BS Option

Statement of Purpose

The philosophy of the nursing program is articulated as follows:

"The Stevenson University nursing program, as an integral part of its parent institution, is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The philosophy and curricular focus of the nursing program emphasizes the ethic of caring, critical thinking, and a spirit of inquiry in education, practice, service, and research. The nursing faculty believes nursing is a professional discipline with academic and practice dimensions. The nursing faculty values scholarship and academic integrity and seeks to foster professional involvement and life-long learning in students and graduates. The essence of nursing is grounded in the philosophy of caring. The nursing faculty believes that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ways of being and ways of knowing."

Description

Stevenson University offers the RN to BS option for registered nurses who would like to obtain a bachelor's degree in nursing. The curriculum is offered in an accelerated format and designed to enable online learners to complete the baccalaureate degree in nursing as part-time students taking one nursing course at a time.

All RN to BS courses are offered in 8-week sessions, with the exception of NURS 424 – Health in the Community, which is offered in a full 16-week semester. Multiple entry and exit points along the way enable registered nurses to complete requirements according to professional and personal goals. Some RN to BS courses are offered in a hybrid format, combining online and face-to-face delivery, at various locations throughout Maryland. All RNBS courses are offered online throughout the year, allowing RNs to schedule their academic work in keeping with family and work responsibilities.

The RN to BS option is a concentrated program for the registered nurse, who is highly motivated, self-directed, and able to participate in independent learning activities. The Stevenson University nursing program is fully accredited by the Commission on Collegiate Nursing Education and is approved by the Maryland Board of Nursing.

Qualified registered nurses must successfully complete a total of 120 credits, of which 30 credits must be taken at Stevenson University. RNs may transfer prerequisite non-nursing courses and college core courses, but the RN to BS nursing program requirements must be taken at Stevenson University. Students who take community

college courses are required to submit official transcripts at the completion of their courses in order to obtain credit for these courses. The RN to BS courses required at Stevenson University total 30 credits. In accordance with the Maryland Articulation Model, Stevenson University will award 30 upper-division nursing credits to the registered nurse with an active, unencumbered nursing license upon enrollment in the RN to BS Option. The RN to BS Option at Stevenson University partners with several community colleges across the state, and more partnerships are being developed. Please check the website for updates. In order to increase RNs' accessibility to baccalaureate education, curricular articulation agreements are in place with the following colleges

- Anne Arundel Community College
- Baltimore City Community College
- Carroll Community College
- Chesapeake College
- College of Southern Maryland
- Community College of Baltimore County
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Montgomery College
- Prince George's Community College
- Wor-Wic Community College

Transfer guides allow registered nurses to complete all non-nursing program requirements at the community college. The RN to BS courses will be completed through Stevenson University, at the Owings Mills site, at a hospital partner site, at the community college site, or online.

Prior to enrolling in NURS 424 - Health in the Community, the student will be required to:

- Submit proof of health insurance coverage.
- Submit current CPR certification.
- Substantiate adherence to the Department of Nursing's Health Requirements.

Students who start the RN to BS option and later decide that the RN to MS option would have been a better choice for them, can still apply. Criteria for admission are the following: completion of at least 12 RN to BS credits, GPA of 3.00 or above, and completion of the application for admission.

Stevenson University Online Articulated College Transfer (SUO ACT) *

Through Stevenson University Online's Articulated College Transfer (SUO ACT), nursing students who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) in nursing have satisfied all general education requirements for Stevenson University Online's ATB, RN to BS, and RN to MS. Students must complete program requirements, 30 institutional credits and 120 credits to earn the Bachelor of Science in nursing. Stevenson University will accept a maximum of 70 transfer credits

from a regionally accredited community college and 90 credits from a regionally accredited four-year institution. Please contact an enrollment counselor for further details.

Objectives

Based upon the concepts of person, health, environment, nursing and facilitation of learning as identified in the philosophy of the Stevenson University nursing program, the faculty subscribes to an organizing framework in which caring is firmly established in the practice of professional nursing. Graduates will be prepared to practice professional nursing.

Upon completion of the Stevenson University baccalaureate nursing program, graduates will be able to:

1. Integrate the concepts of caring in nursing practice in diverse health care settings across the health-illness continuum.
2. Engage in holistic reflective nursing practice informed by the arts, sciences, and humanities.
3. Exhibit competencies in critical thinking, communication, evidence-based decision making, scholarly inquiry and technical skills in the practice of nursing.
4. Integrate professional competencies in the nursing roles of provider, designer, manager, and coordinator of care and participate as an active member of the profession.
5. Assume ethical and legal responsibility and accountability in nursing practice, exemplifying the values of altruism, autonomy, human dignity, integrity, and social justice.
6. Apply leadership concepts, skills, and decision-making in creating caring environments to promote health and healing in individuals, families, communities, and global populations.

Policies

Students must achieve a grade of "C" or better in all required Stevenson nursing courses. If a student receives a "D" or "F" in any nursing course, the course must be repeated and a "C" or better must be achieved. A maximum of one nursing course may be repeated once throughout the nursing program. Students who earn a second grade of "D" or "F" in a nursing course will be automatically dismissed from the RN to BS option.

Requirements

The following are the major courses required for students in the RN to BS option.

Major Requirements:

GPS 200	Adult Learning Theory & Practice	3
NURS 312	Physical Assessment and Pathophysiology	3
NURS 313	Concepts of Professional Nursing Practice	4
NURS 315	Information Technology in Nursing and Health Care	3
NURS 414	Nursing Leadership For RNs	3
NURS 415	Professional Seminar II	3

NURS 418	Nursing Research for RNs	3
NURS 424	Health in the Community	5
NURS 434	Professional Seminar III	3

Other Program Requirements

The following program requirements may be completed at another college or university and transferred to Stevenson. Students must submit official transcripts upon the completion of the course for credit to be awarded.

- Freshman Composition
- Anatomy and Physiology I and II
- Microbiology
- Introduction to Psychology
- Introduction to Sociology
- Human Growth and Development
- Communication course
- Chemistry
- Nutrition
- Statistics
- Ethics

Minor in Nursing - RN to BS Option

There is no minor in the nursing - accelerated RN to BS option.

Nursing - RN to MS

Statement of Purpose

The philosophy of the nursing program is articulated as follows:

"The Stevenson University nursing program, as an integral part of its parent institution, is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The philosophy and curricular focus of the nursing program emphasizes the ethic of caring, critical thinking, and a spirit of inquiry in education, practice, service, and research. The nursing faculty believes nursing is a professional discipline with academic and practice dimensions. The nursing faculty values scholarship and academic integrity and seeks to foster professional involvement and life-long learning in students and graduates. The essence of nursing is grounded in the philosophy of caring. The nursing faculty believes that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ways of being and ways of knowing."

Description

This option was designed to give registered nurses who do not yet have a baccalaureate degree in nursing the knowledge and skills necessary to earn a baccalaureate degree. They then proceed directly into the master's program to pursue a concentration in either

leadership/management, education, or population-based care coordination.

Although the most important aspect of applying to the RN to MS option at Stevenson may be the student's stated intention of wishing to make a difference in the nursing field, there are several other advantages for students, including:

- The need to submit only one application for both the undergraduate and graduate programs.
- The familiarity with Stevenson's educational culture, its policies and procedures, the technology environment, fellow students, and faculty and staff that make for an easier transition from the undergraduate to the graduate program.
- The ability to take a graduate course to meet a requirement for the bachelor's degree.
- The first graduate course is billed at the undergraduate tuition rate.

RN to MS Admissions Criteria

- To be considered for the RN to MS option, applicants must have an active RN license and a cumulative grade point average (GPA) of 3.00 or above on a four-point scale from previous academic work, and they must submit two letters of recommendation.
- Students meeting these criteria may be accepted to the RN to MS option. To be admitted to the MS program after earning the BS, students must have a GPA of 3.00 or above in the RN to BS courses, have completed all non-nursing courses, and continue to hold an active RN license.

Stevenson University Online Articulated College Transfer (SUO ACT) *

Through Stevenson University Online's Articulated College Transfer (SUO ACT), nursing students who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) in nursing have satisfied all general education requirements for Stevenson University Online's ATB, RN to BS, and RN to MS options. Students must complete program requirements, 30 institutional credits and 120 credits to earn the Bachelor of Science in nursing. Stevenson University will accept a maximum of 70 transfer credits from a regionally accredited community college and 90 credits from a regionally accredited four-year institution. Please contact an enrollment counselor for further details.

Objectives

Based upon the concepts of person, health, environment, nursing and facilitation of learning as identified in the philosophy of the Stevenson University nursing program, the faculty subscribes to an organizing framework in which caring is firmly established in the practice of professional nursing. Graduates will be prepared to practice professional nursing.

Upon completion of the Stevenson University baccalaureate nursing program, graduates will be able to:

1. Integrate the concepts of caring in nursing practice in diverse health care settings across the health-illness continuum.

2. Engage in holistic reflective nursing practice informed by the arts, sciences, and humanities.
3. Exhibit competencies in critical thinking, communication, evidence-based decision making, scholarly inquiry and technical skills in the practice of nursing.
4. Integrate professional competencies in the nursing roles of provider, designer, manager, and coordinator of care and participate as an active member of the profession.
5. Assume ethical and legal responsibility and accountability in nursing practice, exemplifying the values of altruism, autonomy, human dignity, integrity, and social justice.
6. Apply leadership concepts, skills, and decision-making in creating caring environments to promote health and healing in individuals, families, communities, and global populations.

Policies

Students must achieve a grade of "C" or better in all required Stevenson nursing courses. If a student receives a "D" or "F" in any nursing course, the course must be repeated and a "C" or better must be achieved. A maximum of one nursing course may be repeated once throughout the nursing program. Students who earn a second grade of "D" or "F" in a nursing course will be automatically dismissed from the RN to MS option.

Requirements

Major Requirements

The Bachelor of Science degree in Nursing requires a minimum of 120 credit hours. The following are the major courses required for students in the RN/MS option.

GPS 200	Adult Learning Theory & Practice	3
NURS 312	Physical Assessment and Pathophysiology	3
NURS 313	Concepts of Professional Nursing Practice	4
NURS 315	Information Technology in Nursing and Health Care	3
NURS 414	Nursing Leadership For RNs	3
NURS 415	Professional Seminar II	3
NURS 418	Nursing Research for RNs	3
NURS 424	Health in the Community	5
NURS 434	Professional Seminar III	3
NURS 515	Concepts of Nursing Informatics	3

Other Program Requirements

The following program requirements may be completed at another college or university and transferred to Stevenson. Students must submit official transcripts upon the completion of the course for credit to be awarded.

- Freshman Composition
- Anatomy and Physiology I and II
- Microbiology
- Introduction to Psychology
- Introduction to Sociology
- Human Growth and Development

- Communication course
- Chemistry
- Nutrition
- Statistics
- Ethics

Professional Studies

Description

The B.S. in Professional Studies is a degree-completion program designed for working professionals. The B.S. in Professional Studies will enable students to maximize transfer credits completed at regionally accredited institutions and complete a bachelor's degree while maintaining professional and personal responsibilities. In addition to taking online courses, students can earn credit for documented learning acquired through work and life experiences via credit for prior learning. The goal of the B.S. in Professional Studies is to prepare professionals for the 21st century workplace, regardless of their position. Students benefit from coursework that is designed to make them successful in professional setting. The B.S. in Professional Studies degree aligns well with most of the career readiness competencies identified by the National Association of Colleges and Employers. The B.S. in Professional Studies is a rigorous yet flexible degree that will accommodate a wide range of individuals seeking to finish their college education with professional skills valued by 21st century employers.

Objectives

Upon completion of the Bachelor of Science in Professional Studies, graduates will be able to:

1. Communicate in written, oral, and multimedia modes as appropriate to professional contexts and audiences.
2. Apply digital tools for collaboration and productivity in professional settings.
3. Evaluate multiple information resources for use in projects, papers, and presentations.
4. Analyze key ethical issues in human conduct scenarios in professional settings.
5. Assess an organization's strengths and areas for improvement using organizational communication and creative leadership theories and frameworks.

Policies

Students must earn a minimum GPA of 2.00 in the major. Furthermore, the lowest acceptable grade is a "C" in all major courses. No student, regardless of major, will be permitted to advance to the next major course without earning a grade of "C" or better in the prerequisite course(s). When a grade below a "C" is earned in a major course, the student must repeat that course. The lowest acceptable grade in Stevenson Educational Experience (SEE) courses is a "D," with the exception of ENG 151 and ENG 152, for which the lowest acceptable grade is a "C." If a SEE course is required for the major the lowest acceptable grade is a "C."

A course may be repeated twice without special permission. Students must apply in writing to the program coordinator requesting permission to attempt a course for the third time.

Requirements

The courses listed below are required for completion of the bachelor's degree in Professional Studies. Students must also complete the requirements for the Stevenson Educational Experience (SEE). Prerequisites for each course are listed in the course descriptions.

Major Requirements

CM 205	Communication Ethics	3
CM 390	Organizational Communication	3
GPS 200	Adult Learning Theory & Practice	3
IS 260	Presentation Theory and Application	3
MGT 210	Business Writing	3
PRST 310	Creative Leadership	3
PRST 495	Professional Studies Capstone	3
	Professional Electives	9
	General Electives	55

Undergraduate Courses

ACC - Accounting

ACC 140 - Financial Accounting (3 credits)

Introduces students to financial accounting, a system which provides information for decision makers external to the business entity, primarily by means of general-purpose financial statements. Topics include the elements of financial statements, the application of accounting theory and generally accepted accounting theory and generally accepted accounting principles to business transactions, ethics, and internal controls.

Prerequisite: Eligible for ENG 151 and MATH 135.

ACC 141 - Managerial Accounting (3 credits)

Introduces students to managerial accounting. Students learn how to prepare and use financial information to make internal decisions. Topics include managerial accounting concepts, accounting for manufacturing firms, cost systems, standard costs, segment reporting, profit planning, budgeting, and performance measurement.

Prerequisite: A grade of C or better in ACC 140 Financial Accounting. SEE Certification: Quantitative Literacy.

CDF - Cybersecurity and Digital Forensics

CDF 110 - Cybersecurity and Digital Forensics Fundamentals (3 credits)

Explores the fundamentals of cybersecurity and digital forensics, including viewpoints based on technology, policy, human factors, management, careers, and law enforcement. Students learn about the nature, scope, and methods of cyber threats to modern society, and how society is responding to such threats on individual, organizational, national, and global levels.

Prerequisite: None.

CDF 240 - Linux System Administration (3 credits)

Investigates planning, installing, configuring, administering and troubleshooting of the Linux system server environment. Students will explore topics including Linux architecture, hardware requirements, installation methods, command line usage, file permissions, directory layout and special programs. Managing disks and file systems will also be examined. Administrative topics such as root accounts, log files, users, networking, automated process commands, security, and print services will be covered.

Prerequisite: A grade of C or better in IS 231.

CDF 251 - Network Security (3 credits)

Examines general security concepts, including authentication methods, cryptography basics, and

common network attacks. Students will create secure communications for remote access, e-mail, the Web, directory, file transfer, and wireless data. Concepts of physical security and disaster recovery will be explored.

Prerequisite: A grade of C or better in IS 231. Offered: Fall and Summer, as needed.

CDF 252 - Networking II (3 credits)

Investigates basic switching concepts and technologies such as VLANs and trunking. Switched networks concepts will be explored through configuration, monitoring, and troubleshooting. Router configurations, including static, default, and inter-VLAN will be examined, as well as the necessity for access control lists (ACLs), Dynamic Host Protocol (DHCP) and Network Address Translation (NAT).

Prerequisite: A grade of C or better in IS 231. Offered: Fall and Summer, as needed.

CDF 261 - Digital Forensics (3 credits)

Explores the process of recovering, preserving and analyzing digital evidence using digital forensics tools and techniques. Students will examine file systems to discover how digital data is created and stored, review techniques and tools used to commit cybercrimes, and discuss how cybercrimes leave digital footprints that can be uncovered. Basic techniques for analyzing data, including Structured Query Language, data mining techniques, and social network analysis will be examined. Students will also develop proficiency in scripting languages and learn how to extract and preserve information from files.

Prerequisite: A grade of C or better in CDF 251.

CDF 271 - Intrusion and Penetration Testing (3 credits)

Analyzes the techniques, tools and processes used to penetrate networks, and the countermeasures that can be implemented to protect against these attacks. Students will also examine cybercriminal tools such as malware and scripts.

Prerequisite: A grade of C or better in CDF 251.

CDF 281 - Advanced Network Defense (3 credits)

Investigates network defense with a primary focus on intrusion detection and firewall defense mechanisms. Security issues in operating design and implementation, articulating the steps necessary for hardening the operating system with respect to various applications, and the various concepts in network defense will be examined. Students will apply essential security practices and methods to networks and deploy security tools.

Prerequisite: A grade of C or better in CDF 251.

CDF 290 - Legal Aspects of Cybersecurity (3 credits)

Analyzes business risks arising from information security and privacy issues, as well as the creation and implementation of policies that ensure compliance with laws and industry standards. Students will explore topics including privacy laws, payment card industry standards, information security measures mandated by federal statutes, governance and policy development, e-discovery, contracts, intellectual property, and security risk assessments.

Prerequisite: None.

CDF 391 - Incident Response and Investigation (3 credits)

Examines the role of the computer forensics investigator as a member of an Incident Response Team and explores the nature of the threat to organizations, the indicators that an incident is underway, the policies and procedures to be followed when an incident is detected, and the investigation methods used to collect evidence for prevention or prosecution. The course will explore the best practices used to create, organize and deploy an incident response team for malicious activity. Formerly IS 391.

Prerequisite: A grade of C or better in IS 231.

CDF 392 - Information Systems Forensic Internals – Auditing (3 credits)

Examines the tools and techniques used in the recovery of information-systems-generated artifacts used to aid forensic evidence collection and timeline corroboration. Students will examine system policies, auditing techniques, authentication methods, and event and system logging techniques for the family of Windows and Mac operating systems. Students will review documented prosecutions and investigations where operating system artifact recovery led to a successful resolution. Formerly IS 392.

Prerequisite: A grade of C or better in IS 231.

CDF 393 - Forensic Evidence Collection Tools and Techniques (3 credits)

Provides hands-on expertise in evidence collection and analysis with the leading forensic tools in use throughout the government, military, and law enforcement agencies. Evidence handling and timeline techniques will be covered with particular emphasis on the relationship to court testimony. Formerly IS 393.

Prerequisite: A grade of C or better in CDF 391 and CDF 392.

CDF 475 - Advanced Digital Forensics (3 credits)

Evaluates forensics-based examination of operating systems structures, advanced applications of forensics tools, mobile device forensics, and current topics in digital forensics research. The substance of the Department of Defense National Centers of Digital Forensics Academic Excellence (CDFAE) program form the basis for course content and assignments.

Prerequisite: A grade of C or better in CDF 393, can be taken concurrently.

CDF 480 - Cybersecurity and Digital Forensics Capstone (3 credits)

Explores developing and implementing an effective cybersecurity program for an organization. Through case studies, readings, review of current trends, projects, and group exercises, students will gain experience in integrating topics from their previous coursework by designing multifaceted, strategic responses to cyber threats and incidents.

Prerequisite: A grade of C or better in CDF 290, CDF 475 and IS 365.

CJUS - Criminal Justice**CJUS 101 - Introduction to Criminal Justice (3 credits)**

Provides students with an overview of the criminal justice system, including historical development, present status, and suggested reforms. Topics covered include the duties and functions of actors in the criminal justice system, such as victim, offender, police, prosecuting and defense attorneys, and courts and corrections. Also covered is the criminal justice process from the formation of laws to the final stages of the treatment of criminals.

Prerequisite: None. SEE Certification: Social Sciences.

CJUS 205 - Ethics Principles in Criminal Justice (3 credits)

Examines the field of criminal justice ethics, which broadly encompasses the history of justice and theories of morality and ethics. It includes the study of ethics from both the individual perspective and the organizational standpoint. Concrete ethical issues and dilemmas that are encountered regularly by participants in the major components of the criminal justice system are covered. Ethical decision making opportunities within the three major branches of criminal justice are analyzed. This includes law enforcement ethics, correctional ethics, and legal profession ethics.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 210 - Writing for Criminal Justice (3 credits)

Emphasizes the development of reading, writing, and critical thinking skills in criminal justice. This course provides students with the skills necessary to interpret literature in the field of criminal justice and to write and speak about criminal justice topics in an accurate, clear and concise manner. In addition to being introduced to the basics of criminal justice research and APA style, students will be taught to take notes effectively and to write reports, social histories, and scholarly essays, as well as agency and court narratives.

Prerequisite: A grade of C or better in ENG 152 or ENG 153. SEE Certification: Writing Intensive.

CJUS 265 - The Juvenile Justice System (3 credits)

Examines the juvenile justice system including its history, structure, and interrelationships among law enforcement, the courts, and corrections. This course also explores federal, state, and local laws and programs with an emphasis upon case law and statutory law, both historical and current. Issues in terms of the philosophy of *parens patriae* doctrine and constitutional procedures are also explored.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 275 - Corrections (3 credits)

Examines the history, structure, and functions of corrections, and the legal and philosophical basis for the punishment of criminal offenders including the role of corrections as one of the three major components of the criminal justice system.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 280 - Law Enforcement (3 credits)

Provides students with an understanding of the fundamental principles of law enforcement. This course presents a substantial chronology of policing in the United States, beginning with the pre-American experience and ending with recent events. A wide spectrum of law enforcement agencies, identifying the most important characteristics of city, state, and federal police work are examined. The services and importance of different police activities (patrol, traffic, and criminal investigation) are explained and particular attention is given to current issues and trends in law enforcement.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 285 - Criminology (3 credits)

Examines the nature and extent of criminology. This course places emphasis on past and current theories of crime; typologies of crime; and programs for the prevention, control, and treatment of crime. Students will explore criminal behavior from a variety of theoretical and historical perspectives. In addition, students will develop a better understanding of how crime, criminal behavior, and the criminal justice system are related.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 310 - Comparative Criminal Justice Systems (3 credits)

Examines the criminal justice systems of selected countries with comparisons, where applicable, with that of the United States. Emphasis will be on crime rates, forms of criminality, police courts, and corrections. Descriptive material on selected countries will be analyzed and compared. This course will also focus on the thematic issues common among nations worldwide and provide insight into the various methods employed by those nations in administering criminal justice.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 325 - Civil Liability in Criminal Justice (3 credits)

Examines civil liability issues at the local, state, and federal law levels. Students develop better awareness of the liability risks relative to criminal justice service by learning proactive protocols that may minimize personal and organizational liability risks related to 1983 actions, wrongful death actions, and various personnel laws including ADA, EEOC, age and sex discrimination and sexual harassment.

Prerequisite: A grade of C or better in CJUS 220, CJUS 275, and CJUS 280.

CJUS 335 - White Collar Crime (3 credits)

Examines the various forms of white-collar crime as illustrated through case studies. Students will estimate the extent and costs of these crimes which will be analyzed along with victim and offender profiles. Legal issues, including questions of corporate liability, will be reviewed as well as examination of the theoretical explanations for white-collar crimes committed by individual offenders and corporations. The problems associated with the enforcement of laws related to white-collar criminality, the investigation and prosecution of such offenses, and the sentencing of white-collar offenders will be examined.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 345 - Victimology (3 credits)

Examines the crime victim as a larger part of our society and as a participant in the criminal justice system. Students will study criminal victimization in the United States, the role the victims play in the criminal justice process, their personal victimization, and victim-targeted service programs.

Prerequisite: A grade of C or better in CJUS 101 and CJUS 285.

CJUS 350 - Special Topics (3 credits)

Examines areas of criminal justice of current interest that are not covered in other CJUS courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special criminal justice topics. The course topic will differ with each offering of the course and will be specified in the class schedule for the session offered. This course may be repeated for credit if the topics are different.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 383 - Law Enforcement and the Community (3 credits)

Examines the philosophy, tactics, problems, and solutions encountered when the community and police engage in the teamwork of community policing. Students will analyze the evolution of community policing; the community and law enforcement's relationship within this philosophy; community policing implementation; and, various community policing programs.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 385 - Research Methods in Criminal Justice (3 credits)

Examines research methods and techniques used within the field of criminal justice. Topics discussed include research design, measurements, sampling, data collection, data analysis, quantitative vs. qualitative methods, research ethics, and application. The course will provide students with the ability to conduct research and the insight to become intelligent consumers of research. Achieving these goals will ensure the ability in both the students' occupational and personal decision making skills in making informed and reasoned choices on the validity and potential utility of research findings.

Prerequisite: A grade of C or better in any 200-level CJUS course and MATH 136 or PSY 136 or by permission of the criminal justice department chair.

CJUS 390 - Domestic Security (3 credits)

Introduces the causes, dynamics, and history of terrorism, extremist groups and cults, and their impact on the law enforcement profession. Emphasis is placed on issues associated with the causes and goals of terrorism, the cultural phenomenon of extremist groups and cults, and the challenges presented by these to future law enforcement professionals. Discussion topics will include a historical perspective of terrorism, international and domestic terrorism, political, cultural, and religious responses to terrorism, future predictions and role of law enforcement, the militarization of a civilian law enforcement, the birth, rise and dynamics of extremist religious and political groups, and the dynamics and impacts of cults and inter- and intra-national considerations.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 430 - Law Enforcement Administration and Management (3 credits)

Provides in-depth analysis and synthesis of the various components and approaches to management and management styles within a police agency. The course emphasizes operational considerations, patrol operations, and auxiliary functions of managers within a policing agency.

Prerequisite: A grade of C or better in CJUS 383.

CJUS 495 - Criminal Justice Capstone (3 credits)

Evaluates the competence of criminal justice majors in the discipline. Students will complete an applied research project or a research paper and will deliver a professional presentation about the experience. In addition, students will write about how the curriculum prepared them for the capstone course, how they have developed as writers, and how they view their future direction as criminal justice professionals.

Prerequisite: MATH 136, CJUS 210, CJUS 385, and senior classification. SEE Certification: Writing Intensive.

CHEM - Chemistry

CHEM 113 - Food Chemistry (4 credits)

Explores chemical concepts related to food and its preparation and storage. This course focuses on the chemical composition of ingredients and the chemical changes that occur with the preparation of the food we eat and drink. Topics covered include chemical oxidation, fermentation, and the role of proteins, fats, sugars, and leavening agents in food. Hands-on exercises allow students to observe the chemical transformations involved in food preparation and storage.

Prerequisite: Eligible for MATH 135 or higher. SEE Certification: Scientific Reasoning - Laboratory.

CHS - Counseling and Human Services

CHS 101 - Family Studies (3 credits)

Explores family forms and issues across the life course in terms of current and historical trends as well as cross-cultural variations. The course addresses marriage and the family, partner selection and intimate relationships, and family crisis and social policy.

Prerequisite: ENG 150, or ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Sciences.

CM - Communication Studies

CM 101 - Public Speaking (3 credits)

Focuses on the development of skills in the writing and presenting of various types of speeches. Students will practice and deliver several speeches with the goals to inform, persuade, and entertain audiences.

Prerequisite: None. SEE Certification: Communication Intensive.

CM 115 - Interpersonal Communication (3 credits)

Emphasizes a connection between theory and practice to comprehensively view the concepts and research in dyadic interpersonal communication. Students improve upon a wide range of interpersonal skills to apply these to personal, social, and workplace relationships. In addition, issues of cultural diversity, ethics, technology, and power are covered.

Prerequisite: None. SEE Certification: Communication Intensive.

CM 205 - Communication Ethics (3 credits)

Introduces students to the field of communication ethics. Students will critically analyze how ethics and communication intersect in contemporary public issues. Communication ethics, as a response and responsibility in all interactions, will be stressed. The course will identify the questions that ethical communication raises as a starting point for practical decision-making.

SEE Certification: Communication Intensive and Humanities.

CM 211 - Intercultural Communication (3 credits)

Emphasizes a connection between communication theory and practice in multicultural contexts. Students learn to identify barriers that exist in communicating across cultures and to weigh strategies that help manage or overcome such obstacles in an effort at promoting effective intercultural communication.

Prerequisite: Sophomore status.

CM 255 - Small Group Communication (3 credits)

Examines theories, research, and case studies of small group and team communication. Students engage in exercises that help them to move from theoretical discussions into application and experience of the concepts presented.

Prerequisite: A grade of C or better in CM 101 and prior CM courses. SEE Certification: Social Science.

CM 260 - Business and Professional Communication (3 credits)

Focuses on practice in effective speaking and writing within the contexts of business and related professions.

Prerequisite: A grade of C or better in CM 101 and prior CM courses.

CM 275 - Principles and Practices of Public Relations (3 credits)

Examines the historical roots of public relations combined with the legal, ethical, and professional responsibilities of public relations practitioners. This course explores the process of public relations, including the research, planning, action and communication, and evaluation of public relations initiatives. Through critical analysis of contemporary public relations case studies, students will assess and interpret both the successes and failures of for-profit and non-profit public relations organizations.

Prerequisite: A grade of C or better in a 100-level CM course.

CM 310 - Conflict Resolution and Negotiation (3 credits)

Focuses on conflict as inevitable and mainly productive. Students will examine definitions of conflict and develop knowledge and skills to recognize and manage conflict. Through theory, case studies, and practice, students will be given the opportunity to understand conflict in various contexts, for example, within themselves, in relationships, and in organizations.

Prerequisite: A grade of C or better in CM 101 and prior CM courses.

CM 323 - Writing for the Web (3 credits)

Develops skills in writing for online media, with a focus on the Internet's non-linear, visual, and collaborative possibilities. Students analyze a variety of web texts, learn the basic steps of developing a target audience, and produce personal, expository, and collaborative texts tailored to specific areas of interest through the development of a consistent voice and style.

Prerequisite: A 200-level WI course. SEE Certification: Writing Intensive.

CM 390 - Organizational Communication (3 credits)

Explores the connections between organizations and communication. Organizational communication will be introduced to students at philosophical, theoretical, and practical levels through discussions, papers, oral presentations, and group projects. Topics to be covered include, but are not limited to, supervisor-employee communication, networks, leadership, power, organizational cultures, and diversity in organizational processes.

Prerequisite: A grade of C or better in CM 260.

CM 490 - Capstone (3 credits)

Provides an academic capstone for business communication majors and generally will focus on the practical application of knowledge and skills gained throughout the program. The communication concepts will be investigated thoroughly in research based projects. Through written projects, students will demonstrate their mastery of the business communication curriculum by applying communication constructs in real world, career based contexts and develop solutions for current ethical and professional issues.

Prerequisite: Senior Status. SEE Certification: Writing Intensive.

EC - Economics

EC 201 - Principles of Macroeconomics (3 credits)

Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation, national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy.

Prerequisite: A "C" or higher in ENG 150, ENG 151, or ENG 153 and placement in MATH 135 or higher.

Corequisite: ENG 151. SEE Certification: Social Sciences.

EC 202 - Principles of Microeconomics (3 credits)

This course examines the basic economic principles governing the decisions of the economic agent. Topics include product and factor markets, as well as pricing decisions. In addition, government policies and the trade-off between efficiency and equity are examined.

Prerequisite: A "C" or higher in ENG 150, ENG 151, or ENG 153 and placement in MATH 135 or higher.

Corequisite: ENG 151. SEE Certification: Social Sciences.

ENG - English

Note: SAT verbal scores, college placement tests, and high school transcripts determine a student's first semester English requirements. Advanced placement credit may be given based on the Advanced Placement tests given by the College Entrance Examination Board. (See "Placement" in the *Admissions* (p. 24) section of this catalog.) All students must establish evidence of writing competence by achieving a minimum grade of "C" in ENG 151 or presenting AP credit before proceeding to other English courses or graduating from the University. Except in the case of students who enter as transfers with writing and literature course credits from previous semesters, all writing courses must be taken at Stevenson University.

ENG 150 - College Writing I (3 credits)

Focuses on sentence and paragraph construction in order to help students write clear, coherent, and well-developed expository prose. Students will review grammar and effective writing practices as they construct essays that respond to one or more sources of information. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources. Note: Students are placed into this course on the basis of college entrance exams and placement test results. Prerequisite: Placement.

ENG 151 - College Writing I (3 credits)

Develops the ability to write clear, coherent, and well-developed expository prose. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources.

Prerequisite: Placement or a grade of "C" or better in ENG 148 (if only ENG 148 was required) or a grade of "C" or better in ENG 148 and DEVR 106# (if both courses were required).

ENG 152 - College Writing II (3 credits)

Develops the ability to write clear, coherent, and well-developed arguments. This course requires close reading of poetry, drama, and fiction and includes instruction in argumentation.

Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153.

ENG 281 - Topics in Literature (3 credits)

Studies selected topics that recur in literature across time and/or across cultures. Students read texts closely and analyze them as representative samples of the literary treatment of the topic. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in ENG 152 or ENG 153. SEE Certification: Humanities.

ENG 286 - Literary Genres: The Short Story (3 credits)

Studies the development and/or the form of the short story. Students read texts closely and analyze them

according to the conventions and definitions of the genre.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities.

FMI - Film and Moving Image

FMI 101 - Cinema I: Storytelling (3 credits)

Introduces knowledge of basic video production equipment, crew functions, and techniques. Students learn and practice the foundational vocabulary of digital filmmaking and direct and shoot various short films of their own, working individually and in groups. Students also learn the principles of basic digital editing. Course includes studio and lecture.

Prerequisite: None. SEE Certification: Fine Arts.

FIN - Finance

FIN 300 - Principles of Finance (3 credits)

Studies the financial tools and techniques used to manage money and investments in the modern business enterprise. Topics include financial analysis and planning, money and capital market instruments, risk analysis, and the time value of money.

Prerequisite: A grade of C or better in ACC 141, EC 201, EC 202, IS 135, and MATH 136. .

FSCI - Forensic Science

FSCI 100 - Survey of Forensic Science (3 credits)

Introduces the various aspects of forensic investigations in solving crimes. Topics include drugs and toxicology, explosives, forensic biology (DNA), forensic chemistry (trace evidence analysis), firearms and toolmark identification, and questioned document examination. Evidence collection and processing in a manner that allows its use in court proceedings will be covered. Restricted to non-science majors.

Prerequisite: Placement into MATH 135 or higher and ENG 151 or higher. SEE Certification: Scientific Reasoning.

GDES - Graphic Design

GDES 124 - Introduction to Computer Graphics (3 credits)

Introduces students to the Macintosh computer and the major software programs that will be used in subsequent design classes: Adobe InDesign, Adobe Illustrator, and Adobe Photoshop. Students will need to purchase supplies/materials for this course.

Prerequisite: None.

GDES 125 - Fundamentals of Digital Media (3 credits)

Introduces basic skills and key concepts in computer graphics using industry-standard software. Students develop the ability to create, control, and manipulate digital images for print, interactive, and motion media

using a Macintosh platform in a studio environment. In-class demonstrations and exercises are supplemented by research-based projects incorporating historic and contemporary visual culture and digital design references. Students are required to apply the appropriate newly learned tools in the creation of original imagery. Emphasis is placed on selecting and utilizing software and hardware in accordance with professional standards and practices. Course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite: None.

GDES 270 - Introduction to Corporate Communication Design (3 credits)

Builds on technology skills introduced in GDES 124. This course gives non-designers the skills they need to produce professional publications, including writing, editing, designing, and printing. Emphasis is placed on communicating ideas effectively in a variety of media, understanding basic design and typographic principles, and using publishing software to create print-ready documents. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Restricted to non-visual communication design majors.

Prerequisite: A grade of C or better in VCD 124.

GDES 370 - The Relationship of Design and Business (3 credits)

Analyzes the client/designer relationship from both design and business perspectives while seeking to develop a mutual appreciation. Emphasis will be placed on analyzing case studies, writing a design brief, understanding and communicating responsibilities, and addressing ethical and legal questions. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in GDES 211 or GDES 270.

GPS - Graduate and Professional Studies

GPS 200 - Adult Learning Theory & Practice (3 credits)

Examines the way in which perceptions of the human experience influence life choices. Students will critically analyze theories of adult learning, behavioral changes, goal setting, and self-efficacy through the investigation of language and texts. Ethical and moral reflections will be exhibited through journals, discussions and debates. The course focuses on thinking critically, learning to learn, managing stress, planning time, conducting research, writing effectively, and evaluating language and texts. A scholarly research paper will be completed. The course prepares learners for the rigor of academia and increases their confidence that they can be successful.

SEE Certification: Writing Intensive.

HE - Health

HE 101 - Introduction to Stress Management (1 credit)

Provides students with a basic understanding of the concepts of stress management and the application of these concepts to personal stress management. Students will be presented with various tools and strategies both to assess personal areas of stress and to manage stress culminating in the development of an individual stress management plan. May be used to satisfy PE requirement.

Prerequisite: None.

HIST - History

HIST 110 - The United States: 1877 to Present (3 credits)

Surveys the major events, ideas, and personalities critical to the development of the United States from 1877 to the present. This course will examine the consequences of the Civil War and Reconstruction, Populism, Progressivism, the two World Wars, the Roaring Twenties, the Great Depression, the Cold War, and the post-Cold War world.

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Humanities.

HIST 337 - The United States: The Sixties (3 credits)

Emphasizes primary sources to explore the fast-paced social, political, and cultural changes that occurred in America from 1960 to 1974. This course explores major trends in society, the economy, and politics. Topics include the presidencies of Kennedy, Johnson, and Nixon; the civil rights and black liberation movements; the Vietnam War; the rise and fall of the New Left; and the counter-culture.

Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or ENG 153.

INBUS - International Business

INBUS 315 - International Business Management (3 credits)

Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign labor, and effects of natural events on management decisions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: MGT 315.

INBUS 470 - International Business Law (3 credits)

Examines various aspects of international business law, including multinational enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.

Prerequisite: A grade of C or better in LAW 130 and LAW 210 (for Legal Studies majors) or LAW 208 or LAW 308 (for business and accounting majors) and senior status. Cross-Listed as: LAW 470.

INDSC - Interdisciplinary Studies

INDSC 260 - Introduction to Interdisciplinary Studies (3 credits)

Introduces concepts and principles of interdisciplinary. Students develop skills in interdisciplinary research and problem solving, oral and written communication, and integrating diverse perspectives.

Prerequisite: Grade of C or better in ENG 152 or ENG 153 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive.

INDSC 350 - Topics in Interdisciplinary Studies (6 credits)

Examines selected issues or themes that can be approached from at least two academic disciplines. Rotating topics may be developed within the following categories: social phenomena and events, ideas and applications, or area studies.

Prerequisite: Third-year status or permission of the program coordinator of interdisciplinary studies.

INDSC 360 - Interdisciplinary Research and Writing (3 credits)

Provides an opportunity for students to examine a topic of personal interest through independent interdisciplinary research. Continues practice in problem solving, oral and written communication, and integration of diverse perspectives, the skills featured in INDSC 260.

Prerequisite: Grade of C or better in INDSC 260 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive.

INDSC 450 - Senior Project: Seminar in Interdisciplinary Studies (3 credits)

Supports research-based projects presented by Interdisciplinary Studies majors in partial fulfillment of the requirements for the bachelor's degree. Each senior investigates a special interest or problem incorporating selected approaches and perspectives of the core disciplines of his or her unique interdisciplinary program.

Prerequisite: Senior status and permission of the Interdisciplinary Studies program coordinator.

IS - Information Systems

IS 135 - MS Office Applications (3 credits)

Provides students the opportunity to design professional quality business and technical documentation using basic and advanced features of MS Excel including integration with MS Word and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace.

Prerequisite: None.

IS 140 - Information Systems Architecture and Design (3 credits)

Examines the component technologies of information system architectures. The course will cover the design principles behind computer hardware and peripheral devices, network components, and network operating systems. Students will explore topics in computer hardware design from handheld devices to large-scale super computers.

Prerequisite: None.

IS 150 - Relational Database Design & SQL with MS Access (3 credits)

Explores relational database architecture and provides hands-on instruction in SQL using Microsoft Access. Students will evaluate the business requirement and design an effective relational database solution. Students will perform common workplace SQL tasks such as creating databases, tables and reports; inserting, updating, and selecting rows; designing queries, views, and data entry forms; and importing and exporting of data.

IS 170 - Systems Development with UML (3 credits)

Addresses the processes and methodologies of systems development to include project management; systems analysis; and modeling of systems, data, processes, and applications. Object Oriented Analysis and Design Methodologies using Unified Modeling Language (UML) are explored.

Prerequisite: None.

IS 201 - Management Information Systems (3 credits)

Introduces effective and efficient use of information technology (IT) to support the mission of the organization which is critical. Strategic use of IT and the ability to manage information systems enables organizations to reduce or remove distance barriers, reduce time for processing and decision making, and support effective and efficient use of scarce resources. In this course students will learn skills and techniques used to implement and operate marketplace IT tools to support organizational objectives and strategies.

This course is a broad survey of IT-related topics and introduces students to business information systems, IT infrastructure and emerging technologies, security, telecommunications, the Internet and the Web, decisions making systems, and ethical and social issues in IT.

Prerequisite: A grade of C or better in IS 135.

IS 231 - Network Technologies (3 credits)

Prepares the student to perform key network configuration and troubleshooting skills used by IT professionals. Students will learn the functional concepts of leading network architectures. Students examine in detail the TCP and IP family of communication protocols, structured cabling systems, fiber optic and wireless systems.

Prerequisite: A grade of C or better in IS 140.

IS 232 - TCP and IP Communication Protocols for Windows and UNIX (3 credits)

Prepares the student in the planning, installation, configuration, and management of a TCP- and IP-based network. Students will learn to monitor, optimize, diagnose, and resolve problems on the network using standard tools and utilities found in the workplace. The internal process of TCP will be examined along with the classic hacking attacks and countermeasure techniques.

Prerequisite: A grade of C or better in IS 231.

IS 235 - Advanced Windows Server Architecture & Administration (3 credits)

Examines the management tools essential for creating, designing, and maintaining a Windows Server Active Directory. Students will learn planning, installation, configuration, and administration of Windows Active Directory. Students will create from the ground up a network infrastructure using Windows Advanced Server. Domain Name System (DNS), forest designs, site topology and replication, organizational unit structure, group policy and delegation of control are just a few of the essential topics covered in this course.

Prerequisite: A grade of C or better in IS 231.

IS 240 - Programming Concepts (3 credits)

Introduces programming constructs common to most languages, laying a solid foundation on which more advanced topics will build. The course will introduce a modern integrated development environment. Key topics will include object oriented programming design concepts, GUI design guidelines, data structures, and database connectivity. Students will design a series of small business applications linked to a database.

Prerequisite: None.

IS 241 - C# Object Oriented Programming (3 credits)

Applies principles of object-oriented programming using C#. Key topics include the .NET Integrated Development Environment, control structures, methods, properties, classes, inheritance, polymorphism, data abstraction, arrays, data structures, collections, ADO .NET, GUI forms, controls, events, multimedia, graphics, and web services.

Students will build a series of database connected business applications.

Prerequisite: A grade of C or better in IS 240.

IS 252 - Advanced SQL Query Design with Oracle & SQL Server (3 credits)

Develops proficiency in effective database and query design. Students will learn the underlying concepts of complex SQL Queries, the key to writing serviceable code, the normalization of data to minimize duplication and errors, the design of stored procedures and triggers to improve system performance, optimization techniques using cursors and join statements, transaction control, techniques for securing data, and tools for testing data integrity. Students will design a multi-table, normalized, relational business database and advanced SQL queries.

Prerequisite: A grade of C or better in IS 240.

IS 260 - Presentation Theory and Application (3 credits)

Covers the design of effective and dynamic audio and visual presentations, examining both theoretical and practical aspects of audio and visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. Students will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A capstone presentation will also be required.

Prerequisite: None.

IS 280 - Data Management (3 credits)

Explores data storage, data archiving, quality assurance, data warehousing, data mining, and data security from a technology management perspective.

Prerequisite: A grade of C or better in IS 150.

IS 301 - Principles of E-Commerce (3 credits)

Introduces students to various technologies, applications, and issues associated with electronic commerce. There is a focus on understanding how organizations can adopt and integrate e-commerce in pursuit of organizational goals and to gain competitive advantage. Students learn about the background and history of e-commerce, e-commerce business models, online security and payment systems, e-marketing, online retailing and services, and the ethical, social, and political issues in e-commerce. Students will also conceptualize and create a basic business-focused website using popular free and low-cost web design tools.

Prerequisite: A grade of C or better in IS 201.

IS 320 - Human-Computer Interaction (3 credits)

Addresses the practical principles and guidelines needed to develop high quality interface designs for interactive systems, specifically ones that users can understand, predict, and control. The course covers theoretical foundations of human-computer interaction and design processes such as expert reviews and usability testing. Students will assess design considerations with respect to

how humans act and react when confronted with a variety of interfaces, with balanced emphasis on mobile devices, Web, and desktop platforms.

Prerequisite: A grade of C or better in IS 201.

IS 331 - CISCO TCP and IP Routing (3 credits)

Examines techniques for deployment of quality of service features, route distribution, and route cost determination, all of which improve performance and guarantee delivery of the business' most important data. Students will gain hands-on experience in the configuration and management of CISCO routers and switches. Best practices in the design of an effective routed infrastructure will be addressed.

Prerequisite: A grade of C or better in IS 232.

IS 332 - High Speed Broadband Networks (3 credits)

Provides an in-depth examination of leading broadband network technologies including ATM, xDSL, Cable Modem, Gigabit Ethernet, T-Carrier Systems, SONET and SDH, Frame Relay, SMDS, VOIP, Internet2, and GEANT. The course will also explore topics in fiber optic systems including Wavelength Division Multiplexing (WDM) and Dense WDM (DWDM). Students will learn how to design and cost out global network connections, and compare the leading product offerings from the top tier vendors in each area of broadband network technology.

Prerequisite: A grade of C or better in IS 231.

IS 335 - Wireless LANS and Mobile Communication Systems (3 credits)

Examines the concepts and implementation of wireless technologies to include the IEEE 802.11 family of wireless local area network standards, IEEE 802.16 Wi-MAX, Local Multipoint Distribution Service (LMDS), satellite networks (GEO, MEO, LEO), microwave and laser links, and Mobile IP. Students will explore technologies such as the cellular communications system, General Packet Radio Services (GPRS), Global System for Mobile communication (GSM), Specialized Mobile Radio (SMR), Universal Mobile Telecommunications Service (UMTS), and 4G Wireless systems.

Prerequisite: A grade of C or better in IS 231.

IS 343 - Web Architecture & Design Technologies (3 credits)

Explores the art and architecture of web design. Students will learn the concepts of creating dynamic and interactive web pages with graphics, video, sound and animation using advanced Dynamic HTML techniques. JavaScript and ASP.NET will be introduced. Using popular web design tools, students will create several business-focused websites.

Prerequisite: A grade of C or better in IS 240 and IS 301.

IS 345 - Java Programming (3 credits)

Creates JAVA applications and Applets using the command line and WebSphere. The course will cover the use control structures, custom classes, design methods, manipulate arrays, use OOP design principles to develop

reusable components, processing, handle errors with exception code, create multithreaded applications, create networked applications, and leverage JDBC for improved database connectivity.

Prerequisite: A grade of C or better in IS 240.

IS 348 - Advanced Business Applications (3 credits)

Develop applications and components, apply inheritance and polymorphism to objects, organize code using name-spaces, handle errors, access data using ADO.NET, create Windows applications and controls, create transactional and queuing components, create web services, and use assemblies to organize and deploy applications and libraries. Students will build a series of database connected, business applications.

Prerequisite: A grade of C or better in IS 241 and IS 252.

IS 349 - Service-Oriented Architecture and Dynamic Web Development (3 credits)

Implements a Service-Oriented Architecture, and develops Web Services and Web Services clients. Utilizes XML-based open standards-WSDL, SOAP, and UDDI-to support Web Services. Students will also build several dynamic Web sites implementing advanced features including Web forms, XML, database connectivity, client side and server side scripting, and electronic payment.

Prerequisite: A grade of C or better in IS 343 and IS 348.

IS 350 - IS Internship (3 credits)

Allows students to earn credit for an internship. Open to students who are currently working in an IT position during the semester enrolled or to students have worked an internship during a preceding semester. Students will reflect on the ways in which their course work prepared them for the workplace. They will demonstrate the ability to articulate, verbally and in writing, how they applied IT skills and knowledge learned in specific courses to the tasks performed during their internship.

Prerequisite: Junior status.

IS 361 - E-Collaboration and Social Networking (3 credits)

Examines various technologies, applications, and issues associated with electronic collaboration and social networking. There is a focus on understanding how organizations can adopt and integrate e-collaboration and social networking in pursuit of internal and external organizational goals and to gain competitive advantage. Students learn about the background and history of e-collaboration and social networking, cloud computing, social computing, electronic word-of-mouth, viral marketing, and the ethical, personal, organizational, and political issues in e-collaboration and social networking. Students will also conceptualize and create a business-focused social network using free and low-cost web-based applications.

Prerequisite: A grade of C or better in IS 301.

IS 365 - Writing for IS Applications (3 credits)

Focuses on effective writing of deliverables typical in the information systems profession. A major theme will be crafting messages with technical content for a non-technical audience. Students will practice developing communications products that they will encounter in their careers, such as instruction manuals, project proposals, managerial briefings, and IT policies.

Prerequisite: MGT 210.

IS 380 - Information Security for the Organization (3 credits)

Addresses top security issues and surveys tools to detect threats and protect valuable organization resources. Key topics including threat and risk assessment, viruses, worms, Trojan horses, port scans spyware, and denial of service attacks will be covered along with discussion of free security tools available to help uncover vulnerabilities. Students will write a security policy for their organization. Checklists for protecting business resources will be covered in detail and provided.

Prerequisite: A grade of C or better in IS 231.

IS 385 - Management of Business Networks (3 credits)

Examines components of the business network, emphasizing the strategic selection and configuration of components to solve specific organizational problems. This course introduces students to file servers, application servers, database servers, transaction processing, and groupware. The use of wide-area network services and the Internet to interconnect global business units is reviewed. Students learn the essential concepts of each technology and the interrelationships between the technologies to achieve an understanding of the business network environment.

Prerequisite: A grade of C or better in IS 231.

IS 386 - E-Commerce Business Solutions (3 credits)

Surveys the most common technologies employed to electronically link businesses with their partners, suppliers, distributors and customers. Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Electronic Payment Systems and other Business to Business (B2B) systems will be surveyed and compared.

Prerequisite: A grade of C or better in IS 301.

IS 387 - Wireless Technology Solutions for the Office (3 credits)

Examines and compares the various wireless technologies available for the office environment at home or at work. Competing wireless technologies are compared and contrasted based on function, cost, security, and performance. Products implementing technologies such as Bluetooth, 802.11a, 802.11b, 802.11g, and the cellular phone system will be examined and their niche areas of usefulness in the workplace detailed.

Prerequisite: A grade of C or better in IS 201.

IS 391 - Incident Response and Investigation Methods (3 credits)

Examines the role of the computer forensics investigator as a member of an Incidence Response Team and explores the nature of the threat to organizations, the indicators that an incident is underway, the policies and procedures to be followed when an incident is detected, and the investigation methods used to collect evidence for prevention or prosecution. The course will explore the best practices used to create, organize and deploy an incident response team for malicious activity.

Prerequisite: A grade of C or better in IS 231.

IS 392 - Information Systems Forensics Internal-Auditing (3 credits)

Examines the tools and techniques used in the recovery of information-systems-generated artifacts used to aid forensic evidence collection and timeline corroboration. Students will examine system policies, auditing techniques, authentication methods, and event and system logging techniques for the family of Windows and Mac operating systems. Students will review documented prosecutions and investigations where operating system artifact recovery led to a successful resolution.

Prerequisite: A grade of C or better in IS 231.

IS 393 - Forensic Evidence Collection Tools and Techniques (3 credits)

Provides hands-on expertise in evidence collection and analysis with the leading forensic tools in use throughout the government, military, and law enforcement agencies. Evidence handling and timeline techniques will be covered with particular emphasis on the relationship to court testimony.

Prerequisite: A grade of C or better in IS 391 and IS 392.

IS 431 - Exchange Server & Messaging Systems (3 credits)

Enables students to install, configure, and manage Microsoft's Exchange Server, a leading technology solution for enterprise wide collaboration. The course will examine in detail the components of the messaging infrastructure; key support tasks in configuration, optimization, and data protection; and competing messaging solutions.

Prerequisite: A grade of C or better in IS 232 and IS 235.

IS 432 - Network Security-Firewalls, IDS, and Counter Measures (3 credits)

Examines the types of attacks launched by intruders and the system components that offer intrusion prevention, protection, and detection. Students will learn to configure firewalls, Intrusion Prevention, and Intrusion Detection Systems. Hacking exploits and the countermeasures to defeat them will be examined in detail.

Prerequisite: A grade of C or better in IS 232.

IS 443 - XML E-Business Applications (3 credits)

Develops in-depth knowledge in writing well-formed XML Syntax, creating richer documents using namespaces to distinguish XML vocabularies, leveraging DTD's and Schemas to improve compatibility with externally designed applications, designing cascading style sheets to improve the expression of XML data, using the XPath querying language and XSLT style sheets to enable applications to extract components of an XML document. Students build an XML application that translates data from dissimilar databases in a web-based application.

Prerequisite: A grade of C or better in IS 301.

IS 444 - Wireless Application Development (3 credits)

Develops hands-on experience in the design of wireless applications using Microsoft's .NET Compact Framework and the Mobile Internet Toolkit development environment for mobile applications. Students will create several applications for handhelds.

Prerequisite: A grade of C or better in IS 345.

IS 462 - Current Topics in E-Commerce (3 credits)

Explores current topics in electronic commerce through reading and discussion of the primary literature and examination of existing and emerging theories, tools, and applications. Related ethical, cultural, social, organizational, and political issues are also discussed. Students will conduct research and propose extensions and improvements to existing e-commerce business models.

Prerequisite: Senior status, A grade of C or better in IS 301 and IS 320.

IS 475 - Special Topics in Information Systems (3 credits)

Offers topics which vary each year to reflect new and emerging computer-related technologies and techniques in business and industry.

Prerequisite: Fourth year status or permission of the instructor.

IS 480 - Technology Law (3 credits)

Outlines the legal requirements of businesses to preserve electronic data, ensure privacy, protect intellectual property, and ensure electronic information is accessible to people with disabilities. A survey of the legislation used to implement the law is covered. Pertinent sections of the federal regulations are examined to determine impact on procedures and policies.

Prerequisite: Senior status.

IS 481 - Project & Knowledge Management (3 credits)

Enhances the knowledge, skills, and tools required to deliver projects on time and within budget. Students will explore the reasons for failed projects, the competencies of successful project managers, the functions all project managers perform, the tools project managers use to keep projects on time and within budget, and the project management life cycle.

Prerequisite: Junior or senior status.

LAW - Legal Studies**LAW 102 - Introduction to Legal Studies (3 credits)**

Provides an overview of the functions of our legal system and the sources and nature of our laws. This course introduces many substantive and procedural areas of law. This course also examines the legal profession, the role of the paralegal, and the regulation of attorney and paralegal conduct. Students will begin identifying career goals. This course provides an in-depth examination of legal ethics and introduces students to the types of ethical dilemmas they may face in the work force and to methods for researching the answers to and resolving ethical dilemmas. Legal specialty course (LSC)

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 112 - Torts (3 credits)

Provides an introduction to the broad area of civil wrongs and their appropriate remedies. Tort Law principles of liability for personal, property, and economic harm, negligence (including professional malpractice), strict liability (including products liability), and intentional torts will be covered. Affirmative defenses and limitation of duties including assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners will also be reviewed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 114 - Estates and Trusts (3 credits)

Introduces students to the laws governing wills and estates. Topics covered include will drafting, inheritance through testacy and intestacy, the role of personal representatives in estate administration, formal and informal probate procedures, and tax ramifications of estate planning. The course also provides an overview of techniques for gathering facts, listing assets, and drafting probate documents and reports. Students will also gain first-hand knowledge of preparing wills and applying probate procedures in opening and closing an estate. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 120 - Contract Law (3 credits)

Provides a detailed introduction to the common law of contracts and the Uniform Commercial Code. Examines such topics as the bases for enforcing promises, the bargaining process, contract formalities, enforcement, breach, defenses, remedies, and assignment and delegation.

Drafting skills are introduced and developed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 125 - Legal Research and Writing I (3 credits)

Provides an introduction and overview to the methods of legal research and legal writing. Students will examine the various sources of law and categories of research materials. Students will be introduced to writing citations and learn how to develop a research plan, how to analyze cases and statutes, and how to use the law library. Basic legal writing skills will be covered as well as computer-assisted legal research. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 130 - Business Organizations Law (3 credits)

Examines the nature of sole proprietorships, partnerships, limited partnerships, limited liability companies, corporations, and S corporations. Emphasis will be placed on the drafting of articles of incorporation and articles of organization, partnership agreements, certificates of limited partnership, corporate minutes and consents, and preparation of various governmental filings that accompany corporate, LLC and partnership formation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 204 - Constitutional Law (3 credits)

Introduces the Constitution with an emphasis on the Bill of Rights. Examination of criminal and civil constitutional rights, including the underlying legal principles governing searches and seizures, self-incrimination, due process, and equal protection of the law, will be included.

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 208 - Business Law (3 credits)

Examines the legal aspects of business relationships, contracts, sales and Uniform Commercial Code, agency, and business organizations law. **Restricted to non-legal studies majors.**

Prerequisite: None.

LAW 210 - Legal Research and Writing II (3 credits)

Continues the examination of the methods of legal research and legal writing. Students will examine in depth the primary and secondary state and federal materials. Students will learn to update and validate their research. Emphasis will be placed on creating a successful research strategy. Advanced computerized legal research will be incorporated into research assignments. Students will analyze and synthesize the results of their research and

incorporate their research into forms of persuasive legal writing. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 125. SEE Certification: Writing Intensive.

LAW 215 - Criminal Law (3 credits)

Examines crimes and offenses, criminal procedures and constitutional guarantees of accused persons, jurisdiction of courts, preparation for trial, and appellate and post-conviction procedures.

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 216 - Civil Litigation and Pleading (3 credits)

Provides a basic understanding of civil litigation and the functions and operations of the state and federal court systems. Includes selection of the proper court, court jurisdiction, pleadings and other court documents, discovery, rules of evidence, trial tactics, and principles of litigation. Students will study of the rules of procedure for Maryland courts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 112, LAW 120 and LAW 125.

LAW 225A - Internship: Part I (1 credit)

Constitutes on-campus workshops and seminars in preparation for student workplace internships. Legal specialty course (LSC) Restricted to paralegal studies majors.

Prerequisite: A grade of C or better in ENG 150/ENG 151 and ENG 152/ENG 153 and LAW 125.

LAW 225B - Internship: Part II (2 credits)

Consists of 135 hours of supervised work in a law office or legal department as a paralegal. Legal specialty course (LSC)

Restricted to legal studies majors.

Prerequisite: A grade of C or better in LAW 225A and Law 210, and 15 additional LAW credits.

LAW 260 - Juvenile Justice (3 credits)

Examines the legal problems faced by children within the family, at school, and in the criminal justice system. An in-depth analysis will be made of the issue of delinquency, including theories of delinquency, the impact of gender, family, peers, schools and drug use on delinquency, and policies and programs designed to prevent delinquency. Students will develop a working knowledge of the juvenile justice system, including police, court and corrections processes and procedures.

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153.

LAW 302 - Pre-Law Seminar (3 credits)

Provides students with assistance preparing for law school and the law school application process. Students will learn how to research and evaluate prospective law schools. Students will understand the application process and the role of the Law School Admission Council (LSAC) in law school admissions. Students will study the types of questions on the Law School Admission Test (LSAT),

practice LSAT examination questions, and compare commercial LSAT preparation courses and other LSAT review materials. Students will draft case briefs and experience instruction using the Socratic method by participating in a "mock" law school class. Students will draft personal statements for inclusion in their law school applications. Legal specialty course (LSC).

Prerequisite: A grade of C or better in LAW 210, and junior or senior status. Offered: Spring (as needed).

LAW 305 - Special Topics in Law (3 credits)

Examines areas of law of current interest not covered in other LAW courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special legal topics. Special topics will be selected based on current events, developments in technology, changes in the law, and employer needs. The course topic will vary, and will be specified in the class schedule for the term offered. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in LAW 210.

LAW 312 - Advanced Business Organizations (3 credits)

Examines the essential documentation of business entity formation and operation including organizational documents, limited partnership agreements, articles of transfer, articles of dissolution, articles of merger, various tax elections, buy-sell agreements, and various types of minutes. Further, students will examine the fiduciary relationships both within various entities and their management's relationships with and duties toward others, including investors, lenders, employees, the government, consumers and society. Practical and intellectual appreciation of business forms is gained through an approach that considers the impact of current events on public confidence in business organizations and their management. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130.

LAW 315 - Advanced Estate Administration (3 credits)

Examines the administration of a complex decedent's estate, preparation of all probate documents, including inventory and accounts, problems of valuation and appraisal of assets, preparation of federal estate tax return, and study of Maryland inheritance and estate taxation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114.

LAW 320 - Bankruptcy Law (3 credits)

Examines voluntary and involuntary proceedings, functions of the trustee, secured and unsecured debts and claims, exemptions, and discharge of debts, voidable transactions, preparation of petitions, schedules and other documents, and comparison with insolvency proceedings and compositions of creditors. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130.

LAW 322 - Criminal Investigation and Procedure (3 credits)

Provides students the opportunity to study the principles and procedures employed in the investigation of crime. Emphasis is placed on the investigation of specific crimes, identification of information sources, and the procedures required for the proper handling of evidence.

Prerequisite: A grade of C or better in LAW 204.

LAW 325 - Employment Law (3 credits)

Provides an overview of the law of the workplace. This course examines the impact on the employer-employee relationship and provides guidance within the environment of employment law. It also examines employment law as the crossroads of several legal disciplines: contract, tort, and agency, common law, regulatory, and statutory law, as well as social, economic, and political policy. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130.

LAW 330 - Advanced Estate Planning (3 credits)

Examines the entire estate planning process (as opposed to estate administration) using a step-by-step approach. Various aspects of estate planning are covered including the topics of wills, will substitutes, trusts, estate and gift tax planning, business succession planning, asset protection, estate and trust administration, and death taxation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114.

LAW 340 - Income Taxation (3 credits)

Examines the general principles of taxation of individuals, corporations, partnerships, and estates and trusts, with emphasis on points of tax law relating to individuals. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 352 - Law Office Technology (3 credits)

Introduces specialty applications software for law office management and case management. Examines computer applications in the legal field by studying the fundamentals of computer technology in the practice of law and reviewing the building blocks of law-related applications software including word processing, spreadsheets, electronic databases, and other tools. Instructs students on conducting e-discovery and related computer applications for litigation, such as the electronic courtroom, presentation and trial graphics, and electronic trial preparation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216.

LAW 356 - Domestic Relations (3 credits)

Studies the law regarding matters related to the family, including adoption, child support, custody, spousal support, guardianship, marital property, and the requirements for the formation and termination of a marriage. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 361 - Immigration Law (3 credits)

Examines the laws, policies and procedures pertaining to immigration, naturalization and citizenship. Topics include legal entry into and residence in the United States, qualifying for citizenship, Visas, amnesty, asylum and refugees, deportation, and post 9/11 issues. Course topics are designed to meet specific employer needs in the field of immigration law, both in the private and public sectors. Preparation of legal documents and immigration forms is emphasized. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216.

LAW 365 - Health Care Law (3 credits)

Studies the framework of regulation of the health care arena, including the credentialing of health care professionals and how health insurance can define access to health care. Analysis of fraud and abuse legislation and regulations, including application of the law to hypotheticals, is covered. A review of the effect of antitrust legislation on health care business transactions is also included. The laws of birth and death will be examined.

Prerequisite: A grade of C or better in LAW 210.

LAW 380 - Mediation and Negotiation (3 credits)

Studies the role of mediation in resolving conflicts. This course includes an introduction to the skills and procedures needed to settle disputes and an examination of the dimensions and benefits of mediation and its use within the field of alternative dispute resolution.

Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153.

LAW 404 - Advanced Constitutional Law (3 credits)

Analyzes the Fourteenth Amendment rights of due process and equal protection. This course also includes examination of principles involving the Commerce Clause and Commercial Free Speech and review of recent decisions by the Supreme Court that significantly impact the major areas of criminal and civil law.

Prerequisite: A grade of C or better in LAW 204.

LAW 450 - Administrative and Government Law (3 credits)

Examines administrative law and policy at the federal and state levels. This course emphasizes how the administrative process functions in theory and in practice from the perspective of the lawyer and the paralegal. This course also includes rule-making, both informal and formal, adjudication at the administrative level, judicial review, Freedom of Information and Public Information Act, and Federal and Maryland Administrative Procedure Acts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216.

LAW 462 - Advanced Contract Drafting (3 credits)

Instructs students in the skill of contract drafting. Students will learn the different parts of a contract and how to draft each part, to write provisions that are clear

and unambiguous, then to organize the parts into a cohesive contract. Reviewing and commenting on contracts drafted by others will be studied. Students will consider ethical issues in drafting contracts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 120 and LAW 210.

LAW 470 - International Business Law (3 credits)

Examines various aspects of international business law, including multi-national enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.

Prerequisite: A grade of C or better in LAW 130 and LAW 210 (for legal studies majors) or LAW 208 or LAW 308 (for business or accounting majors) and senior status. Cross-Listed as: INBUS 470.

LAW 480 - Legal Studies Capstone (3 credits)

Serves as a capstone course employing a broad range of substantive legal skills including legal research, legal writing, analytical reasoning, oral communication, professionalism, and technology. Through student projects in transactional law and/or litigation practice, students demonstrate their mastery of the paralegal curriculum by performing legal and administrative tasks required for paralegal employment. Students' professional portfolios are completed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 210 and senior status. SEE Certification: Writing Intensive.

MATH - Mathematics

MATH 135 - Introduction to Mathematical Reasoning (3 credits)

Surveys applications of various fields of mathematics to everyday life. Topics to be covered include calculation, measurement, and number sense; recognition and interpretation of growth patterns; mathematics in financial decisions; elementary statistics and probability and their uses in decision-making; and other applications. Students cannot receive credit for MATH 135 if they have received credit for MATH 133 or MATH 134.

Prerequisite: A grade of C or better in MATH 005# or by placement. SEE Certification: Quantitative Literacy.

MATH 136 - Introduction to Statistics (4 credits)

Introduces the student to basic data analysis. Methods include data collection and packaging, discriminating between valid and invalid uses of statistics, and elementary methods for decision making. Topics include measures of central tendency and dispersion, elementary probability, probability distributions, interval estimates of parameters, hypotheses testing, correlation, and regression. Course activities include elementary applications of statistics to a variety of disciplines. A TI-83, TI-83 Plus, or TI-84 calculator is required for the course. Credit will not be granted for more than one of

the following statistics courses: MATH 115, MATH 136, MATH 140, MATH 210, and MATH 235.

Prerequisite: A grade of C or better in DEVM 105# or by placement. SEE Certification: Quantitative Literacy.

MGT - Management

MGT 204 - Principles of Management (3 credits)

Examines theories and principles underlying the management process. Students discuss fundamental management activities including planning, organizing, leading, controlling, and decision making.

Prerequisite: ENG 150, or ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Science.

MGT 210 - Business Writing (3 credits)

Focuses on the purposes, principles, and techniques of business writing. The course provides students with a review of the basics in writing while using a variety of operational workplace writing exercises. Students will apply advanced critical thinking ability and analytical competencies to develop overall writing ability.

Prerequisite: A grade of C or better in ENG 152 or ENG 153. SEE Certification: Writing Intensive.

MGT 308 - Business Ethics (3 credits)

Explores ethical theories, critically and historically, as they relate to contemporary business conduct and issues. Students who have taken PHIL 415 or PHIL 416 are not eligible to take MGT 308.

Prerequisite: A grade of C or better in MGT 204 and MGT 210. SEE Certification: Writing Intensive.

MGT 310 - Organizational Behavior (3 credits)

Examines human resource problems and the integration of management theory and behavioral concepts as they relate to modern organizations. Topics discussed include leadership and motivation, job satisfaction, conflict resolution, power and politics, group dynamics, and managerial skills.

Prerequisite: A grade of C or better in MGT 204 or HSR 340.

MGT 313 - Operations Management (3 credits)

Investigates effective operating control in businesses and the interrelationship between operations and other functions of an organization. Topics include operating strategy, production planning, quality management, inventory management, project management, and technology assessment.

Prerequisite: A grade of C or better in IS 135, MATH 136, and MGT 204. Corequisite: FIN 300.

MGT 315 - International Business Management (3 credits)

Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign

labor, and effects of natural events on management decisions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: INBUS 315.

MGT 408 - Human Resource Management (3 credits)

Examines human resource management and the role of line managers and HR professionals in recruiting, developing, and retaining a competent work force. Discussion will also include job analysis and design, human resource planning, compensation, benefits, labor relations, equal opportunity employment laws, work force diversity, and global competitiveness. This course prepares students to sit for the Professional in Human Resources (PHR) exam.

Prerequisite: A grade of C or better in MGT 310 or HSR 340.

MGT 413 - Project Management (3 credits)

Examines the tools and techniques necessary to manage resources to meet project objectives. Topics include project scheduling, time-cost trade-offs, budgeting, cost control, and project monitoring, as well as project organization, team development, and risk management.

Prerequisite: A grade of C or better in MGT 313 and ACC 141.

MGT 422 - Strategic Management (3 credits)

Investigates the theories, techniques, and models of organizational strategy formulation and implementation. Students will examine all facets of the strategic planning process including the impact and implications of: the current competitive position of an organization, emerging trends affecting the success of an organization, alternate strategic options, the development of a formal strategic plan, and implementation and evaluation of new strategies.

Prerequisite: A grade of C or better in FIN 300 or FIN 303, MGT 210, MGT 310, and MKT 206.

MGT 430 - Business Capstone Seminar (3 credits)

Develops the ability to recognize, analyze, and define problems within and outside the organization, to identify management choices, and to implement appropriate strategic action. This course stresses the assessment of the short- and long-term implications of taking certain actions. This course uses a broad range of research methodologies, traditional and electronic data sources, and primary research in investigating and solving business problems.

Prerequisite: A grade of C or better in FIN 300 or FIN 303, MGT 308, MGT 310, MGT 313, and MKT 206. . Corequisite: MGT 312 or MGT 422.

MKT - Marketing

MKT 206 - Principles of Marketing (3 credits)

Examines the relationship between an organization and the market for its goods and services. Topics covered include the marketing concept, marketing planning, consumer behavior, research, product development, and the marketing mix. Social, ethical, and international aspects of marketing are emphasized.

Prerequisite: ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

MKT 315 - Sports Marketing (3 credits)

Examines the application of marketing strategy and activity to a sports enterprise setting, including leagues, teams, events, and individuals. Topics include the impact of external, uncontrollable environments; the application of targeting and positioning strategies; the sport product and branding; event pricing and distribution strategies; and the use of appropriate, effective promotion tools.

Prerequisite: A grade of C or better in MKT 206.

MKT 316 - Principles of Negotiation and Sales (3 credits)

Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206.

MKT 410 - Strategic Marketing Cases (3 credits)

Develops the student's ability to identify, analyze, and resolve marketing problems using the case analysis method. Topics include target market selection, new product introduction, use of research, branding and promotion activity, and financial implications of alternatives under consideration.

Prerequisite: A grade of C or better in MKT 206 plus one additional MKT course.

MUS - Music

MUS 201 - Introduction to Music in History (3 credits)

Surveys music literature from the late Renaissance to the present day. This course examines how music has evolved through the centuries by studying works by the most influential composers while relating the music to the corresponding historical eras. Students will be introduced to the finest representative musical examples in live and video performance.

Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153. SEE Certification: Fine Arts.

NATB - Nursing Associate's to Bachelor's

NATB 312 - Physical Assessment and Pathophysiology (3 credits)

Explores the role of the nurse in physical assessment and data collection utilizing an organizing framework. Gaining competence in the application of assessment skills and interviewing prepares the registered nurse for enhanced clinical practice. Physical examination across the life span and with diverse populations is included, as well as application of knowledge within the context of pathophysiological conditions. Restricted to RN to BS majors.

Prerequisite: Acceptance into the ATB option.

NATB 313 - Concepts of Professional Nursing Practice (4 credits)

Includes discussion of the philosophy of nursing, perspectives of nursing theorists, and historical foundations. Expansion of nursing roles, development of learning goals, and professional values are discussed. The principles of scholarly writing and critical thinking are applied throughout the course. Restricted to RN to BS majors.

Prerequisite: Acceptance into the ATB option. SEE Certification: Writing Intensive.

NATB 315 - Information Technology in Nursing and Health Care (3 credits)

Presents nursing informatics as a combination of computer science, information science, and nursing science. Nursing informatics assists in the management and processing of nursing data, information, and knowledge in the practice of nursing and delivery of health care. This course addresses how technology shapes nursing practice, nursing education, and access to health care information and examines informatics as an area of nursing specialization. Restricted to ATB majors.

Prerequisite: NATB 313.

NATB 330 - Health Assessment (3 credits)

Develops data collection and physical assessment skills across the life span. Clinical application in the clinical lab setting will be emphasized.

Prerequisite: Admission into the ATB option.

NATB 414 - Nursing Leadership For RNs (3 credits)

Provides opportunities for registered nurse students to explore a variety of topics essential to facilitation of nursing leadership in health care environments. Nurses learn about theories of organizational behavior, leadership, and management. Dialog centers on topics of group facilitation, delegation, motivation, collaboration, team building, empowerment, conflict management, and negotiation as experienced in the context of nursing practice. Restricted to ATB majors.

Prerequisite: NATB 315 and senior status.

NATB 415 - Professional Seminar II (3 credits)

Explores the process of empowerment and self-actualization in the nursing profession. During the first segment of the course, the focus is on the nurse as a professional. The second segment examines the context of professional nursing practice, the health care delivery system. The remaining segment provides opportunities to explore professional activism within nursing organizations and state/federal governmental agencies. Restricted to ATB majors.

Prerequisite: NATB 315, 200+ writing, and senior status. SEE Certification: Writing Intensive.

NATB 418 - Nursing Research for RNs (3 credit)

Introduces registered nurse students to the research process in nursing. Methods of gathering, analyzing, and interpreting data commonly used in nursing research are discussed. The focus of this course is the critical evaluation of nursing research studies and the utilization of research findings. Restricted to ATB majors.

Prerequisite: MATH 136, NATB 414 and NATB 415.

NATB 424 - Health in the Community (5 credits)

Immerses the registered nurse student in community-focused health care. The first portion of the course explores nursing care provided to groups within the community setting, based on nursing research and using the nursing process, community assessment, goal setting, and community planning. The second portion of the course includes concepts associated with epidemiology, informatics, economics, environmental health, health promotion, vulnerable populations, and global health. Theoretical concepts will be applied in a mentored clinical experience; the setting will be selected under the guidance of the faculty and will be one where public or community health concerns can be identified and where nursing roles are present. 45 hours of mentored clinical practice required. Restricted to ATB majors and licensure as a registered nurse.

Prerequisite: NATB 418.

NATB 434 - Professional Seminar III (3 credits)

Assists the RN to BS student in synthesizing concepts and experiences from their course work into an integrated whole. Students will analyze implications for change in nursing practice and the delivery of health care. The students will explore ways in which they can individually and collectively become engaged in advancing the quality of nursing practice.

Prerequisite: NATB 424.

NURS - Nursing

NURS 312 - Physical Assessment and Pathophysiology (3 credits)

Explores the role of the nurse in physical assessment and data collection utilizing an organizing framework. Gaining competence in the application of assessment skills and interviewing prepares the registered nurse for enhanced clinical practice. Physical examination across the life span and with diverse populations is included, as well as

application of knowledge within the context of pathophysiological conditions. Restricted to RN to BS majors.

Prerequisite: Acceptance into RN to BS option.

NURS 313 - Concepts of Professional Nursing Practice (4 credits)

Includes discussion of the philosophy of nursing, perspectives of nursing theorists, and historical foundations. Expansion of nursing roles, development of learning goals, and professional values are discussed. The principles of scholarly writing and critical thinking are applied throughout the course. Restricted to RN to BS majors.

Prerequisite: Acceptance into RN to BS option. SEE Certification: Writing Intensive.

NURS 315 - Information Technology in Nursing and Health Care (3 credits)

Presents nursing informatics as a combination of computer science, information science, and nursing science. Nursing informatics assists in the management and processing of nursing data, information, and knowledge in the practice of nursing and delivery of health care. This course addresses how technology shapes nursing practice, nursing education, and access to health care information and examines informatics as an area of nursing specialization. Restricted to RN to BS majors.

Prerequisite: NURS 312 and NURS 313.

NURS 414 - Nursing Leadership For RNs (3 credits)

Provides opportunities for registered nurse students to explore a variety of topics essential to facilitation of nursing leadership in health care environments. Nurses learn about theories of organizational behavior, leadership, and management. Dialog centers on topics of group facilitation, delegation, motivation, collaboration, team building, empowerment, conflict management, and negotiation as experienced in the context of nursing practice. Restricted to RN to BS majors.

Prerequisite: NURS 315 and senior status.

NURS 415 - Professional Seminar II (3 credits)

Explores the process of empowerment and self-actualization in the nursing profession. During the first segment of the course, the focus is on the nurse as a professional. The second segment examines the context of professional nursing practice, the health care delivery system. The remaining segment provides opportunities to explore professional activism within nursing organizations and state/federal governmental agencies. Restricted to RN to BS majors.

Prerequisite: NURS 315, 200+ writing, and senior status. SEE Certification: Writing Intensive.

NURS 418 - Nursing Research for RNs (3 credits)

Introduces registered nurse students to the research process in nursing. Methods of gathering, analyzing, and interpreting data commonly used in nursing research are discussed. The focus of this course is the critical evaluation of nursing research studies and the utilization of research findings. Restricted to RN to BS.

Prerequisite: MATH 136, NURS 414, and NURS 415.

NURS 424 - Health in the Community (5 credits)

Immerses the registered nurse student in community-focused health care. The first portion of the course explores nursing care provided to groups within the community setting, based on nursing research and using the nursing process, community assessment, goal setting, and community planning. The second portion of the course includes concepts associated with epidemiology, informatics, economics, environmental health, health promotion, vulnerable populations, and global health. Theoretical concepts will be applied in a mentored clinical experience; the setting will be selected under the guidance of the faculty and will be one where public or community health concerns can be identified and where nursing roles are present. 45 hours of mentored clinical practice required. Restricted to RN to BS majors.

Prerequisite: NURS 418.

NURS 434 - Professional Seminar III (3 credits)

Assists the RN to BS student in synthesizing concepts and experiences from their course work into an integrated whole. Students will analyze implications for change in nursing practice and the delivery of health care. The students will explore ways in which they can individually and collectively become engaged in advancing the quality of nursing practice.

Prerequisite: NURS 424.

PHOTO - Photography**PHOTO 141 - Basic Digital Photography (3 credits)**

Introduces digital photography including the operation of a DSLR camera and introductory level digital photography techniques. Attention will be given to the technical aspects of manual camera control, editing, digital image processing, inkjet printing, and image presentation. Students will learn exposure, digital image enhancement, and preparation of images for print and online viewing. Aesthetic and creative concerns will be emphasized, using photography as a tool for documentation, communication, expression, and emotional appeal. This course also explores making informed choices in composition, subject matter, and framing. Students will need to purchase supplies/materials for this course.

Prerequisite: None. SEE Certification: Fine Arts.

POSCI - Political Science**POSCI 102 - American Government: Political Institutions and Procedures (3 credits)**

Examines the structures that comprise the American political system, how they interact, how they affect an individual member of the political system, and how they are changed by individuals and groups. This course covers federal, state, and local government.

Prerequisite: ENG 151 or equivalent (may be taken concurrently). SEE Certification: Social Sciences.

POSCI 205 - State & Local Government (3 credits)

Examines how local communities and states are governed in the United States. The course balances its emphasis on metropolitan areas by examining key aspects of state policy, such as education, crime, growth, and taxation. Students explore comparisons between Maryland political institutions and those of other states.

Prerequisite: ENG 152 or equivalent. SEE Certification: Social Science.

PRST - Professional Studies**PRST 310 - Creative Leadership (3 credits)**

Explores creativity concepts as they relate to leadership. Topics explored include thinking tools for leaders, creative problem solving as a framework for creative leadership, leading people with different creativity styles, and building a creative organizational culture.

Prerequisite: None.

PRST 495 - Professional Studies Capstone (3 credits)

Provides opportunities for students to demonstrate mastery of program objectives via completion of a culminating portfolio that will include reflection on growth as a professional using signature assignments as evidence, a professional organizational audit, and a statement of future directions as a professional.

Prerequisite: CM 205, CM 390, GPS 200, IS 260, MGT 210, PRST 310 and senior standing. SEE Certification: Writing Intensive.

PSY - Psychology**PSY 101 - Introduction to Psychology (3 credits)**

Introduces students to the main theories, methods, and major findings that characterize psychology as a science. The course presents the scientific basis of psychology and asks students to think critically about the various topics presented. The course addresses psychology's application to issues of everyday life.

Prerequisite: A grade of C or better in ENG 151 (may be taken concurrently). SEE Certification: Social Sciences.

REL - Religion

REL 265 - Comparative Thought in Religion (3 credits)

Explores, examines, and compares a targeted religious issue, such as transcendence, mortality, sexuality, humanity, transitions, justice, and evil in selected world religions.

Prerequisite: A grade of C or better in ENG 152 or be equivalent (may be taken concurrently), or permission of the Chair. SEE Certification: Humanities.

REL 270 - Contemporary Religion in the U.S. (3 credits)

Studies contemporary religious expressions in America. This course examines the origins, development, and current status of both mainline and peripheral movements, with discussions on attendant problems of national interest and addresses issues in which religion, politics, and community values influence each other across the contemporary landscape.

Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently), or permission of the Chair. SEE Certification: Humanities.

SOC - Sociology

SOC 101 - Introduction to Sociology (3 credits)

Introduces building blocks of knowledge in the discipline of sociology, a discipline that examines how humans interact and how their interactions are influenced by social forces.

Prerequisite: A grade of C or better in ENG 151 or equivalent (may be taken concurrently). SEE Certification: Social Sciences.

THEA - Theatre

THEA 121 - Introduction to Theatre (3 credits)

Examines, through readings, lecture and discussion, the responsibilities and techniques of theater artists (playwrights, actors, directors, designers) who collaborate to create the dramatic experience. Students further investigate the nature of this experience by critiquing Stevenson University productions.

Prerequisite: None. SEE Certification: Fine Arts.

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

Business and Technology Management

Description

The Master of Science in Business and Technology Management (BTM) 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 BTM 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: both 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.

Objectives

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

1. Defend the importance of technology as the underlying foundation of an organization.
2. Analyze the management processes and technology needed to support an organization.

3. Assess the architectural design of current and emerging technologies.
4. Design organizational systems necessary to create effective solutions.
5. Appraise the policy, technical, security, and legal issues that affect an organization.
6. Compose effective communication with all levels of personnel, both orally and in writing, within and external to the organization.

Emerging Technology Track Outcomes

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

1. Evaluate various technologies available to organizations in order to determine their usefulness and what impact, negative or positive, these technologies might have if implemented within these organizations.
2. Understand various IT architectural designs and how they assist organizations.
3. Analyze various software solutions in determining their effectiveness on developing and maintaining customer relationships.
4. Evaluate the software and hardware requirements of network security and assess vulnerabilities that may exist in corporate infrastructures.
5. Determine the importance of having organizational data properly secured and why contingency plans are required by every organization.

Innovative Leadership Track Outcomes

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

1. Determine the importance of information technology as integrative to the effective functioning and success of organizations.
2. Evaluate the behaviors and practices associated with effective leadership within various organizations with special attention to leadership and management within IT units.
3. Design effective supply chain management strategies using appropriate software systems.
4. Analyze current customer relationship management practices, issues, best practices, and solutions to create competitive advantage for business and industry.
5. Design appropriate tools and processes in business and industry focusing on key issues in strategic leadership and management of IT and incorporating innovative strategies in order to maintain competitive advantage in the marketplace.

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 after the first course applied to the degree was completed.

Requirements

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

Core Courses (15 credits)

BTM 601	Information Technologies and the Organization	3
BTM 604	Cognitive Science for Requirements Analysis	3
BTM 606	Creativity in Information Systems	3
BTM 644/HCM 644	Project Management	3
BTM 663	Information Technology Law & Enforcement Activities	3

Capstone Courses (6 credits)

BTM 701	Systems Integration	3
BTM 702	Master's Project	3

Students select one of the following tracks (9 credits)

Track One: Emerging Technology Management

BTM 640	Operating Environments: Architecture and Infrastructure	3
BTM 643	Electronic Commerce	3
BTM 661/CYBF 661	E-Systems Security	3

Track Two: Innovative Leadership

BTM 635/HCM 635	Innovative Leadership & Management	3
BTM 645	Supply Chain Management	3
BTM 667/HCM 667	Customer Relationship Management (E-CRM)	3

Students select two electives (6 credits)

BTM 618	Network Technologies	3
BTM 634	Enterprise Data Management	3
BTM 642	Enterprise Application Process Analysis	3
BTM 646	Disaster Recovery & Business Continuity	3
BTM 662	Business to Business Applications	3
BTM 670	Competitive Theory	3
BTM 671	Innovative Strategies	3
BTM 672	IT Financial Management	3

Course Descriptions

See BTM - Business and Technology Management Courses (p. 113)

Communication Studies

Description

The Master of Science in Communication Studies 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 steadily increase over the next decade. Employment opportunities for graduates in these growing markets include Public Relations Manager, Public Relations Specialist, Advertising Manager, Promotions Manager, Media Sales Manager, Event Planner, and Market Research Analyst.

Objectives

Upon completion of the Master of Science in Communication Studies, 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 various 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.

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 after the first course applied to the degree was completed.

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 610	Interpersonal Communication	3
CM 615	Nonverbal Communication	3
CM 620	Conflict Communication and Leadership	3
CM 625	Contemporary Communication	3
CM 630	Contemporary Organizations and Communication	3
CM 635	Crisis Communication	3
CM 720	Capstone: Communication Project or Thesis	6

Course Descriptions

See CM - Communication Studies Courses (p. 115)

Community-Based Education and Leadership

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.

Objectives

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.

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 after the first course applied to the degree was completed.

Requirements

Required Courses (24 Credits):

Community-Based Education and Leadership Courses:

CBEL 610	Foundations and Frameworks of Community-Based Education	3
CBEL 612	Innovative Teaching and Learning for 21st Century Skills	3
CBEL 614	Program Planning, Implementation, and Evaluation	3
CBEL 616	Community Engagement and Leadership	3
CBEL 720	Community-Based Education and Leadership Capstone	3

Theory and Research Courses:

ED 604	Cognitive Social and Emotional Development of Learners	3
ED 606	Socio-political and Cultural Influences on Families, Organizations, and Communities	3
ED 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

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
BTM 644/HCM 644	Project Management	3
BTM 635/HCM 635	Innovative Leadership & 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

Certificate Option

Community-Based Education and Leadership (p. 131)

Course Descriptions

CBEL-Community-Based Education and Leadership Courses (p. 116)

Crime Scene Investigation

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.

Objectives

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.

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 after the first course applied to the degree was completed.

Requirements

Required Courses

FSCI 540	Crime Scene Photography	3
FSCI 500	Survey of Forensic Science	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 655 or FSCI 675	FSCI 655 Practicum Rotations or FSCI 675 The Crime Laboratory: Structure and Operations	3
FSCI 702	Seminar in Forensic Science	3
FSCI 760	Research Project & Presentation I	3
FSCI 761	Research Project & Presentation II	3
FSCI 762	Expert Witness Preparation and Practice	3
FSCI or FS Elective	Forensic Science or Forensic Studies Elective	3

Certificate Option

Crime Scene Investigation (p. 132)

Course Descriptions

See FSCI - Forensic Science Courses (p. 121)

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.

Objectives

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.

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 after the first course applied to the degree was completed.

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, 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 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

CYBF 671 - Cyber Hunting is under development.

Elective Courses: Choose two (6 credits)

CYBF 650/FSIS 650	Intrusion Detection Systems (IDS), Firewalls, Auditing	3
CYBF 663/FSIS 663	Network and Cloud Forensics	3
CYBF 670	Cyber Warfare and Cyber Terrorism	3
FSAAC 620	Forensic Information Technology	3

Certificate Option

Digital Forensics (p. 132)

Course Descriptions

See CYBF - Cyber Forensics Courses (p. 117)

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.

Objectives

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
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
FSLAW 668	White Collar Crimes	3
FSINV 600	Investigative Techniques/Interviewing	3
FSCOR 720	Forensic Studies Capstone	3
FSCI or FS Elective	Forensic Science or Forensic Studies Elective	3

Certificate Option

Forensic Accounting (p. 133)

Course Description

See FSAAC - Forensic Accounting Courses (p. 120)

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.

Objectives

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

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 after the first course applied to the degree was completed.

Students are required to take and successfully complete FSCOR 601, Criminal Justice; FSCOR 604, Evidence; and FSCOR 606, Forensic Journal Research and Review, before enrolling in other courses.

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 Elective	Forensic Science or Forensic Studies Elective	3

Certificate Option

Forensic Investigation (p. 133)

Course Descriptions

See FSINV - Forensic Investigation Courses (p. 123)

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.

Objectives

Upon completion of the Master of Forensic Science degree, 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. Develop a comprehensive analysis of the scientific literature of a topic.
5. Formulate a hypothesis, design and execute a research project.
6. Develop a thesis that reflects the results of the research project; explains those results; and formulates novel suggestions for further study.
7. Participate in mock judicial examinations.

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

1. Examine the science underlying DNA analysis.
2. Describe how DNA is analyzed.
3. Analyze serological evidence.
4. Analyze immunological evidence.

OR

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

1. 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.

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 after the first course applied to the degree was completed.

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 655 or FSCI 675	FSCI 655 Practicum Rotations or FSCI 675 The Crime Laboratory: Structure and Operations	3
FSCI 702	Seminar in Forensic Science	3
FSCI 760	Research Project & Presentation I	3
FSCI 761	Research Project & Presentation II	3
FSCI 762	Expert Witness Preparation and Practice	3

Area of Concentration in Biology:

FSCI 640	Serology and Immunology	3
FSCI 645	DNA Analysis	3
FSCI 660	Forensic DNA Computer Applications	3
FSCI or FS Elective	Forensic Science or Forensic Studies Elective	3

Area of Concentration in Chemistry:

FSCI 617	Trace Evidence	3
FSCI 620	Drug Analysis	3
FSCI 670	Forensic Toxicology	3
FSCI or FS Elective	Forensic Science or Forensic Studies Elective	3

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.

Objectives

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

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.

Students are required to take and successfully complete FSCOR 601, Criminal Justice; FSCOR 604, Evidence; and FSCOR 606, Forensic Journal Research and Review, before enrolling in other courses.

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	Forensic Science or Forensic Studies Elective	3
Elective	Five Forensic Electives	15

Course Descriptions

See Forensic Studies Course Descriptions (p. **Error! Bookmark not defined.**)

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.

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.

Objectives

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

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.

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 two 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
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HCM 662/NURS 662	Quality Management in Health Care	3
HCM 667/BTM 667	Customer Relationship Management (E-CRM)	3
<i>Project Management in Healthcare Track</i>		
HCM 635/BTM 635	Innovative Leadership & Management	3
HCM 640	Teamwork in Healthcare Settings	3
HCM 644/BTM 644	Project Management	3
<i>Electives</i>		
BTM 672	IT Financial Management	3
HCM 642	Healthcare Project Planning and 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
FS LAW 668	White Collar Crimes	3

Certificate Options

Quality Management and Patient Safety (p. 136)

Course Descriptions

See Healthcare Management Course Descriptions (p. 125)

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.

Objectives

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.

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 a "C" may be applied toward the GPS requirement. Degree requirements must be completed within seven years after the first course applied to the degree is completed.

Requirements

Required Courses

Theory and Research Core

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

Integrative Learning Core

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

Capstone

Students must select a capstone in their primary focus area.

LTED 701	Literacy Capstone	3
CBEL 720	Community-Based Education and Leadership 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.

ED 550	Mathematical Concepts and Problem Solving for Middle School Teacher	3
ED 560	Scientific Concepts for Engaging Middle School Learners	3
ED 605	STEM Curriculum Principles and Practices	3
ED 615	Principles of Assessment	3
ED 630	Principles of Special Education	3
ED 660	Foundations for Teaching ELL	3
CBEL 664	Teaching & Learning for Specialized Populations	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.

LTED 603	Foundations of Literacy	3
LTED 611	Literacy Assessment	3
LTED 621	Culturally Responsive Literacy	3
LTED XXX	Children's Literature	3
ED 620	Literacy Strategies in the STEM Content Areas	3
ED 625	Advanced Literacy Strategies in the STEM Content Areas	3
CM 615	Nonverbal Communication	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 662	Youth Development	3
CBEL 670	Volunteer Management	3
CBEL 672	Advocacy in Community-Based Organizations	3
CM 600	Cultures and Communication	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 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 exception is the capstone course, which is 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, nursing educators in today's healthcare environment must be able 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 the 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.

Objectives

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, 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-base 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 after the first course applied to the degree was completed.

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	Concepts of Nursing Informatics	3
NURS 520	Quantitative Methods in Nursing Research	3
NURS 530	Qualitative Inquiry in Nursing	3
NURS 547	Global Health Care 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	Nursing Education Practicum	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:

NURS 615	Advanced Health Assessment	3
FSCOR 601	Foundations of Justice	3
ED 606	Socio-political and Cultural Influences on Families, Organizations, and Communities	3
FSCI 762	Expert Witness Preparation and Practice	3
NURS XXX	Introduction to Forensic Nursing	3
NURS 737	Graduate Nursing Capstone	3
NURS XXX	Forensic Nursing Practicum	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	Nursing Leadership/Management Capstone	6
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	Communication and Conflict Resolution	3
NURS 672	Population-Based Care: Vulnerable Populations	3
NURS 674	Professional/Legal Issues in Population-Based Care	3
NURS 760	Population-Based Care Coordination Capstone	6
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

Residency Requirements

The Master of Science in Nursing has a residency requirement at the end of the program. The residency 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 residency allows students to

demonstrate those skills and competencies they will need in their professional positions. Students unable to come to campus for this component of the program will be able to participate through the use of synchronous online software capabilities already available at the university.

Certificate Option

Nursing Education (p. 135)

Population-Based Care Coordination (p. 135)

Course Descriptions

See NURS-Graduate Nursing Courses (p. 127)

Teaching

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.

Objectives

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.

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 after the first course applied to the degree was completed.

Requirements

All MAT candidates must complete the following coursework and meet MDSE requirements for initial certification as identified below:

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 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 Friday evening through Saturday afternoon at the Owings Mills Campus of 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.

Certificate Option

Secondary STEM Teaching and Learning (p. 136)

Course Descriptions

See ED - Teaching Secondary Mathematics and Sciences Courses (p. 118)

Graduate Courses

BTM - Business and Technology Management

BTM 601 - Information Technologies and the Organization (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.

BTM 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.

BTM 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.

BTM 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.

BTM 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.

BTM 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.

BTM 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.

BTM 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.

BTM 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.

BTM 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: None. Cross-Listed as: HCM 644.

BTM 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.

BTM 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.

BTM 661 - E-Systems Security (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.

BTM 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.

BTM 663 - Information Technology Law & Enforcement Activities (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.

BTM 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: None. Cross-Listed as: HCM 667.

BTM 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: BTM 601.

BTM 671 - Innovative Strategies (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: BTM 601.

BTM 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: BTM 601.

BTM 701 - Systems Integration (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 earned.

BTM 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: BTM 701.

CM - Communication Studies

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.

CM 510 - Research Writing and Methods (3 credits)

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

Prerequisite: None.

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: CM 505 and CM 510.

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: CM 505 and CM 510.

CM 610 - Interpersonal Communication (3 credits)

Analyzes the concepts and practices of interpersonal communication through evaluation of related theories and research. Students will interrogate concepts and issues that deal with the relationship between the self and others on personal, professional, and social levels.

Prerequisite: CM 505 and CM 510.

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: CM 505 and CM 510.

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: CM 505 and CM 510.

CM 625 - Contemporary Communication (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: CM 505: Communication Theory and Applications; CM 510: Research Writing and Methods.

CM 630 - Contemporary Organizations and Communication (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: CM 505 and CM 510.

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: CM 505 and CM 510.

CM 720 - Capstone: Communication Project or Thesis (6 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 30 credits in Communication Studies Program.

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.

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.

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.

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.

Prerequisite: None.

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 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.

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: CBEL 616.

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.

Prerequisite: ED 608.

CBEL 720 - Community-Based Education and Leadership 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.

Prerequisite: ED 608.

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, FSCOR 604, and FSCOR 606, or admission to the CYBF 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 CYBF 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 - E-Systems Security (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: BTM 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 CYBF 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 CYBF 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 cyber 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.

ED - Teaching Secondary Mathematics and Sciences

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.

Prerequisite: None.

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 Engaging Middle School Learners (3 credits)

Provides students with the knowledge and competencies necessary for teaching middle school science. Candidates examine concepts, terms, phenomena, methods, applications, data analysis, and problem solving in science, including the impact of science and technology on the environment and human affairs. Based on the National Science Education Standards (NSES) and the National Science Teacher Association (NSTA) standards, topics include scientific Inquiry, and methodology, basic principles of matter and energy, physical sciences, life sciences, earth and space sciences, and science, technology and society. (Pending review by the Academic Affairs Committee.)

Prerequisite: Under development.

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.

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.

Prerequisite: None.

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.

Prerequisite: None.

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(s) or Corequisite(s): ED 605

Prerequisite: None.

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(s) or Corequisite(s): ED 605

Prerequisite: None.

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.

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 604, 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. This course must be completed prior to taking Mock Trial. 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. This course must be

completed prior to taking Mock Trial. 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.

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.

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.

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.

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.

FSCI 620 - Drug Analysis (3 credits)

Introduces students to the "analytical approach" to drug analysis in a forensic laboratory. Students will be taught how to define the problem, take a representative sample, isolate, identify, and quantitate various classifications of controlled dangerous substances. Students will learn how to put the findings into proper report format. Laboratory course.

Prerequisite: FSCI 500.

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.

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.

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.

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.

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.

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.

FSCI 675 - The Crime Laboratory: 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 cannot receive credit for both FSCI 675 and FSCI 655.

Prerequisite: FSCI 500.

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 forensic. Topics emphasized will include standards for ethical behavior, workplace demands, and professionalism.

Prerequisite: FSCI 500.

FSCI 760 - Research Project & Presentation I (3 credits)

Begins the process of creating a master's thesis/scientific paper. This course is the first half of a two course, semester-long sequence that concludes with FSCI 761. Students will conduct a forensic science research project under the direction of a mentor selected by that student. Requirements include preparing the introduction/literature review section of the thesis/paper and completing initial drafts of the methods and results sections of the thesis.

Prerequisite: FSCI 500 and two track courses (may be taken concurrently).

FSCI 761 - Research Project & Presentation II (3 credits)

Completes the process of creating a master's thesis/scientific paper. This course is the second half of a two course, semester-long sequence. Students will complete the forensic science research project that they began in FSCI 760, Research Project and Presentation I.

Prerequisite: FSCI 760.

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 760. Corequisite: FSCI 761.

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.

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. This course must be completed prior to taking Mock Trial.

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. This course must be completed prior to taking Mock Trial.

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 CYBF 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. This course must be completed prior to taking Mock Trial.

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 Track Coordinator. 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 CYBF 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.

GPS- Graduate and Professional Studies

GPS 500 - Thinking, Researching, Writing for Success (0 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, Spring, and Summer.

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: BTM 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: BTM 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 and 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: BTM 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.

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.

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.

NURS-Graduate Nursing

NURS 515 - Concepts of Nursing Informatics (3 credits)

Draws from computer science, information science, cognitive and decision sciences, and nursing science. This course provides students with an overview of informatics and the theoretical foundation for information management within the health care setting.

Prerequisite: None.

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 Care Perspectives (3 credits)

Provides an intensive overview of global health issues. This course focuses on global determinates of health, global health policies, global health research methods, effects of economics on global healthcare, complementary and alternative medicine, and organizations working in the field of global health. Students will consider the impact of global health issues such as infectious diseases, chronic diseases, cancer, violence, nutrition, mental health and environmental health. Topics covered include the special issues of reproduction, infants, and children.

Prerequisite: NURS 520 and NURS 530.

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: None. 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 547 and 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 610.

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 635.

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 615.

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 615.

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 547 and 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 547 and 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 650 and NURS 652. 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 650 and NURS 652. Cross-Listed as: HCM 662.

NURS 670 - Communication and Conflict Resolution (3 credits)

Explores therapeutic communication, cultural competence, and conflict resolution as integral to the multiple relationships within population-based care management roles. Theoretical models and assessment tools, including health literacy, will be utilized to examine the diversity of cultural beliefs, values, and practices that impact the health of individuals, families, and communities. Students will learn collaborative communication strategies focused on inter-professional negotiation within agencies, communities, and systems.

Clinical, legal, and ethical concerns related to health care disparities will be discussed.

Prerequisite: NURS 547 and NURS 557.

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 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: None.

NURS 736 - Nursing Education Practicum (3 credits)

Provides an opportunity for students in the education concentration to apply education concepts in a selected higher education or health care delivery environment during a 135-hour practicum experience. Students will complete a project relevant to the role of the nurse educator.

Prerequisite: NURS 632, NURS 635, and NURS 642.

NURS 737 - Graduate Nursing Capstone (3 credits)

Emphasizes analysis and evaluation of concepts of teaching and learning; demonstration of competencies needed to deliver content effectively; assessment and evaluation of student and program outcomes; participation in curriculum planning and development; and analysis of regulatory, ethical, legal and accreditation issues. Students will develop a professional portfolio and a scholarly paper and presentation. The course includes an on-campus residency requirement.

Prerequisite: NURS 632, NURS 635, and NURS 642.

NURS 740 - Nursing Education Capstone (6 credits)

Designed to provide an opportunity for students in the education concentration to apply education concepts in a selected higher education or health care delivery environment during a 135 hour practicum experience. Students will complete a capstone project relevant to the role of the nurse educator and develop a professional portfolio. This course emphasizes: analysis and evaluation

of concepts of teaching and learning; demonstration of competencies needed to deliver content effectively; assessment and evaluation of student and program outcomes; participation in curriculum planning and development and analysis of regulatory, ethical, legal and accreditation issues. The course includes an on campus residency requirement.

Prerequisite: All other required core and concentration courses.

NURS 750 - Nursing Leadership/Management Capstone (6 credits)

Designed to provide an opportunity for students in the leadership/management concentration to apply leadership/management concepts in a selected health care delivery environment during a 135 hour practicum experience. Students will complete a capstone project relevant to the role of the nurse leader/manager and develop a professional portfolio. 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 the practice setting. The course includes an on campus residency requirement.

Prerequisite: All other required core and concentration courses.

NURS 760 - Population-Based Care Coordination Capstone (6 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. Students will complete a capstone project relevant to the role of the nurse working in a population-based care coordination position. 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. The course includes an on-campus residency requirement.

Prerequisite: All other required core and concentration courses.

NURS XXX - Introduction to Forensic Nursing (3 credits)

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 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 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. (Pending review by the Academic Affairs Committee.)

Prerequisite: Under development.

NURS XXX - Forensic Nursing Practicum (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. Students will have the opportunity to focus on a specific area of forensic nursing (e.g. Forensic Nurse Examiner, Correctional Nursing, Coroner/Death investigation, Disaster preparedness, Legal Nurse Consulting, Forensic Mental Health Nursing). Students will complete a project relevant to the role of the forensics nurse in the specific setting. (Pending review by the Academic Affairs Committee.)

Prerequisite: Under development.

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.

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.

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 9 credits:

CBEL 610	Foundations and Frameworks of Community-Based Education	3
CBEL 616	Community Engagement and Leadership	3
ED 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	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	Cognitive Social and Emotional Development of Learners	3

Crime Scene Investigation

Certificate Requirements**Certificate Description**

Stevenson University Online's Crime Scene Investigation Post-Baccalaureate Certificate 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.

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.

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.

Certificate requirements must be completed within seven years after the first course applied to the program was completed.

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**

Stevenson University Online's Digital Forensics Post-Baccalaureate Certificate program 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.

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

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
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

Stevenson University Online's Forensic Accounting Post-Baccalaureate Certificate program 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.

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
FSLAW 668	White Collar Crimes	3
FSAAC 626 OR 628	FSAAC 626 Investigation and Analysis: Auditing OR FSAAC 628 Investigation and Analysis: Tax	3 creditis

Forensic Investigation

Certificate Requirements

Certificate Description

Stevenson University Online's Forensic Investigation Post-Baccalaureate Certificate 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.

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
FSLAW 662	Fraud Investigation and Analysis	3
FSLAW 668	White Collar Crimes	3
FSLAW 602	FSLAW 602 Criminology OR FSAAC	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.

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.

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

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	Digital Literacy and Media	3
LTED 701	Literacy Capstone	3

Nursing Education

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.

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	Nursing Education Practicum	3

Electives

Students must complete one elective from the list below:

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

Population-Based Care Coordination

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 Care Perspectives	3
NURS 610	Advanced Pathophysiology and Pharmacology	3
NURS 670	Communication and Conflict Resolution	3
NURS 672	Population-Based Care: Vulnerable Populations	3
NURS 674	Professional/Legal Issues in Population-Based Care	3

Quality Management and Patient Safety

Certificate Requirements

Certificate Description

Stevenson University Online's 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.

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.

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

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

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.

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:

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

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