

Stevenson University

Imagine Your Future. Design Your Career.®

A Coeducational Independent University Offering
Bachelor's and Master's Degrees



School of Graduate and Professional Studies

2015/2016 Catalog

100 Campus Circle, Owings Mills, MD 21117

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.

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. Such changes will be applicable to all students who are enrolled at the time the changes occur and to those who re-enroll as well. Every effort will be made to keep inconvenience to a minimum when these changes occur.

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Academic Calendar 2015-2016

Adult Undergraduate and Graduate Programs

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

Fall Semester 2015

August 24	First day of traditional semester
September 7	Labor Day - University closed
September 23	Yom Kippur - University closed
Nov. 25 - Nov. 29	Thanksgiving holiday - University closed
December 14	Winter Commencement
December 24-25	University closed
Dec. 31 - Jan. 1	University closed

Five week 1	August 24 - September 27
Five week 2	September 28 - November 1
Five week 3	November 9 - December 13

Eight week 1	August 24 - October 18
Eight week 2	October 19 - December 13

Ten week 1	August 24 - November 1
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Winterim 2016

Jan. 4	Winterim begins
Jan. 18	Martin Luther King Day - University closed
Jan. 24	Winterim ends

Spring Semester 2016

January 18	Martin Luther King, Jr. holiday - University closed
January 25	First day of traditional semester
March 25 - 27	Easter holiday - University closed
May 16	Baccalaureate
May 17	Nurses' Pinning
May 18	School of Graduate and Professional Studies Commencement
May 19	Undergraduate (traditional) Commencement
5 week 1	March 7 - April 10
8 week 1	January 25 - March 30
8 week 2	March 21 - May 15

Summer Session 2016

July 4	Independence Day - University Closed
5-week term	June 20 - July 24
7-week term	July 11 - August 28
8-week terms	May 16 - July 10 July 4 - August 28
10-week term	May 16 - July 24
Semester	May 16 - August 28

The University reserves the right to change at any time and without prior announcement any matter set forth in this catalog, including fees, charges, programs, policies, regulations, and requirements. The catalog is not to be regarded as a contract.

Academic Calendar 2016-2017

Adult Undergraduate and Graduate Programs

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

Fall Semester 2016

Aug. 25	Convocation
Aug. 29	First day of classes
Sept. 5	Labor Day—University closed
Sept. 6	Last day to add/drop a class for the traditional semester.
Oct. 10 - Oct. 11	Fall Break
Oct. 12	Yom Kippur—University closed
Nov. 23 - 27	Thanksgiving holiday—University closed
Dec. 19	Winter Commencement
Dec. 24 - 25	University closed
Dec. 31 - Jan. 1	University closed

Winterim 2017

Jan. 2	Winterim begins
Jan. 16	Martin Luther King Day - University closed
Jan. 22	Winterim ends

Spring Semester 2017

Jan. 23	First day of classes
Mar. 13-19	Spring Break
Apr. 14 - 16	Easter holiday - University closed
May 15	Baccalaureate
May 16	Nurses' Pinning
May 17	GPS Commencement
May 18	Undergraduate (Traditional) Commencement
May 29	Memorial Day - University closed

Summer Semester 2017

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

President's Letter

Dear Student,

Welcome to the new academic year at Stevenson. I am sure that you will find enrichment and new perspectives in the courses and programs that we offer. The *2015/2016 Stevenson University Graduate and Professional Studies Catalog* provides a detailed overview of our diverse and expanding curriculum for both undergraduate and graduate programs for our adult students.

Our University's tagline, *Imagine Your Future. Design Your Career*[®], is appropriate to our mission. Stevenson offers an integration of the liberal arts, sciences, and technology with a distinctive career focus. Through a process we call *Career Architecture*SM, our dedicated faculty and staff work with students from the beginning of their academic career to help them develop values-based decision-making and career management skills for their lifetime. We expand on the lessons of *Career Architecture* by helping students to enhance their education through experiences that broaden their university experience and apply skills and knowledge gained in their coursework to real-world challenges, occupations, and communities.

Our practical approach to education has increasing relevance in today's dynamic workplace. In fact, Stevenson continues to gain recognition as a national leader in career-focused university education. We are proud to have received the Maryland Career Development Association's 2013 Organizational Career Planning Award for our Career Architecture process. Our approach to career education and a low student-to-faculty ratio that enhances academic quality remain hallmarks of a Stevenson education.

The past several years have seen the lively transformation of Stevenson. In addition to our original campus in the Greenspring Valley with its library, theatre, art gallery, and academic facilities, our Owings Mills campus has rapidly grown during the last decade. The campus hosts the Brown School of Business and Leadership, premier student residential housing, a sports and wellness center, dining and student life facilities, a gymnasium for sports and events, and a 3,500-seat stadium for our football team as well as men's and women's soccer and lacrosse and women's field hockey. The campus recently expanded with the addition of Owings Mills North, home to our School of Design which will be joined by the School of the Sciences.

All of these developments are designed to enhance our student-centered experience, to help you achieve success in higher education, and to put you on a path to reach your future career goals. As you review this catalog, I offer you my best wishes for the 2015/2016 academic year and encourage you to take full advantage of Stevenson's career-focused education.



Sincerely,

A handwritten signature in black ink that reads "Kevin J. Manning Ph.D." in a cursive script.

Kevin J. Manning, Ph.D.
President, Stevenson University

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The Stevenson Approach

Imagine Your Future. Design Your Career.®

Stevenson University provides a distinctive, career-focused and personalized environment for undergraduate, pre-professional, and graduate students. The cornerstone of the mission is an educational experience to engage students in their personal, social, and intellectual growth by identifying and supporting career planning while encompassing liberal arts, science, and technology. The University encourages and supports a learning atmosphere based on core values, knowledge of its students, and broadening students' horizons for adapting to the changing world in which we live.

The School of Graduate and Professional Studies (GPS) offers undergraduate and graduate degrees to adult students seeking to establish careers, enhance existing careers, or change careers. GPS provides a learning environment that includes flexible formats, multiple avenues for access, state-of-the-art technology, support services, and practical, hands-on applications to enable adult students to meet the challenges of today's work environment. GPS offers degree programs that are designed to enable busy people to complete their degrees and pursue their career goals while maintaining their work and family schedules. Students progress through the program with other adults who have the same busy lifestyles, motivation, and challenges. This provides camaraderie as well as a rich and exciting learning environment.

Academic Coursework

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 GPS can be completed within 18 to 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 5, 8, 10, or 16-week hybrid or online format. Hybrid classes generally meet once weekly in the evenings; many classes are conducted entirely online. Class work 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, email, and other means.

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

The Career Architecture Process

As a result of Stevenson's formal strategic planning process, the president, administration, and faculty of Stevenson developed and introduced the concept of *Career Architecture*SM to the campus.

*Career Architecture*SM helps prepare students for the world of work from the beginning of their academic journey at Stevenson. Whether students are deciding upon or anticipating a specific major, Stevenson University offers a distinctive approach to explore new paths, change destinations, and map their own vision for the future. With the support of our career experts and committed faculty, the process of *Career Architecture*SM helps students develop a personalized strategic plan based on motivated strengths, interests, values, and individual goals.

At SU, we strive to inspire our students through exposure to a wealth of experiences, professionals, and real-world scenarios. This invaluable framework, plus timely tools and coaching, empowers Stevenson students to imagine their future and design their careers with a competitive advantage achieved by graduation. The process is a personal exploration for students to help them design their career paths beyond their first job. Through theory, practice, and mentoring, students acquire a strategy for lifelong career management and learning that contributes to future success.

*Career Architecture*SM is comprised of three elements that are introduced at various stages during our students' university years:

- **Personal direction.** We inspire our students to dream about their future and create their own journey through reflective pieces and exercises introduced to all students beginning in freshman year. This guidance is designed to help them explore individual skills, values, and interests. One-on-one advising and career counseling assist them in developing a strategic career plan. The goal is to establish a strong foundation of increased self-awareness that leads to the creation of a personal plan for life and work.
- **Discipline expertise.** Students build the expertise and relationships that they will need to start off competitive and stay connected in their field. Basic career skills are learned through curricula, in-class seminars, and a wide range of university experiences and activities. Students further develop expertise through internships, service learning, leadership roles, engagement in student organizations and clubs, capstone courses, and research. The goal is to develop these skills and know how to apply them to succeed in school, work, and life.
- **Professional know-how.** Stevenson imparts the skills and tools students will need to navigate professional challenges and opportunities. This is accomplished through career and exploration events and activities, including symposia, career fairs, exploration tours, shadow days, and informational interviews. Students also engage in career strategic plan development, resume and interview preparation, video mock interviews, portfolio preparation, participation in on-campus recruiting sessions, networking support, and job search coaching. The goal is to introduce methods for each student to discover which career options are the best fit and to introduce

methods and opportunities for professional career management and work after graduation.

Stevenson's faculty, the Career Services staff, and administrators all work with members of area businesses and organizations to identify career exploration and preparation opportunities for Stevenson students from the day they first enroll in GPS. A combination of on-campus events and virtual experiences are available to GPS students to help them achieve their career goals.

Applied and Experiential Learning

College is a time for students to explore, discover, and develop life-long values, interests, and abilities. The classroom experience begins by laying the framework of knowledge and skills.

Experiential learning opportunities carry students one step further by encouraging them to apply academic learning beyond the campus and bring their experience back to the classroom.

Numerous types of credit-bearing experiential learning exist for students, including study abroad, service-learning, field placements, independent study and research, program-specific internships, and other experiential learning opportunities offered as part of many classes. Career Services also advertises numerous non-credit internships in all disciplines through the online recruiting system, Stevenson Career Connections. Stevenson enthusiastically supports this dynamic educational philosophy.

Stevenson Ideals

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

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 address creatively the opportunities and problems facing their communities, the nation, and the world.

Vision

The University will become a national leader in collaborative career-focused liberal arts education and will equip its graduates to visualize and achieve excellence in a dynamic global community.

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 Statement

The 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 styles, and political perspectives. The University believes its core values are strengthened when all of its members have 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.

Strategies

Academic Affairs

The University will support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation and by establishing a foundation of liberal arts with an emphasis on learning beyond the classroom, including civic engagement, to develop professional, personal, social, and intellectual growth.

Student Life

The University will engage its community in creative, intellectual, social, and athletic experiences and will foster a campus climate characterized by wellness, diversity, civility, and environmental consciousness, as well as national and global awareness.

University

As an emerging university, the institution will fulfill its mission, advance its vision, and integrate its values through planned growth, responsive and innovative programs, and a structure that supports community.

Financial Resources

The University will enhance its financial resources by increasing revenues, aligning costs with strategic initiatives, identifying additional opportunities, and responding effectively to any associated challenges.

History of Stevenson University

Founding of Villa Julie College

Villa Julie was founded by the Sisters of Notre Dame de Namur at "Seven Oaks," the 80-acre former estate of the George Carrell Jenkins family in Greenspring Valley, Baltimore County. The School opened on October 1, 1947, which is now recognized as Founders Day. Official approval as a two-year college was granted by the Maryland State Department of Education in 1954, and a new classroom facility, Founders Hall, was opened. The School was incorporated in 1958 in the State of Maryland.

The Middle States Association of Colleges and Schools awarded Villa Julie regional accreditation in 1962. In 1967, the College became an independent institution with control vested in a newly formed Board of Trustees comprised of business, civic, and professional leaders. By the late 1960s, enrollment had increased to full capacity. In 1970-71, the College erected a multi-million dollar complex, consisting of a Library/Learning Resources Center and Administrative Wing, Art Center, and

Student Center. Evening and summer sessions were inaugurated, and the number of degree programs increased. In 1972, the College became coeducational. Accreditation was reaffirmed by the Middle States Association of Colleges and Schools in 1972 and again in 1982.

Baccalaureate Degrees Granted for First Time

In 1983, the College became the first in the region to install a campus-wide computer network. In 1984, Villa Julie became a four-year college offering the bachelor's degree in computer information systems. In 1985, the bachelor's degree in paralegal studies was added. The College continued to offer its two-year programs leading to the associate in arts degree in these and in all other majors.

In 1985–86, the College again responded to continually increasing student interest by constructing a new three-story classroom/laboratory building. Along with the growth of the student body and faculty through the years and the enlargement of the physical plant, the academic offerings of the College were augmented steadily to include new majors and programs. The arts and sciences continued to form the core of all curricula, as they do today. The additional major programs provided a wider choice of professional career possibilities and at the same time 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*.

In 1988, the Middle States Association again reaffirmed the College's accreditation, this time as a four-year college offering bachelor's and associate's degrees. New baccalaureate programs were added: liberal arts and technology; and business systems: administrative science, computer accounting, computer information systems, and business information systems.

For the convenience of the growing number of adults interested in completing their degrees, the College added Saturday classes to its day and evening programs. Today, a number of undergraduate degree programs may be completed either entirely or substantially during evenings and weekends, some in an accelerated, online format.

Changes Through the 1990s

In the early 1990s, the College designed and installed a sophisticated electronic networking system which enabled students and faculty to access information from any building on campus. Students and faculty with personal computers had dial-in access from their homes to all the computerized information on campus. In 1994, access to the Internet became available on the College network.

In 1991, a cooperative education program was initiated for junior and senior students, making it possible for them to experience first-hand a working environment directly related to their fields of study. Off-campus housing for students in garden-type apartments was opened a short distance from the College in 1993. The cooperative education program was also expanded and opened to all students in the baccalaureate programs. The College was awarded membership in NCAA Division III in 1994. In 1995, the College began the first phase of the construction of an Academic Center, Inscape Theatre, Student Union with gymnasium, and Science Center based on the College's campus master plan of the early '90s.

In 1996, the Maryland State Department of Education granted approval for programs for the preparation of elementary and early childhood teachers. This was the first Maryland education program that fulfilled the then new state (MSDE) requirements for teacher education. The College received the endorsement of the Maryland Higher Education Commission (MHEC) for a Master of Science in Advanced Information Technology in 1996.

In 1997, the College celebrated its 50th anniversary. The Academic Center, Inscape Theatre, and Art Gallery opened in August, and in November, the Student Union (including a gymnasium) opened. MHEC endorsed five new bachelor's degree programs in biology, chemistry, English language and literature, interdisciplinary studies, and psychology.

In 1998, more than 1,000 people attended the dedication of the new buildings, including the renovated Science Center. A new bachelor's degree program in visual communication design was also endorsed by MHEC.

In 1999, President Carolyn Manuszak and Dean Rose Dawson retired with a combined 65 years of service to Villa Julie College. MHEC approved two new bachelor's degree programs in early childhood leadership and biotechnology.

New President Inaugurated

The new decade brought the inauguration of Villa Julie's fourth President, Kevin J. Manning, Ph.D. The College began offering an accelerated BS/MS degree in advanced information technology, enabling students to earn both a bachelor's and a master's degree in five years. MHEC endorsed two new degree programs for the College: business communication and family studies (now human services). Villa Julie College and the Union Memorial Hospital announced a four-year nursing education agreement. In 2001, new master's degrees programs in business technology management and e-commerce were approved by MHEC.

In 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. This same year, *Career Architecture*SM was introduced. *Career Architecture*SM is a unique program for personal and professional development that helps each student to identify her or his values, skills, interests, strengths, and abilities. In September 2003, the College was proud to be recognized locally by *The Daily Record*, a statewide business publication, as one of the winners of Maryland's *Innovators of the Year Award* for the *Career Architecture*SM concept.

Villa Julie Expands to Owings Mills Campus

In June 2003, the College broke ground for its first campus-owned student housing complex in nearby Owings Mills. Apartment-style housing for 550 students and a community center opened in 2004. 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.

At the same time the College celebrated the grand opening of the housing complex in August 2004, ground was broken for the next phase of housing, which led to three suite-style buildings opening over the next two years. 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 August 2006, the ninth residence hall opened at Owings Mills, and the resident population topped 1,000 students. The Rockland Center opened in October 2006 to provide a spacious student dining center, offices for Student Affairs, and a banquet hall for functions organized by on- and off-campus groups. In May 2007, 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 and other programs. The building was completed in fall 2008 and features a new, high-tech mock trial courtroom for the forensic studies program. The University celebrated the

opening of the new Brown School of Business and Leadership in April 2009 with a visit from entrepreneur and publisher, Steve Forbes. Additional expansion of the Owings Mills campus included the University's eleventh student residence hall, Wooded Way, which opened in fall 2009 and houses specialized student learning communities as well as the Office of Career Services and Learning Beyond Center.

Villa Julie celebrated this growth throughout the 2007-08 academic year as part of its 60th anniversary celebration. The College inaugurated a new tradition on October 1, 2007, by celebrating Founders Day to commemorate the day the College first opened. The anniversary celebration also included the announcement of a \$20 million fundraising campaign to support a variety of initiatives across both campuses. The College received reaccreditation from Middle States Association of Colleges and Schools in 2008.

Academic Programs Continue to Grow

The development of the Brown School of Business and Leadership, which brings together faculty from information systems, legal studies, and business, provided the University with the chance to develop an entrepreneurial environment for faculty and students. This growth is the most recent step in the expansion of academic offerings at Stevenson. A bachelor's degree in medical technology was added during the 2005-06 academic year to replace the two-year medical laboratory technology program. A bachelor's degree in public history was also added. Stevenson was pleased to announce a new bachelor's degree in criminal justice in August 2009. This degree was offered online for students in the School of Graduate and Professional Studies and for traditional students.

In recent years, the nursing department has received significant federal support. In December 2004, 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. In 2006, the College received the largest grant in its history—just over \$1,000,000 to expand the nursing program. Also in 2006, the nursing department graduated the first students from the distance-learning program as students from the Eastern Shore received their bachelor's degrees as part of a partnership with Chesapeake College. The department has partnerships with eight community colleges to bring bachelor's degree classes to students enrolled in those schools. In August 2006, the College began offering its successful Master of Science in Forensic Studies degree online to professionals across the country. The program, launched in 2004, now trains forensic investigators in six tracks—accounting, criminalistics, computer forensics, interdisciplinary, investigation, and law. The first graduates of the program received their diplomas in May 2006.

Villa Julie took a leadership role in educating Maryland's future teachers in March 2008 when it announced the creation of the state's first teacher preparation program for middle school educators.

Athletic Teams Achieve Success

On the athletic field, the College joined its first athletic conference, the North Eastern Athletic Conference, in 2004. A year later, Villa Julie accepted an invitation into the Capital Athletic Conference. Stevenson's men's and women's teams competed for conference titles in this traditionally strong conference that includes institutions from Maryland, Virginia, Delaware, and Pennsylvania. Several Stevenson teams have competed in the NCAA Championships. In 2009, 2010, 2011, and 2012 the men's lacrosse team made it to the Division III semifinals. In 2013, the team won the NCAA National Championship game, beating the Rochester Institute of

Technology's Tigers at Philadelphia's Lincoln Financial Field on May 26.

Many of Stevenson's teams play and practice at the Caves Sports and Wellness Center, the new name for the facility formerly used by the Baltimore Ravens. The complex officially opened in the summer of 2006 after extensive renovations to accommodate the new Wellness Center and Mustang athletics.

University Status and Name Change

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. A year later, the Board authorized the administration to study the feasibility of becoming a university and to assess whether to simultaneously change the name of the institution. Significant research followed to assess public perception of the name Villa Julie. The Board approved university status in November 2006 and later established a committee to oversee a study of name options for the institution. The entire College community had a hand in selecting the name as an online bulletin board provided a forum for suggestions. More than 80 name ideas came from that resource. Historical and legal research and surveys shortened that list to seven potential names in late 2007.

The College then started a long phase of quantitative and qualitative research to determine the best name from that group. Alumni, current students, and potential students and their families were among the groups surveyed for their opinion on the new name. On June 11, 2008, the Board voted unanimously to change the name of the institution, and the name Stevenson University was unveiled to a packed room the next morning. The Board had earlier voted to keep the Villa Julie name alive by creating the Villa Julie College of Arts and Sciences as part of Stevenson University.

Stevenson University

In March 2009, President Manning approved the *University Restructuring Plan* adopted by the Faculty Council. The plan created four 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 remain as originally configured.

Exciting developments for Stevenson were in the works during the summer and fall of 2009. In June, the University announced the addition of football to its roster of 19 Division III men's and women's sports. In August, Stevenson was ranked as one of just 77 "Top Up-and-Coming Schools" nationally by *U.S. News & World Report*. The University closed the year with the completion of its historic five-year fundraising campaign—the largest in the 63-year history of the institution. *Inspiring Students, Building Careers: The Campaign for Stevenson University* raised more than \$20.4 million in support of the Brown School of Business and Leadership, scholarship endowments, and special programs.

The start of 2010 saw the opening of the new entrance to the Owings Mills campus and the introduction of a new bachelor's program in fashion merchandising and a master's in nursing education and leadership. In addition, 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. In June 2010, the University also received a \$100,000 Wal-Mart Foundation College Success grant to assist first generation college students with the transition to university life. In August, a new, updated Mustang logo was unveiled for Stevenson athletics.

In fall 2010, Stevenson welcomed the largest freshman class in its history and opened a labyrinth and meditation center on its Greenspring campus. A new 35,000-square-foot gymnasium opened to complement the Owings Mills campus sports complex. Also in fall 2010, the football team held its first developmental practice season in preparation for fall 2011 intercollegiate competition. The University also announced that it was adding women's ice hockey to its selection of athletics programs and reinstating its track and field program for men and women.

In February 2011, President Manning was appointed to the Board of Directors of the National Association of Independent Colleges and Universities and in March was named an "Influential Marylander" for 2011 by *The Maryland Daily Record* newspaper. In April, the University hired its first band director to lead its newly created marching band in preparation for the first season of football competition. In May, Stevenson's Athletic Department announced that it would be leaving the Capitol Athletic Conference (CAC) in summer 2012 to join the Middle Atlantic Conferences, of which the football program was already an affiliate member.

The summer of 2011 was a busy time of change and preparation for the University. A new Owings Mills campus store was launched in the Boulevard Business Center just across the campus entrance drive from the new gymnasium. Two new residence halls to house an additional 500 students were opened on the Owings Mills campus, and the new 3,500-seat Mustang Stadium was opened in early September with much media attention and fanfare. On September 10, the new football team, amidst festivities that included fireworks and former NFL stars, won its first home game in exciting double-overtime play against Christopher Newport University. In addition to football, the stadium hosts men's and women's soccer and lacrosse games.

Fall 2011 continued Stevenson's momentum of change and growth. Stevenson launched the SU Now Portal to link faculty, staff, and students with campus news, events, and information. The portal includes Wild Stang Radio, the campus's online digital radio station which hosts music, campus-focused news broadcasts, and student-produced programs. The University was named one of only 46 "Up-and-Comer" universities in the nation in the 2012 edition of the *U. S. News & World Report* college rankings. Stevenson also introduced a new fashion design program in its School of Design. In November 2011, the University concluded the purchase of the Owings Mills site of Shire Pharmaceuticals. The 28-acre site—which includes two buildings totaling 168,000 square feet and a 400-space parking lot—is now the Owings Mills North campus that houses the School of Design and will ultimately house the School of the Sciences.

In February 2012, the School of Graduate and Professional Studies marked a major milestone in its growth, surpassing the 1,000 mark for its number of enrolled students. The school also received approval from MHEC to add two new master's programs, cyber forensics and healthcare management, both focused on areas of workforce growth. During the spring semester, the SU Now Portal focused on expanding its content by adding a new student and faculty-directed sitcom called "The University" to its featured video content. In April 2012, the School of Humanities and Social Sciences brought the prestigious International Drama Conference to Baltimore, which it will host through 2016. Also in April, the University's Archives established the Maryland Bible Society Collection at Stevenson to house and make available for scholarly research the society's historic 400-year-old first edition of the King James Bible, as well as numerous other books and documents. April concluded with the first fashion show hosted by the University's new Fashion Design program.

August 19, 2012 saw the return of NFL football to the Owings Mills campus when Stevenson hosted at Mustang Stadium the

Baltimore Ravens' third open public practice of their 2012 training camp. Nearly 3,000 fans came to the site which had served as the team's first training facility.

The fall 2012 semester began with Stevenson again recognized as one of America's "Up and Comers"—one of only 49 colleges and universities nationwide and just 19 regional universities given this designation—in U.S. News & World Report's 2013 college rankings. Stevenson was ranked No. 3 among the "Up-and-Comer" Regional Universities-North. In October, the University opened the seventh season of the Baltimore Speakers Series with President Bill Clinton and a sell-out crowd at the Meyerhoff. Fall also saw the launch of the women's ice hockey team.

In November, Stevenson's annual *Career Architecture*TM LEGO Challenge for first-year students was highlighted by the unveiling of a LEGO sculpture titled "Career Architecture" by internationally-renowned brick artist Nathan Sawaya. The LEGO Challenge was also featured in a 30-minute documentary called "Brick by Brick: Stevenson University's *Career Architecture*TM LEGO Challenge." Produced by Stevenson's in-house video team, the documentary debuted to the public via WBAL TV in January 2013.

In late November 2012, Stevenson announced the hiring of Frederick H. Bealefeld, former Baltimore City Police Commissioner, to serve as Distinguished Professional in Criminal Justice and Instructor in Stevenson's Criminal Justice program. In December, the Greenspring Valley Orchestra, conducted by Stevenson music professor Robert Suggs, celebrated its 10th Anniversary Concert.

In March 2013, the School of the Sciences hosted the inaugural Dell Lecture in honor of Stevenson trustee Samuel M. Dell III and his wife Geraldine. The lecture coincided with the awarding of the first Dell Scholarship for outstanding Stevenson seniors studying biology, chemistry, and mathematics. In April, the University announced the expansion of its degree offerings with the addition of Bachelor of Science programs in biochemistry and environmental science and a master of arts in teaching in biology, chemistry, and mathematics, a STEM-focused degree with secondary education certification. Later in April, the Maryland Career Development Association (MCDA) awarded Stevenson the MCDA Organizational Career Planning Award, recognizing the University's excellence in career development. In May 2013, Baltimore-born actor and Hollywood director Jason Winer, best known for his work on ABC's "Modern Family" gave the keynote address at Stevenson's 60th Commencement ceremonies. President Manning was named chairman of the Board of Trustees of the Maryland Independent College and University Association in July.

In September 2013, Stevenson's School of Graduate and Professional Studies offered its first MOOC, a free, massive open online course focusing on a Survey of Forensics. More than 700 students registered for the course. Later in the month, Wild Stang Radio, Stevenson's digital online radio station, re-launched out of a new studio in Rockland Center.

Throughout the fall of 2013, Stevenson celebrated "The Year of Italian Culture in the U.S." with record crowds attending a variety of arts and cultural events, including a photo exhibition by photographer Harry Connolly focusing on Baltimore's Little Italy.

Stevenson kicked off 2014 by unveiling a revamped and redesigned website featuring responsive design technology aimed at reaching prospective students on mobile devices and tablets. Later in January, Apple co-founder Steve Wozniak—in town for the Baltimore Speaker Series—addressed a packed crowd of more than 300 middle school, high school, and Stevenson students at the Greenspring Campus Gym. To close out a busy month, Stevenson's men's lacrosse team was honored on the floor of the Maryland State House for winning the 2013 Division III National Championship.

In April 2014, Stevenson unveiled a 12-foot-tall, bronze mustang statue, "Victory," outside of Mustang Stadium. Created by nationally renowned wildlife sculptor Bart Walter, the statue represents the strength and unity of the entire Stevenson community and the spirit that drives everything from its growth to its championship athletic teams. In May, ABC News Anchor and Chief Correspondent Byron Pitts delivered the Keynote Address at Stevenson's 61st Commencement ceremonies.

In August 2014, Stevenson debuted its "Introduction to Career Architecture" MOOC (massive open online course) intended for school counselors and career professionals.

Stevenson broke ground on its athletics Hall of Fame—situated within the Owings Mills Gym—in October 2014, inducting its inaugural Hall of Fame class, which consisted of eight athletes and two teams. In November, Stevenson football capped off its first winning season by defeating Bethany College in the University's first bowl game.

In January 2015, more than 30 Stevenson students dedicated time over winter break to build two computer labs for an under-resourced elementary school in New Orleans.

In April, Stevenson held its 5th annual American Cancer Society Relay for Life®—raising more than \$42,000 in support of cancer research and various programs for cancer patients. Collectively over five years, the event at Stevenson has raised a total of more than \$180,000.

Baltimore Ravens Head Coach John Harbaugh delivered the keynote address at Stevenson's 62nd Commencement Ceremonies in May.

In June 2015, President Manning was pleased to announce the founding of the School of Health Professions, which will house the Department of Nursing and the Medical Laboratory Science Program. A national search is underway for the dean of this school.

For nearly 70 years, Stevenson University has remained a dynamic institution focused on developing programs and extracurricular experiences that allow students to acquire the knowledge, professional skills, and personal character traits that empower them to pursue and achieve their life and career goals.

- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018 (Medical Laboratory Science Program), 773-714-8880
- All degree programs are approved for the education of veterans by the Department of Veterans Affairs.

Accreditations

Accreditations

- American Bar Association, 321 N. Clark Street, Chicago, IL 60654 (Paralegal Studies Program), 312-988-6102
- Council for the Accreditation of Educator Preparation (CAEP), (formerly National Council for Accreditation of Teacher Education - NCATE) 2010 Massachusetts Avenue, N.W., Suite 500, Washington, DC 20036 (Teacher Education Programs), 202-223-0077
- Council for Standards in Human Service Education (CSHSE), 3337 Duke Street Alexandria, VA 22314 (Human Services Program), 571-257-3959
- The baccalaureate degree in nursing at Stevenson University is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.
- The master's degree in nursing at Stevenson University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).
- Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201, 410-767-3301
- Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201 (Early Childhood Education: Liberal Arts and Technology; Elementary Education: Liberal Arts and Technology; and Middle School Education: Liberal Arts and Technology), 410-767-0600
- Middle States Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104, 267-284-5000

Life at Stevenson

Student Life

Athletics at SU

Caves Sports and Wellness Center, Owings Mills Gymnasium, Mustang Stadium, and Fitness Facilities

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 student athletes as well as the general student body. On-campus facilities include the Caves Sports and Wellness Center, Owings Mills Gymnasium, 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, The John L. Stasiak Academic Link, 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 three fitness centers available for student use, including two on the Owings Mills campus. The first is located in the Caves Sports and Wellness Center and the second is on the third floor of Mustang Stadium. The third 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 (MAC) with the exception of men's volleyball, men's and women's ice hockey, and sand volleyball. Men's volleyball competes in the Continental Volleyball Conference, while men's and women's ice hockey compete in the Eastern College Athletic Conference (ECAC), and women's sand volleyball 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 the athletics website at GoMustangSports.com. You can find information on the paperwork required by athletic training and compliance information for transfers and first-year student athletes there as well.

Club Sports

Club sports have been established to promote and develop students' interests and skills in a particular sport. Each sport is organized by a group consisting of the program director, a part-time coach, and student leaders. They hold structured

practices and compete against other colleges/universities to enhance team members' experience at Stevenson and to provide a vehicle for a well-rounded education through physical, social, and leadership development. Club sports are open to all, from the beginner to the advanced player.

Current club sports include baseball, men's basketball, women's basketball, game day cheerleading, field hockey, men's lacrosse, women's lacrosse, women's soccer, softball, and women's volleyball. If you are interested in joining any of these teams or are interested in learning how to start a team of your own, please contact Matt Grimm (Director, Campus Recreation) by e-mail at mgrimm@stevenson.edu or phone at 443-352-4280.

Intramurals

The Intramural Sports program is made up of on-campus leagues and tournaments that are open to all students, faculty, and staff at Stevenson. The program is geared towards players of all skill levels who are interested in friendly, competitive, recreational play.

Some of the current intramural offerings include basketball, dodgeball, flag football, indoor soccer, and wiffle ball. For more information on which sports are being offered or how to register, please contact Matt Grimm (Director, Campus Recreation) by email at mgrimm@stevenson.edu or by phone at 443-352-4280.

Clubs and Organizations

Student Government Association

All students are members of the Student Government Association (SGA). The governing body of the SGA includes an executive board; representatives from the senior, junior, sophomore, and freshmen classes; and a senate made up of students from each of the schools as well as the resident, athletic, and commuter populations. Elections for the SGA Executive Board, class officers, and senators take place in the spring. The SGA believes that student participation in the conception and implementation of campus activities and policies promotes not only the intellectual development and maturation of the individual student but also cohesiveness within the campus community. Student government offers students opportunities for the practical application of professional and interpersonal skills and for the development of administrative abilities. By supporting University traditions and serving as the voice of the student body, the SGA enriches campus life and helps broaden the university experience of every student.

Student Clubs and Organizations

Clubs are established in response to student interests and requests. The clubs are not agents of the University nor are they subject to the day-to-day direction of the administration. The following organizations are recognized by the SGA. If a club becomes inactive, students can meet with the Student Activities Office and go through the process of reactivating the organization.

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>

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. The organization also encourages students to seek help as soon as needed and to meet with counselors in the Wellness Center at Stevenson University. <activeminds@stevenson.edu>

Alpha Chi: Alpha Chi Honor Society is a multi-disciplinary honor society whose members come from all areas of study at Stevenson University. Its mission is to promote scholarship and civic engagement through programs and activities on campus and in the community. <Alphachi@stevenson.edu>

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>

Alpha Phi Sigma: Alpha Phi Sigma organization is a criminal justice honor society that provides students with opportunities to experience an international network of criminal justice professionals 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 members' 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 Marketing Association (AMA): The American Marketing Association is a professional association for individuals and organizations leading the practice and development of marketing knowledge worldwide. The AMA's principal role is to serve as a forum for like-minded individuals and foster knowledge sharing, provide resources, tools, training, best marketing practices, and thought leadership around the globe.

American Medical Student Association (AMSA): The goal of the American Medical Student Association (AMSA) is to provide fellowship and support for those who want to pursue careers in the medical field, and to provide each other with encouragement and necessary tools to become successful beyond measure. AMSA will provide volunteer opportunities, MCAT prep, shadowing opportunities, and medical school prep workshops.

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>

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>

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>

Catholic Campus Ministries (CCM): Catholic Campus Ministries offers students opportunities to gather together for spiritual, social, and service events. Students of any tradition are welcome. Communion services are offered every week on campus, as are opportunities to go off campus to services on Sundays. <CCM@stevenson.edu>

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, and representing commuters in their dealings with the University, it is the goal of CSA to help the commuting student remain an integral part of the campus community. <commuter@stevenson.edu>

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

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>

Debate Club: The Debate Club helps Stevenson students construct arguments around a series of topics. It helps students develop leadership, communication, and public speaking skills. <debate@stevenson.edu>

Dodgeball: The Dodgeball Club provides students with the opportunity to experience fun and community sportsmanship through the game of Dodgeball while creating positive Dodgeball awareness. <dodgeball@stevenson.edu>

Dynamic PR: The Dynamic PR Club is a public relations club designed to give students interested in this developing field the opportunity to gain a better understanding of PR through real-life applications. Members can gain new skills that may potentially catapult them to success in a public relations career. <dynamicpr@stevenson.edu>

English Club: The English Club is for anyone with an interest in reading, writing, and literature. The Club holds book discussions, attends plays, watches literary films, organizes parties and other social events such as the annual Halloween Party, provides career information for the English field, collaborates on poetry and fiction readings with Spectrum and Proseworks, and so much more. The goal is for people who share a common passion for English to come together and have fun. <englishclub@stevenson.edu>

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>

Equestrian Club: The purpose of the Equestrian Club is to expose students to equestrian activities, such as horseback riding and horse care, and to educate and teach others about horses and equestrian activities. Members of the club ride at local stables, mentor and teach others about horses, and work on educating others about issues affecting the horse industry. Members also attend equestrian clinics and seminars to expand their knowledge. <equestrian@stevenson.edu>

Fashion Apparel & Design (F.A.D.): The Fashion Club is an 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>

Forensic Science Club: The Forensic Science Club strives to provide unity within the forensic sciences 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 fundraises to host networking sessions with various external forensic science organizations. <forensicclub@stevenson.edu>

History Club: The purpose of this organization is to educate the general public about the value of history and how it has shaped and continues to shape our culture, beliefs, and political structure in today's society. It is the goal of this club to further educate those who are already interested in history and to help them gain an educational perspective in the field of history.

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 are 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 have included parties and recreational field trips. <HSC@stevenson.edu>

International Student Association (ISA): The International Club promotes awareness of and embraces and supports diverse cultures and religions through a variety of educational and social programs including, but not limited to, speakers, films, cultural fairs, and dinners. The club is open to all students, faculty, and staff. <ISA@stevenson.edu>

Jewish Student Association (JSA): The Jewish Student Association (JSA) is an association to bring cultural awareness and address issues that affect the Jewish community. It instills Jewish pride and a sense of identity for Jewish students while sharing Jewish traditions.

Legal Society: The goals of the Legal Society are to provide and encourage an environment that accommodates learning, using, and applying the law in our country. We achieve this through various activities like Law and Constitution day, trips to the state and federal centers of government, comprehensive mentoring and class advice, and networking between professionals and students through a speaker series and various activities conducted throughout the year. <legalsociety@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 they partner with the St. Bernard Project and Habitat for Humanity in an effort to restore residential areas devastated by Hurricane Katrina. <mih@stevenson.edu>

Muslim Student Association: The Muslim Student Association seeks to promote tolerance and respect towards the religion of Islam. They also want to introduce the community to and familiarize them with the Islamic culture and thought by sharing the spirit of Islam with Muslims and non-Muslims. <MSA@stevenson.edu>

Mustang Activities and Programming Board (MAP): MAP is a programming board that is responsible for bringing free entertainment to campus, including musicians, comedians, speakers, and novelties. This group works with outside entertainment agents to book touring acts for Stevenson's campuses, including a monthly movie series. All students are welcome to join MAP. <map@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>

Organization for Latin American Students (OLAS): OLAS was created to serve as 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 and to make contributions to the greater Latin American community throughout the Baltimore area through partnerships with organizations. <OLAS@stevenson.edu>

Paintball Club: The Paintball Club will promote the extreme sport of paintball in the Stevenson community. This club will provide students with the opportunity to experience playing paintball and to teach the community about paintball. <paintball@stevenson.edu>

People for Animal Wellness Society (PAWS): The mission of PAWS is to educate Stevenson University students, faculty, and staff about the ethical treatment of animals and responsible pet ownership through various educational workshops, community service, and social events. The club works closely with the Maryland SPCA as well as many other organizations. <PAWS@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>

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>

Photography Club: The photography club involves teaching, sharing and learning about all things related to photography. <photo@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>

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>

The Q Group: The purpose of the Q Group is to promote acceptance and support for gay, lesbian, bisexual, transgender, queer, ally, and other students on campus. The group plans to educate students about the GBLTQA community and encourages a sex-positive environment on the SU campus. The group offers

events and activities embracing the GBLTQA students on campus. <qgroup@stevenson.edu>

REAL Peer Educators: REAL (Responsible Education Awareness Leaders) Peer Educators are certified students through BACCHUS Network to educate their peers on ways to increase their physical, personal, social, intellectual, and spiritual health in order to get the most out of their experience as a student at Stevenson University. <REAL@stevenson.edu>

Relay for Life: Relay for Life offers everyone an opportunity to participate in the fight against cancer. Teams of people camp out and take turns walking or running 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>

Residence Hall Association (RHA): The goal of the RHA is to provide and create a constructive and rewarding educational/social environment for the residents. RHA thrives to accomplish this purpose by coordinating, supporting, and initiating individual hall councils and collective efforts in the areas of instilling integrity, achieving excellence, fostering learning, and promoting a sense of community. <rhall@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>

Sounds of Stevenson (SOS) Glee Club: The SOS Glee Club's purpose is to sing and entertain the community with popular, contemporary music. The club gives students the opportunity to express themselves artistically and musically. Students enhance and perfect many skills such as vocal technique and performing skills. Students can gain not just musical talent but personal expression and confidence. The club bonds over music and a family is quickly formed. <gleeclub@stevenson.edu>

Stangs for Social Justice: The purpose of this organization is to provide information to the Stevenson Community about current matters in today's society that affect individuals locally and globally. The organization promotes compassion for human kind, celebrates diversity, and encourages involvement in social justice issues.

Stevenson University Cycling Club: SU Cycling club exists to safely promote the fun and healthy sport of cycling through events such as rides, training, organized races, workshops, service projects, and cause-oriented charitable fundraisers. The club supports cycling through three tiers of road bike riding and racing, mountain bike riding and racing, and group rides. <cycling@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 Athletic Advisory Council (SAAC): The mission of the National Collegiate Athletic Association Student-Athlete Advisory Committee is to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare and fostering a positive student-athlete image. <SAAC@stevenson.edu>

Student Government Association (SGA): The mission of the Student Government Association is to improve the quality of students' 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 for 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>

Student United Way (Service Corps): Student United Way is a team of dedicated students committed to serving the community while exploring issues related to society and self. Student United Way has three goals: to have fun and build a solid team experience for all members; to create a dynamic atmosphere for learning in which critical thinking and leadership skills are enhanced; and to meet community needs while learning about self, other members, and social issues. Members meet on four Saturdays during the semester and complete 20 hours of community service. <servicecorps@stevenson.edu>

Student Veterans Club: The purpose of this club is to provide an on-campus platform for veteran students with opportunities to connect with other veterans on campus. Members will serve as peer ambassadors for incoming veteran students, and will establish and maintain a network of educational, professional, and social support. <studentvetclub@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. <TOT@stevenson.edu>

Upsilon Pi Epsilon: The Stevenson University Chapter of Upsilon Pi Epsilon Association, an Honor society in computing and information disciplines. The objective of this chapter is the promotion of high scholarship and original investigation in the various fields of the computing and information disciplines. <upe@stevenson.edu>

Video Games Club: The mission of the Video Game Club is to provide a judgment free zone where students can discuss, play, and learn about video games. The club also seeks to combat negative stereotypes of gaming and inform students about the impacts of gaming on society. <videogame@stevenson.edu>

Wilderness and Ecology Club: The Wilderness and Ecology Club provides students with opportunities to participate in outdoor activities such as camping and hiking. In addition, students help preserve and restore both the local and global environments. <wilderness@stevenson.edu>

Community Outreach and Service

Educational Services to the Community

Stevenson University regularly sponsors a variety of educational services open to the public. In general these services include career workshops, SU speakers who appear at various high schools to advise on career choices, and seminars to acquaint students and parents with financial aid requirements.

Community Service Opportunities for Students

The University encourages and supports community service. Through organizations such as the Stevenson Student United Way, students can serve the community in many ways. The University supports students who aim to develop an awareness of social issues and have a desire to contribute to their solution rather than their perpetuation. Many of the mentioned clubs and organizations include service as an integral part of their mission and offer numerous service opportunities for the community.

Formal service-learning opportunities have been developed within the curriculum of the University and are incorporated into classes that are labeled service-learning or one-credit options. These service-learning opportunities allow students to apply the knowledge and skills learned in the classroom in an authentic way to meet genuine community needs. These classes integrate meaningful service with academic instruction and reflection while providing students with the resources to be civically, socially, and culturally engaged.

Cultural Activities

While the Baltimore area has a wide variety of cultural attractions, Stevenson University offers its own array of events. Between professional artist exhibitions, student-driven plays, and nationally renowned musical performances, students are able to gain a greater appreciation for the arts without ever having to leave campus.

Each year, the University hosts a series of art exhibitions highlighting a diverse range of mediums and styles in the Greenspring Art Gallery, School of Design Gallery, and St. Paul Companies Pavilion. The museum-quality exhibition spaces provide a significant venue for artists and collectors in the region and offer opportunities for students, artists, and the community to see established and emerging talents, learn through gallery talks and lectures, and celebrate at music-filled receptions. Student work in-progress fills the Art Wing, Dawson Academic Center, and School of Design hallways. The academic year culminates in a graduating senior exhibition.

The 326-seat proscenium main stage in the Inscape Theatre hosts a pair of stage productions each year, 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. The School of Design also sponsors periodic screenings of works by Stevenson's Film and Moving Image majors.

Students interested in film and video also have the opportunity to perform in student-produced projects and work alongside professional filmmakers on the faculty. Recently, 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.

While the University does not offer a formal music major, the Cultural Arts Program and the music department have joined together to bring several significant music events to the campus. Formed in 2002, The Greenspring Valley Orchestra calls the Inscape Theatre home. Musicians in the orchestra from Stevenson and the surrounding community present several concerts each year under the direction of conductor Robert Suggs, D.M.A. Additionally, students and faculty with musical interests have the opportunity to participate in the University's jazz band, marching band, and chorus. 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.

Honor Societies

Alpha Chi – National College Honor Society

Alpha Chi is an honor scholarship 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 Phi Sigma - Criminal Justice Honor Society

Mu Psi, Stevenson University's chapter of the Alpha Phi Sigma National Criminal Justice Honor Society, goals are to promote critical thinking, scholarship, community service, and life-long learning. Students are also encouraged to keep abreast of the advances in research, to elevate the ethical standards of the criminal justice professions, and to sustain in the public mind the benefit and necessity of education and professional training. Membership in Alpha Phi Sigma is extended to those students that have completed at least three full-time semesters, 12 credits in the criminal justice field, a cumulative grade point average of 3.00 on a 4.00 scale, as well as a 3.20 average in criminal justice courses and rank in the top 35% of their class.

Alpha Sigma Lambda - National Honor Society for Working Adults

Alpha Sigma Lambda's aim is to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. Student members must have completed a minimum of twenty-four (24) graded semester credits at Stevenson. Student members shall be selected from the highest twenty percent of the students with a minimum grade point average of 3.20.

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.

Lambda Epsilon Chi - National Honor Society for the Paralegal Studies Program

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

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.

Upsilon Phi Delta – National Honor Society for Healthcare Management

Upsilon Phi Delta is open to students, faculty, healthcare executives and administrators, and to those contributing to the healthcare administration profession. Graduate students must have a minimum overall GPA of 3.5 and have completed a minimum of 18 credits in the MS in Healthcare Management Program. The mission of the Upsilon Phi Delta Honor Society is to recognize, reward, and encourage academic excellence in the study of healthcare management and policy.

Upsilon Pi Epsilon - International Honor Society for Computing and Information Disciplines

Upsilon Phi Epsilon recognizes undergraduates and graduates in the upper 35% of their class with a minimum 3.0 GPA and have completed at least 45 credits plus a 3.3 GPA in the major, with 15 to 23 of those credits in basic courses in the Computing and Information Disciplines. The objective of this chapter shall be the promotion of high scholarship and original investigation in the various fields of the computing and information disciplines, and provide community service in the area of Information Technology.

Student Publications

The Villager, the student newspaper, is published 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, design, and layout.

THIS: A Literary and Media Journal is a digital arts and culture magazine showcasing the fiction, creative nonfiction, poetry, photography, visual art, video, audio, and creative commentary of the Stevenson University community. Edited and produced by the SU English department, *THIS* invites submissions of traditional works of literature and art alongside experimental cross-genre and mixed media work that plays across the boundaries of text, image, and sound. *THIS* is the future.

Campus Resources and Services

Campus Technology

Stevenson University is committed to providing its students, faculty, and staff with secure and reliable computer technology and network infrastructure. The Office of Information Technology (OIT) is responsible for many of the technologies used throughout both campus locations. This includes the

computer labs, classrooms, residence halls, faculty and staff offices, administrative processes, and network operations.

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 high speed connection to the Internet is rated at 1500 Mbps and provides fast and reliable access shared among the Stevenson community.

Among the 12 dedicated computer labs on campus are several labs that are open for general student use at almost any time. 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 computer login ID to use the computer equipment and network resources. Students must have read and electronically signed the *Information Technology Acceptable Use Agreement* before activating their login ID. Students should never share their ID or password with anyone, not even the members of Tech Connection or OIT. Students will be held responsible for all activity conducted under their login.

Remote Connectivity

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. SU currently supports remote connectivity for Microsoft Windows 7, Window 8, and Mac OS X 10.6 or higher. Please contact Tech Connection at x3000 or 443-334-3000 for details.

Technology Helpdesk

Tech Connection is located both on the Greenspring campus, on the third floor of the Dawson Center, Room 302, and on the Owings Mills campus in the Brown School of Business and Leadership, Room 102a on the lower level. 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. Students may also contact Tech Connection by sending an email to helpdesk@stevenson.edu, or by visiting the Tech Connection website at oit.stevensonuniversity.org. Technology assistance is available by phone during the days, evenings, and Saturdays when the University is open. Support is available to all students, faculty, and staff needing help with any University-owned technology. For troubleshooting or repairs to PCs not owned by Stevenson University, it is highly recommended that all students and faculty maintain service plans through the manufacturer. The Tech Connection staff can only provide limited support for these types of issues.

Additional guidance information is available at the OIT website, oit.stevensonuniversity.org and at the Tech Connection offices on both campuses.

Usage of Campus Computers

All students, faculty and staff are expected to follow the guidelines outlined in the *Information Technology Acceptable Use Agreement*. The complete Acceptable Use Policy can be found on the SU Portal.

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 courtroom was designed for the University's forensic studies and forensic science master's degree students as an

important part of their capstone expert witness coursework. The undergraduate paralegal program also uses the space, 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 Polycom HD video conferencing unit, video and audio digital recording using the Mediasite hardware and software platform, fully integrated presentation podium and fully integrated technology when using videotapes, DVDs, slides, electronic presentations, handouts, and live images. The mock trial courtroom technologies help continue the long tradition of providing SU students with a leading edge in the workplace.

Dining Services

Stevenson University offers dining services at both the Greenspring and Owings Mills campuses.

The Marketplace is an innovative, all-you-care-for dining experience located in the Rockland Center at Owings Mills. Featured foods range from home-style entrees, grill, made to order sandwiches, salads, signature desserts, and more. As a result of student feedback, The Marketplace is now open for extended hours. On the Go?, our Rockland Marketplace take-out program, allows our customers to fill up our approved container with all of their favorite menu items. To learn more about the TOGO program visit Stevenson.SodexoMyWay.com

Pandini's, a warm and inviting Italian eatery, is also located on the first floor of Rockland and offers a menu of hand-stretched gourmet pizzas and flatbread sandwiches with operating hours separate from the Marketplace. Pandini's includes comfortable seating and plasma televisions to enhance the experience. The popular coffee shop, Jazzman's Café, is in the nearby Ratcliffe Community Center, offering signature coffees, Simply To Go and convenience items. A second Jazzman's Café has opened in the lower level of the Brown School of Business and Leadership to accommodate students during busy classroom hours. Meal plan blocks and flex dollars are accepted at all Owings Mills dining locations.

On the Greenspring campus, the Mustang Corral offers a-la-carte options Monday through Friday in the Manuszak Center. Everyone is welcome, and students on meal plans can use their blocks and flex dollars in this location. Our fuel station offers prepared foods that reflect the hottest trends in dining: fresh, ethnic, unique, and local. Sandella's provides fresh wraps and personal pizzas. The Mustang Grill offers students their favorite combos. Also available is an array of Simply To Go take out items from crisp salads and fresh fruit to sandwiches. On the lower level of the Manuszak Center, SubConnection offers a tasty menu of subs and sandwiches.

Stevenson University has introduced off-campus use of flex dollars to enhance students' dining experience. This feature allows flex dollars to be used at many participating merchants in the Owings Mills area. Interest in this program throughout the University community is very high from both students and merchants. For a list of current participants, please visit Stevenson Flex online.

Career Services and Experiential Learning

Career Services provides all students with a variety of career-focused programs, services, and resources. Beginning with the freshman First-Year Seminar, students are introduced to Stevenson University's unique Career ArchitectureSM process that is infused throughout the students' college career to help them realize their values, strengths, interests, and uniqueness. This powerful process will prepare students as competent and skilled

new professionals ready for the competitive workplace. Freshmen students also begin their participation in the Individualized Career Architecture Plan (ICAP) meetings with career counselors and industry liaisons to begin the career planning process. Students are strongly encouraged to meet with their career counselor each year to monitor progress toward goals and review the steps they have taken in their Career Architecture Plan.

The Career Services staff works with students to develop the skills, experiences, and confidence needed for success. Expert career advice and individualized attention help students grow in their career development. Career Services staff can also help students with resume critiques, job search assistance, mock interviews, career assessment tools, career counseling, networking strategies, and graduate or professional school preparation. Students can meet and network with employers through participation in on-campus recruiting for internships and full-time entry level jobs, career seminars and workshops presented by business and community leaders, career fairs and networking events, business etiquette seminars, and many other programs. Career Services maintains a comprehensive career website through their portal page which hosts information on Career Pathways for majors at Stevenson University, job and internship opportunities, on-campus recruiting, career planning, job success tips, résumé samples, interviewing resources, career assessments, a calendar of events, and many other resources related to Career Architecture.

In addition, the Office of Career Services maintains an online recruiting tool, called Stevenson Career Connections, which includes part-time jobs, internships, service-learning, research, and full-time job opportunities. Students upload their resumes in Stevenson Career Connections, and they are then reviewed for quality control by professional staff members in Career Services.

Through experiential learning, students have the opportunity to use the skills and knowledge they have acquired in the classroom and apply them on the job and in the community. It is through experiential learning activities like internships, clinical rotations, field placements, practicums, service-learning, and capstone research projects that students gain hands-on experience and meet professionals in industries of interest. Students will have the opportunity to apply the knowledge and skills gained in class to work situations. This experiential approach also helps students learn about civic engagement and life issues for the world beyond graduation. The Career Services Office, in collaboration with faculty, supports the career development and life experiences that develop Stevenson University students into prepared and skilled emerging professionals for the workplace.

Library Services

The Stevenson University Library staff is committed to assisting SU students and faculty with their research, teaching, and learning needs.

The library is available electronically through the library home page stevensonlibrary.org and at two convenient campus locations, Greenspring and Owings Mills. Through such databases as JSTOR, ARTstor, Lexis-Nexis, Science Direct, ebrary, Films on Demand, and Business Source Complete, students enjoy access to more than 70,000 full-text magazines, journals, and newspapers, and over 200,000 eBooks as well as high-quality images and streaming video. All resources can be searched remotely. OneSearch on the library home page makes it easy for researchers to find books, articles, and other resources through 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. Print resources at the Owings Mills Library

focus on the areas of study within the School of Business, including law, business, and information technology. There is a browsing collection at each location for leisure reading.

Stevenson University researchers also have access to close to one million volumes through the library's membership in the Maryland Interlibrary Consortium (MIC), which includes four area college and university libraries. Students can request books through the local catalog (SHARC) and the items will be delivered to the Greenspring and Owings Mills campuses within 24-48 hours of request. Inter-library loan is also available.

Knowledgeable and friendly library staff members stand ready to help Stevenson University students find reliable resources appropriate for their assignments. Reference and research services are available in person, by phone, and electronically via text, chat, and email. Through AskUsNow, Stevenson students have live chat access to a librarian 24 hours a day, seven days a week.

Students also have a choice of study environments at both library locations, with wireless network access, individual study carrels, and listening/viewing rooms. They also have group study areas, computer lab/library instruction classrooms, and quiet study areas. There are 56 public computers at the Greenspring Campus Library and 32 at Owings Mills. Both locations feature Macs and PCs. Students can scan documents or print in color at each library location.

During the regular semester, the Greenspring Campus library is open Monday through Thursday, 8:00 a.m. to 10:00 p.m.; Friday, 8:00 a.m. to 6:00 p.m.; and Saturday, 11:00 a.m. to 5:00 p.m. The campus shuttle stops right in front of the library. The Owings Mills Library opens at noon on Sunday, remaining open continuously until 8:00 p.m. on the following Friday, and during the day on Saturday. Close to the residence halls, the OM Library is a great place to study or do research. Visit the Stevenson University Library website for the latest information regarding library hours and services: stevensonlibrary.org.

New Student Orientation

An online orientation which includes Blackboard instruction (the University's online course management system) is required for all students taking online and hybrid classes. In addition, an onsite orientation is held for new students prior to the start of each session. Students are provided with information about the academic, social, extra-curricular and personal services available at the University.

University Stores

Campus Store - Owings Mills

Located in the Boulevard Corporate Center adjacent to Mustang Stadium in Owings Mills, the Campus Store has available required and recommended books for courses offered through the School of Graduate and Professional Studies and 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 Campus Store'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. Students may also purchase merchandise and textbooks online at store.stevenson.edu/suom/. Specific ISBNs for GPS textbooks can be found on the Campus Store website.

University Store - Greenspring

Located on the first floor in the Manuszak Center on the Greenspring campus, the Stevenson University Store has available required and recommended books for traditional courses and 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 University Store'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. Students may also purchase merchandise and textbooks online at store.stevenson.edu/. Specific ISBNs numbers for textbooks can be found on the University Store website.

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 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. Tuberculin skin testing and free HIV testing are offered periodically during each semester.

Health Services has numerous informational brochures and resources addressing health issues and will offer assistance with community referrals. Health awareness and health promotion events are held frequently throughout the year. Activities include health education, screenings, and guest speakers. These events are sponsored by the Wellness Center and Responsible Education Awareness Leaders (R.E.A.L.), our peer education group. The R.E.A.L. team also partners with various Stevenson University clubs, organizations, and departments.

Student Health Requirements

All full-time commuter and resident students are required to have the Stevenson University Student Health Form completed by August 1 for fall entrance and January 2 for spring entrance. All full-time students are required to complete this form 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, School of the Sciences, and GPS. If a student was previously a part-time student and is now taking 12 or more credits, a Student Health Form must be completed. Students do not need to resubmit the Student Health Form every year. Students who have been away from Stevenson University for at least 2 years and are reapplying for admission as a full-time student must complete another Student Health Form.

In addition, all students living in Stevenson University residential housing are required to be immunized against meningococcal disease (meningitis). If the first dose of meningitis vaccine was administered before the student's 16th birthday, a booster will be required before moving into residence on campus and the meningitis vaccination must not be older than 5 years from the date of move-in (Health-General Article 18-102(b) Annotated Code of Maryland 10.06.05 Meningococcal Vaccination Requirements for Students in Institutions of Higher Education). Commuter students who decide to become a resident are required to comply with additional immunization requirements as stated on the Student Health Form.

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

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 to 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.

Academic Support

The Office of Academic Support, located on the Owings Mills Campus in the Caves Sports and Wellness Center, oversees a wide variety of services designed to facilitate the success of students at Stevenson University. The primary services offered through the office include: academic advising, first-year experience, developmental studies, tutorial and test administration services, PASS (Partnerships and Student Success) mentoring, and disability services. Students and parents are encouraged to contact members of this office at any time.

Accommodations for Students with Disabilities

For the complete policy on Students with Disabilities, see Volume V: Student Policies in the *Stevenson University Policy Manual*, located on the SU Portal and the University Website.

Admissions

General Admissions Policy

Admission to Stevenson is reserved for applicants who have demonstrated the ability to meet the demands of the University's School of Graduate and Professional Studies level of instruction. Students who enroll for course work at Stevenson University are classified as either degree students or non-degree students.

A degree student is a student who is seeking a degree from Stevenson University and who has been accepted by the Admissions Office as either an undergraduate or graduate student. An undergraduate or graduate student may enroll for course work for each consecutive semester as long as he or she remains in good academic standing at the University. A program of 12 credits or more constitutes an undergraduate full-time load; fewer than 12 credits constitutes a part-time load. A program of 6 credits constitutes a graduate full-time load.

Non-degree students are those not currently seeking a degree from Stevenson University. Non-degree students are limited to part-time status and are not eligible for financial aid. While enrolled, non-degree students must meet the same academic standards for continued enrollment as degree students.

Admissions Procedures and Processes

Admission to Adult Undergraduate Programs

Admission requirements for the adult undergraduate programs in business administration, business communication, business information systems, criminal justice, computer information systems, interdisciplinary studies, and paralegal studies consist of the following:

1. Completed application for *Adult Undergraduate Admissions*.
2. Two years of professional work experience.
3. 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 either World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
4. At least 15 transferable credits with a minimum cumulative GPA of 2.50 on a four-point scale.

Admission to the RN to BS option requires the following:

1. Current registered nurse's license in good standing.
2. Completed application for *Adult Undergraduate Admissions*.
3. A minimum cumulative GPA of 2.50 on a four-point scale.
4. Completion of ENG 151 and ENG 152 or equivalent.
5. 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 either World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
6. Writing sample 250-350 words.

Admission to the RN to MS option requires the following:

1. Current registered nurse's license in good standing.
2. Completed application for *Adult Undergraduate Admissions*.
3. A minimum cumulative GPA of 3.00 on a four-point scale.
4. Completion of ENG 151 and ENG 152 or equivalent.
5. 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 either World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
6. Writing sample 250-350 words.

Transfer of Undergraduate Credit

Students desiring to transfer from another college and be admitted to a 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 either World Education Services wes.org or American Association of Collegiate Registrars and Admissions Officers aacrao.org. An official WES or AACRAO transcript 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. A matriculated student must complete the last 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. 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. Classes 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 WebXpress. Incoming transfer students have access to their degree audit through WebXpress 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 the Academic Evaluator or an Enrollment Counselor.

Transfer of Graduate Credit

Students desiring to transfer from another college and be admitted to a 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 either World Education Services wes.org or American Association of Collegiate Registrars and Admissions Officers aacrao.org. An official WES or AACRAO 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. Classes 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 School of Graduate and Professional Studies Academic Evaluator or an Enrollment Counselor.

Admission to 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 master's degree 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 writing samples.

Admission to the Business and Technology Management, Communication Studies, and Forensic Studies programs requires the following:

1. Completed *Graduate Application*.
2. 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 either World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
3. Cumulative GPA of 3.00 on a four-point scale in past academic work.
4. Writing sample—250-350 words.
5. Letters of recommendation—academic or work-related (Optional).
6. Résumé of professional experience (Optional).

Admission to the Cyber Forensics program requires the following:

1. Completed *Graduate Application*.
2. 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 either World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
3. Cumulative GPA of 3.00 on a four-point scale in past academic work.
4. Writing sample—250-350 words.
5. Two letters of recommendation—academic or work-related.
6. Résumé of professional experience.

Admission to the Forensic Science program requires the following:

1. Completed *Graduate Application*.
2. 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 either World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
3. Writing sample—250-350 words.
4. Completion of baccalaureate degree in chemistry, biology, or other equivalent natural science, or forensic science from a regionally accredited institution.
5. 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 (4 credit hours)
- Calculus (3 credit hours)
- Statistics (3 credit hours)

Admission to the Healthcare Management program requires the following:

1. Completed *Graduate Application*.
2. 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 either World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
3. Cumulative GPA of 3.00 on a four-point scale in past academic work.
4. Earned a grade of "B" or above in statistics or an upper level math and an English composition.
5. Writing sample—250-350 words addressing your ability to complete a rigorous HCM Program and how you will be a leader in the profession of Health Care Management.
6. Three letters of recommendation (academic or work-related) with at least one from a current or past supervisor.
7. Résumé of professional experience.
8. Telephone or face-to-face interview.

Admission to the Nursing program requires the following:

1. Completed *Graduate Application*.
2. Current registered nurse's license in good standing.
3. Completion of a baccalaureate degree in nursing.

4. 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 either World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
5. Cumulative GPA of 3.00 on a four-point scale in past academic work.
6. Writing sample—250-350 words.
7. Two letters of recommendation—academic or work-related.
8. Résumé of professional experience.

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

1. Completed *Graduate Application*.
2. 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 either World Education Services (WES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
3. Completion of baccalaureate degree in a science or math discipline from a regionally accredited institution.
4. Qualifying score on PRAXIS CORE, PRAXIS I, GRE, SAT, or ACT according to MSDE certification criteria.
5. Analysis of transcripts to determine if all required content coursework has been met to satisfy field of licensure (biology, chemistry or mathematics) requirements.
6. Two letters of recommendation—academic or work-related.

Application Deadline

The Stevenson University Admissions Office reviews applications on a rolling basis throughout the year. However, the University strongly encourages applicants to the adult undergraduate programs or to 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.

Military Service Members

A joint education agreement also exists between the Maryland National Guard and Stevenson University. Active Guard members receive 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 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' annual cap. For the 2015-2016 academic year, the VA will pay a maximum of \$21,084.89 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 educational benefits should submit their application online through the Department of Veterans' Affairs website at benefits.va.gov/gibill/apply.asp. The VA will determine eligibility and send the student a letter 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 gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.html. 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.

Non-Degree Students

Adult Undergraduate Students

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

1. *Special Application for Non-Degree Status* form.
2. **College transcripts.** At the time of registration, students who wish to take a course that has a pre-requisite must submit a 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 the School of Graduate and Professional Studies. 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 the School of Graduate and Professional Studies.

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 which must be approved by the Dean of the School of Graduate and Professional Studies. 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 six credits, students must apply for admission to continue.

Admission to the BS/MS Option for Current Stevenson University Undergraduates

The objective of the BS/MS Option is to provide qualified Stevenson undergraduate students the opportunity to obtain both a bachelor's and a master's degree in a shorter timeframe. Participating master's degree programs and related admissions requirements are listed below.

Business and Technology Management, Communication Studies, Forensic Studies, or Healthcare Management

Students develop an educational plan in consultation with both their undergraduate academic advisor and the appropriate graduate program coordinator. Accounting, business administration, business communication, business information systems, computer information systems, criminal justice, human services, paralegal studies majors, or those students in other majors with permission from their undergraduate department chair or dean, may pursue the BS/MS option in business and technology management, communication studies, forensic studies, or healthcare management. In order to be admitted to the BS/MS option, the student must:

- Have completed at least 60 undergraduate credits at the time of application.
- Have a minimum 3.00 GPA, or permission from the undergraduate dean or department chair.
- Meet with the undergraduate academic advisor to discuss suitability for this option.
- Submit a completed *Application to Enroll*.
- Maintain a 3.00 minimum GPA while in the BS/MS option.

Master of Arts in Teaching Option in Biology/Chemistry/Mathematics

Applied mathematics, biochemistry, biology, chemistry, and environmental science majors may pursue the BS/MAT 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 fall of their junior year, or as soon as they have completed the requirements for admission listed below. If admitted, students begin taking graduate-level courses in the semester after they are admitted. In order to be admitted to this BS/MAT 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.
- Completed Calculus II and three additional math courses (Applied Mathematics majors).
- Completed Organic Chemistry II (CHEM 211 and 211L) and be enrolled in a 300-level science course (Biochemistry, Biology and Chemistry majors).
- Completed Environmental Science (ENV 275) and be enrolled in a 300-level science course (Environmental Science majors).
- Submit a completed *BS/MAT Request for Permission to Enroll*, including three letters of recommendation prior to October 1 or March 1.
- Submit a *Graduate School Application* by February 15 of the 4th year of the program.

Forensic Sciences Option in Biochemistry or Chemistry Program

Biochemistry and Chemistry majors may pursue the BS/MS option in forensic sciences. Students who wish to pursue this 4+1

program earn a B.S. in Biochemistry or Chemistry in four years and an M.S. in forensic sciences in as little as one additional year. Students apply for admission into the BS/MS 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 3.0 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 *MSFS BS/MS Program Application*, including three letters of recommendation, prior to October 1 and March 1.

Once accepted into the program, the undergraduate student may take up to 18 graduate credits beginning in the spring of his/her junior year.

Students, once accepted into the program, must submit a *Graduate Application* in the last semester of their undergraduate education. Application must be made prior to September 15 for a planned January start date and prior to February 15 for a planned August start date.

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 were absent from the University two semesters or less do not need to apply for readmission and should contact their Student Success Coach in the School of Graduate and Professional Studies to register for classes. Official transcripts of any work taken at another institution must be submitted directly to the School of Graduate and Professional Studies.

Undergraduate Reinstatement

Former Stevenson University students who were academically dismissed at the end of their last semester must apply for reinstatement to the University. Students must file the *Application for Readmission/Reinstatement*, that is available on the Admissions website. Applicants must submit all requirements as indicated in the application before the application will be reviewed by the Academic Review Board. Reinstatement is not guaranteed. Students will be informed of the decision in writing following the Academic Review Board meeting.

Graduate Student Reinstatement Policy

Students who have been academically dismissed, may apply for reinstatement. *Students are not eligible to apply for reinstatement until six months from the date of the academic dismissal.* The following materials must be submitted to the Graduate Admissions Office in order to be considered for reinstatement:

- Completed application for reinstatement.

- Official college transcript from each college or university attended since leaving SU.
- Official GRE or GMAT scores.
- Written statement explaining circumstances leading to the applicant's poor academic performance.
- Additional pertinent information may be submitted at the applicant's discretion, such as medical documents, letters of reference, and/or recommendations.

Reinstatement is not guaranteed. Students who are reinstated must receive a grade of "B" or higher in all remaining courses. Additional conditions may apply.

Placement

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.

CLEP Examinations

CLEP, a program of the College Entrance Examination Board, is a nationwide system of credit-by-examination. Stevenson does grant credit to our students earning Stevenson-designated passing scores on CLEP exams. Students who are interested should contact their 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, appropriate credit will be awarded.

DANTES

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

International Baccalaureate

Stevenson University recognizes the IB Diploma Programme and will grant credit for scores of 5 or higher in the "Higher Level" courses only. No credit is given for courses taken at the subsidiary level or for courses that duplicate others taken for Advanced Placement credit. For questions about IB credit, contact the Registrar's Office.

Prior Learning Credit

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 for Prior Learning is limited to a maximum of 30 credits for undergraduate students and 6 for graduate 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. Students in a degree program at Stevenson University can pursue Credit for Prior Learning through the following:

1. **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 the 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.
2. **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. Undergraduate 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 the Undergraduate Student Success Coach to determine which DSST exams are right for them.
3. **Departmental Challenge Exams.** Undergraduate students wishing to earn credit by taking a Stevenson departmental challenge exam should contact the Undergraduate Student Success Coach. Graduate students should contact the Graduate Student Success Coach. The content of departmental examinations is determined by the academic department chair. Students must qualify to take exams by demonstrating that they have substantial experience and expertise in the subject area.
4. **Portfolio Presentations.** The Stevenson University portfolio 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 adult student in pursuit of a degree. Converting experiential learning through the portfolio benefits the adult 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. The cost for portfolio review is \$600.

To qualify to petition for prior learning credit through the portfolio, students must meet with the Associate Dean for Business Programs and submit documentation of at least three years full-time and/or five years part-time professional or

community experiences, be in good academic standing (cumulative GPA 2.00 in course work at Stevenson University), and seek approval of the Dean of the School of Graduate and Professional Studies for specific courses for which to petition for credit.

Up to thirty college credits may be petitioned through the credit for the prior learning option for the undergraduate student, six for the graduate student. Not all graduate programs permit credit for prior learning. Each course must receive prior approval by the Dean of the School of Graduate and Professional Studies. Completed portfolios are reviewed by faculty evaluators who determine a grade of "P" (Pass) or "NC" (for "No Credits Awarded"). Credits are awarded only if students successfully demonstrate that their documented experience meets the requirements of the course petitioned. Awarded credits are posted on the student's transcript and are counted toward degree completion requirements.

Financial Information

Costs

Tuition and Fees (2015–2016)

Undergraduate Students

Tuition (per credit)	\$495
Combined Registration and Technology Fees (per semester)	\$125

Graduate Students

Tuition (per credit) (business & technology management, forensic studies, forensic sciences, healthcare management)	\$670
Tuition (per credit) (nursing)	\$625
Tuition (per credit) MAT	\$475
Combined Registration and Technology Fees (per semester)	\$125

Miscellaneous Fees

Return Check Fee	\$25
Transcript Fee (per copy)*	\$3
Graduation Fee	\$25
Late Fee	\$50

*Normally transcript requests are processed within three working days.

Same-day service for transcripts is available for a charge of \$10.

Students must make requests for same-day service in person in the Registrar's Office. Official transcripts can also be ordered using WebXpress.

Refund Policy

Tuition is refundable according to the following schedule:

Accelerated Undergraduate and Graduate Hybrid Classes:

Monday after first class meeting	100%
Tuesday after first class meeting and beyond	0%

Accelerated Undergraduate and Graduate Online Classes:

8th calendar day after start of session	100%
9th calendar day after start of session and beyond	0%

Registration fees are not refundable. Students receiving financial aid should review the refund policies described in the section on Financial Aid under Disbursement of Awards.

Financing Options

Stevenson University offers a payment plan option through Tuition Management Systems (TMS). Payment plans are the sensible approach to paying education expenses. They allow for smaller, affordable payments instead of paying the balance in one large lump sum.

The plan requires regularly scheduled payments over a four month period for each semester. The enrollment fee is \$45. This is not a loan program; there are no interest or finance charges. For additional information, contact Tuition Management Systems directly at stevenson.afford.com or by phone at 800-722-4867.

Financial Aid

Although this catalog contains much useful information about financial aid and associated policies and procedures, changes may occur during the year that might affect any aid a student may receive. For the most up-to-date information, students are encouraged to go to the SU Financial Aid Office website at stevenson.edu/finaid and review the material posted there.

The information on the financial aid website includes extensive and detailed information about the types of aid (and the rules governing them), how to apply for aid, the *FAFSA (Free Application for Federal Student Aid)*, policies, procedures, and forms, and contains links to a number of other helpful resources like the U.S. Department of Education and the Maryland Higher Education Commission. Also included are links to a number of short videos (Financial Aid TV) that explain most aspects of financial aid. 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 classes 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 Award Letter to determine if the eligibility requirements are still being met for each of the aid programs listed. Award 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 and awards from independent sources will be credited upon receipt of these funds by the Student Accounts Office. Often times, these awards 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 sponsors numerous grant and scholarship programs for Maryland residents. A short list of their programs include those listed below.

The **Educational Assistance Grant** combines state funds with Federal State Student Incentive Grant funds. The grant awards from \$400 to \$3,000 per year to Maryland residents who are full-time undergraduates enrolled in at least 12 credit hours per semester. All recipients must demonstrate a need each year for award renewal. Awards are made by the Maryland Office of Student Financial Assistance. Students must file the *Free Application for Federal Student Aid (FAFSA)* by March 1 to apply for this program.

Guaranteed Access Grant provides funding to Maryland's recent and neediest high school students. Students are encouraged to file the *FAFSA* by March 1 and complete other application steps. Students should contact the Maryland Office of Student Financial Assistance or their high school guidance counselor for more information.

The **Senatorial Scholarship Program** provides awards ranging from \$400 to \$2,000 per year for Maryland residents attending eligible in-state institutions. Both full-time and part-time students may be eligible. Students must file the *FAFSA* to apply. Students are also encouraged to contact their state senators directly.

The **House Of Delegates Scholarship Program** provides variable awards with a minimum award of \$200. Delegate awards may be held by full-time or part-time students and must be used within the state. Interested applicants should contact local delegates directly.

Information and application instructions for all state programs are available from the Maryland Higher Education Commission at mhec.state.md.us, select Student Financial Assistance.

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 gibill.va.gov. After the veteran has received the notice of eligibility, the student should contact the certifying official 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 in the Registrar's Office and at the Registrar's Office website. Completion of the form signals the student's intent to receive veterans' benefits for the upcoming semester.

Maryland National Guard Benefits

Stevenson University is a member of the Service Members Opportunity Colleges (SOC), a consortium of national higher education associations that help meet the voluntary higher education needs of service members. A joint education agreement also exists between the Maryland National Guard and Stevenson University. Active Guard members receive 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 Registrar's Office.

Post 9/11 GI Bill / 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 2015-16 academic year, the VA will pay a maximum of \$21,084.89 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:

gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.html.

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.

Awarding 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 or specific terms). The Financial Aid Office determines student budgets every year as a basis for awarding financial aid funds. The student's budget includes direct costs: tuition and fees; and indirect costs: allowances for books, supplies, transportation, room and board, 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. An Estimated Cost of Attendance is posted on the Financial Aid website. Go to stevenson.edu/finaid and select the link for Policies and

Procedures and then select "How Your Financial Need is Determined/Cost of Attendance." The chart is regularly updated to reflect any changes.

The Expected Family Contribution (EFC) is an amount that the student and his/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.

Financial Aid Census Date and Enrollment Verification

Grants and loans are posted to student accounts separately for each of the fall and spring semesters after enrollment is verified. For students enrolled in traditional undergraduate programs, enrollment verification takes place upon completion of the 28th day of each semester, the financial aid census date. For students enrolled in accelerated undergraduate and graduate programs, enrollment is determined after the "drop without record date" (drop date) for each session for which the student is enrolled during the semester. If a student is taking classes outside the primary program area, some forms of aid may not be disbursed until after the LAST drop date for which the student is enrolled or when half-time enrollment is reached.

A student's financial award is accurate based on the number of credits for which the student is enrolled. Depending on status it is possible for the award to increase, decrease, or be canceled. If the award changes, an e-mail notification will be sent using Stevenson's email address.

Book Vouchers

Under certain circumstances, students may be able to take a credit against his or her financial aid in the form of a book voucher to purchase required books and supplies from the University Store. To qualify, loans must be certified and total aid combined with any other form of payment must exceed total charges. For more information, contact Student Accounts at 443-334-3500 or email studentaccounts@stevenson.edu.

Master Promissory Note and Entrance Counseling

First-time borrowers at Stevenson University of Federal Direct Loans are required to complete entrance counseling and Master promissory Note (MPN) before the Financial Aid Office can process their loan. The purpose of the entrance counseling is to ensure that you understand your rights and responsibilities as a new loan borrower and that you understand the regulations governing each loan program, such as interest rates, grace, deferment/forbearance options, prepayment, consolidation, and other general repayment obligations. You are also informed of the consequences of not repaying your student loans (default) and of various repayment strategies.

For more complete information on the Direct Loan Program, visit the federal website: direct.ed.gov.

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). A substantial change to the current FAFSA is the use of the IRS Data Retrieval Tool. 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 awarded.

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

Continued Eligibility

Financial aid awards are valid for one academic year. Students must reapply annually for aid by filing the *FAFSA* between January 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

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 is 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, C-, D+, D, 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: A student must have a minimum grade point average for specific numbers of credits attempted.

- 1-18.5 credits attempted 1.5 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

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 the Graduate and Professional School (or her 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.)

Overview of the R2T4 Policy

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: stevenson.edu/about/campus-services/student-accounts/.

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/. GPS students should use the "Accelerated Students 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 GPS 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 Perkins Loans

4. Federal PLUS Loans (both Parent and Graduate)
5. Federal Pell Grants
6. Academic Competitiveness Grants (ACG)
7. National SMART Grants
8. Federal Supplemental Educational Opportunity Grants (FSEOG)
9. 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 nsls.ed.gov/nsls_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 award 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:
 $\$2538.36 - \$1637.06 = \$901.00$ 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.

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:

- Apply knowledge of creative processes to express aesthetic principles.
- Demonstrate quantitative literacy by applying mathematical strategies to analyze, model, and solve complex problems, and to use data to communicate effectively.
- Define problems, gather accurate and relevant data using technology and texts, interpret these data and texts appropriately, and devise well-reasoned solutions.
- Apply the elements, standards, and processes of critical thinking, creative thinking, and scientific reasoning.
- Function effectively as part of a team to solve problems, engaging team members in productive ways, supporting a constructive team climate, and managing conflict.
- Demonstrate competency in technology appropriate to the discipline and integrate its use into the problem-solving process.

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:

- Articulate an understanding of the multiple ways of reading and the range of interpretive strategies in a given community of readers.
- Demonstrate awareness of context, audience, and purpose in the performance of assigned tasks, using appropriate and relevant verbal and non-verbal means.
- Use language choices that are thoughtful and appropriate and that 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 historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems.
- Explain multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.

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.

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.

University Degree Requirements

Traditional Bachelor's Degrees

The University offers bachelor's degrees in the following 29 disciplines: accounting, applied mathematics; biochemistry; biology; business administration; business communication; business information systems; chemistry; computer information systems; criminal justice; digital marketing; early childhood education: liberal arts and technology; elementary education: liberal arts and technology; English language and literature; environmental science; fashion design; fashion merchandising; film and moving image; human services; interdisciplinary studies; medical laboratory science; middle school education: liberal arts and technology (with a concentration in English/Language Arts and Social Studies or Mathematics and Science); nursing; paralegal studies; psychology; public history; theatre and media performance; and visual communication design.

Adult Bachelor's Degree Programs

The School of Graduate and Professional Studies offers bachelor's degree programs for adult learners. These programs have the same curricular requirements, 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. Adult bachelor's degrees are offered in the following:

- Business Administration
- Business Communication
- Business Information Systems
- Computer Information Systems
- Criminal Justice
- Interdisciplinary Studies
- Nursing: RN to BS option
- Nursing: RN to MS option
- Paralegal Studies

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.
- Earn the final 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.

The Stevenson Educational Experience Requirements for Bachelor's Degrees

As part of the Stevenson Educational Experience (SEE), Stevenson University requires all bachelor's degree-seeking students to complete 15 credits of writing and communication coursework and a minimum of 37-39 credits in distribution areas in liberal arts and sciences. It is expected that courses in a student's major field of study will round out the learning goals and outcomes that constitute the Stevenson Educational Experience.

SEE credits/courses may be included in the major program requirements unless otherwise specified (see major program descriptions); however, within the 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. Within the writing and communication requirement, it is permitted but not required for a single course to fulfill either a WI or CI requirement and a liberal arts and sciences distribution requirement.

Students must earn a minimum grade of "C" in courses that are used to fulfill the SEE requirement.

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 151 (3 credits)
 - ENG 152 (3 credits)
- Two WI courses and one CI course
 - WI Courses:
 - A minimum of 2 WI courses are required. Courses that fulfill the WI requirement are certified by the WI label in the course description.
 - 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.
 - CI Course:
 - One CI course is required. Courses that fulfill the CI requirement are certified by the CI label in the course description.

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. It is permitted but not required for a single course to 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, even though a course may meet the standards in more than one distribution area. Students must complete the required number of credits in each of the four areas described below: humanities, science and mathematics, social sciences, and fine arts.

Humanities (HUM; 12 credits)

- Four courses in at least three different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., PHIL, REL). Courses that fulfill the humanities distribution requirement are certified by the HUM label in course descriptions.
- 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. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., BIO, PHYS). Courses that fulfill the science distribution requirement are certified by the Scientific Reasoning (SR) or Scientific Reasoning-Laboratory (SR-L) label in course descriptions. Courses that fulfill the math distribution requirement are certified by the Quantitative Literacy (QL) label in course descriptions.
- One course must be a laboratory science (SR-L)
- One course must carry the MATH designation and QL label (excluding MATH 132 or MATH 201).

Social Sciences (SS; 6 credits)

- Two courses in two different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g. GEO, SOC). Courses that fulfill the social science distribution requirement are certified by the SS label in course descriptions.

Fine Arts (FA; 3 credits)

- One course in the fine arts is required. Courses that fulfill the fine arts distribution requirement are certified by the FA label in course descriptions.

Foreign Language (6 credits)

- Candidates for the Bachelor of Arts degree must complete six credits of foreign language at the 200-level or higher.

Please note: SEE requirements were implemented in the 2014-2015 academic year. For the 2014-15 academic year, courses that had previously counted as fulfilling the University's general education requirements counted toward fulfilling SEE requirements. For the 2015-2016 academic year and beyond, the only courses that will fulfill the SEE requirements (in addition to ENG 151 and ENG 152) are those certified with the appropriate label in the course description (CI, FA, HUM, QL, SR, SR-L, SS, WI).

Guide to Abbreviations

C – Communication

CI – Communication Intensive

CR – Career Readiness

EIP – Ethics in Practice

FA – Fine Arts

HUM – Humanities

ID – Intellectual Development

QL – Quantitative Literacy

SR – Scientific Reasoning

SR-L – Scientific Reasoning-Laboratory

SS – Social Sciences

SSNW – Self, Societies, and the Natural World

WI – Writing Intensive

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. The transferability of credits from a non-regionally accredited institution may be considered upon the receipt of documentation that provides course information, equivalencies, and learning outcomes. It is the student's responsibility to provide such documentation.

In addition the student must fulfill all major requirements for the new program and must take the final 30 credit hours at Stevenson University. These 30 credits may not be met through the credit for prior learning option. To become fully acquainted with the program and its advantages, students should arrange for an appointment with the appropriate department chair or program coordinator. 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.

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.

BS/MS 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 BS/MS option. Transfer students are also eligible to apply for the BS/MS option.

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

Master's Degrees

Stevenson University currently offers the Master of Arts in Teaching (M.A.T.) degree in the following certification areas:

- Secondary Biology
- Secondary Chemistry
- Secondary Mathematics

Stevenson University currently offers the Master of Science (M.S.) degree in the following disciplines:

- Business and Technology Management
- Communication Studies
- Cyber Forensics
- Forensic Sciences
- Forensic Studies
- Healthcare Management
- Nursing

Minors

In order to enhance the university experience and assist in the development of *Career Architecture*SM, 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.
- ENG 151 and 152 do not count toward fulfilling an English minor.
- For students selecting a minor in the School of the Sciences, both the lab and the lecture for the course must be taken; however, they do not count as two separate courses.
- At least nine of the total credit hours for the minor must be taken at Stevenson University.
- 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.

Note: Please see program descriptions for additional guidelines.

Minors are currently being offered in the following fields:

- Accounting
- Art
- Biology
- Chemistry
- Criminal Justice
- Economics
- English
- Fashion Design
- Film and Moving Image
- History
- Human Services
- Information Systems
- International Business
- Legal Studies (This minor is not intended to prepare students to work as paralegals and is not approved by the American Bar Association.)
- Management
- Marketing
- Mathematics
- Philosophy
- Psychology
- Religion
- Sociology
- Theatre

For information on whether a minor is being considered in other fields, contact the appropriate department chair or program coordinator. Some departments and programs may individually decide not to offer a minor. The following departments have decided not to offer minors at the present time: biotechnology; business communication; early childhood education; liberal arts and technology; elementary education; liberal arts and technology; interdisciplinary studies; middle school education; liberal arts and technology; and nursing.

Additional Learning Opportunities

Internships

Internships are academic courses offered either as electives or requirements by the majors. Consult each program section in the *Fields of Study* section of this catalog for more detailed information.

Students can also explore internship opportunities through NACElink, an online employment database maintained by Career Services. The Career Services staff is available to assist students with resume and cover letter writing and interview preparation skills. 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.

Study Abroad

Stevenson University offers exciting study abroad opportunities through short-term, faculty-led programs as well as a semester option. Past programs have included a wide range of destinations, including Europe, the Caribbean, Latin America, Asia, and Africa. Participation in study abroad requires an application process, and students need to be aware of deadlines, costs, and participation requirements. Students should confer with their academic advisors regarding planning a study abroad experience into their overall academic program.

Questions regarding study abroad should be directed to the Associate Dean, Winterim & Study Abroad. Email: <studyabroad@stevenson.edu>

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. Registration for BSEP courses typically occurs just prior to the start of a given semester. For the Baltimore Student Exchange Program Registration Request Form, see the Academic Affairs portal site. For additional information contact the BSEP coordinator in the Office of the Registrar.

The other colleges and universities participating in BSEP are: Baltimore Hebrew Institute at Towson University, Coppin State University, Goucher College, Loyola University MD, MD Institute College of Art, Morgan State University, Notre Dame of MD University, Peabody Institute of Johns Hopkins University, Towson University, UMBC, and University of Baltimore.

Other Institutions

After degree-seeking students have matriculated at Stevenson University, transfer of courses from other institutions requires advance approval on the form entitled Request to Take Courses at Another Institution. Approval of these requests is based on clear evidence that such courses are comparable to the Stevenson University description. Approval of these requests is made by the Dean of the School of Graduate and Professional Studies. The following guidelines apply:

- All major requirements must be taken at Stevenson University.
- Because the curriculum is based on a special commitment to writing, all writing instruction and writing-intensive courses must be taken at Stevenson University.
- The last 30 credits must be taken at Stevenson University.
- Courses may not be taken elsewhere during a semester (including summer) in which they are being offered at Stevenson.
- If a course taken off-campus is going to be used to fulfill a SEE requirement, the course must be equivalent to the SEE-certified course at Stevenson.

Academic Standing and Grading Information

Calculation of Class Level

An undergraduate student's class level is determined by the number of completed credits as follows. 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 and Grading System

In general, the grading scale in the table below serves as the basic numeric standard that faculty use in evaluating student performance. Grading systems may vary according to discipline and instructor preferences. Some grading practices recalculate "on the curve," while others use only letter grades without assigning numeric values, and still other grading protocols may also exist. In all cases of variance from the standards below, the instructor will explain the grading system clearly on the course syllabus. When a standard numeric scale is used, the instructor will base grades on the standard below.

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 on WebXpress at the end of the session or semester. If needed, students may obtain an official grade report by contacting the Registrar's Office.

The grading system for undergraduate students is provided below. (The grading system used for graduate students is described in the *School of Graduate and Professional Studies Catalog*.)

Grade	Numeric Standard	Quality Points Awarded
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	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	60-66	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.

Graduate Grading Policy

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 = 0.0	Failure: Academic Probation

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.

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.

Auditing Courses

A adult undergraduate student may audit a class if it is open for enrollment. Students may change an audit to a credit course only during the first week of class. Students may change a credit course to an audit until the last day to withdraw with a "W."

Any requests to change a course's status must be made in writing to the Registrar's Office. 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.

Graduate students and BS to MS students are not permitted to audit graduate level courses.

Course Withdrawal

To withdraw from a course, accelerated undergraduate and graduate students should contact their advisor.

Students may withdraw from a course only during the published withdrawal dates. Students withdrawing from class 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 academic calendar for each semester. Withdrawing from a course after the published withdrawal date results in a grade of "WF."

Incompletes

A grade of incomplete (I) will only be granted by written request 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 online on the Registrar's Office link of the SU Now Portal. Incompletes are granted only when a student has completed a substantial portion of the course work 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 prior to the end of the semester or session in which the student is taking the course. An incomplete grade that is not removed within 30 days from the end of the semester automatically converts to a grade of "F." A student must have completed at least 75% of the semester in order to be considered for an incomplete. Exceptions to this policy require

Online Course Non-Participation Policy

GPS 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 submits the required assignment 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.

Pass/No Credit Option

Adult undergraduate 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 departmental pass/fail or pass/no credit. Additional information is available in the Registrar's Office.

Repeating Courses

If a student repeats a course, only the latter grade is used in calculating the grade point average. However, all courses taken remain on the transcript.

Repeating Courses and Withdrawing from Courses - Graduate 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.

Academic Standing - Graduate 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 five years after the first course applied to the degree was completed.

Student grades are reviewed at the end of each session. Students who fail to meet the academic standing standards will be dismissed from the graduate program. Students who are academically dismissed may apply for reinstatement. Students are not eligible to apply for reinstatement until six months from the date of the academic dismissal.

In order to be considered for reinstatement, the following materials must be submitted to the Graduate Admissions Office:

- Completed *Application for Reinstatement*
- Official college transcripts from each college or university attended since leaving Stevenson University
- Official GRE or GMAT scores
- Written statement explaining circumstances leading to the student's poor academic standing
- Additional pertinent information may be submitted, such as medical documents, letters of reference, and/or recommendation.

Upon reinstatement, students must receive a grade of "B" or higher in all remaining courses. Additional conditions may apply.

Academic Probation - Accelerated Undergraduate Students

Any student who has attempted 9 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 takes 30 or more credits, he or she must maintain a grade point average of 2.00 in order to be in good academic standing. All students on academic probation are required to meet with their academic advisor prior to the beginning of the next semester. In addition, students on academic probation are strongly encouraged to meet with their advisor 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 Completed	Academic Good Standing (Cumulative GPA)	Academic Probation (Cumulative GPA)
1 – 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 - Accelerated Undergraduate Students

Student grades are reviewed at the end of each semester. 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 no later than June 1 for the fall semester and December 1 for the spring semester.

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.) Please note that 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.

Grade Appeals

Information regarding grade appeals may be found on the Human Resources portal page Policy Manual, Volume V: Student Policies, Section 5.3.

Transcript Requests

Transcripts are sent at the written request of the student or through WebXpress. The Registrar's Office does not accept email requests. The cost for a transcript is \$3; same day service is also available at a charge of \$10. 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 transcripts will be held. For those requesting a transcript who no longer attend Stevenson University, please contact the Registrar's Office at 443-334-2206.

Students can print a student copy of their transcript from WebXpress. Students may order an official transcript from WebXpress by completing the required information on the "Transcript Request" page. A credit card payment must accompany the request. Students may click on the link to "Make A Payment" on the bottom of the request page or go to the main student WebXpress menu and select "Make A Payment." If the credit card is not accepted, the student's account will be automatically charged for the transcript. For current students, transcripts normally require a three-day processing time. Transcripts are not released until all semester grades are entered and a final GPA is calculated.

Students now have the option to request an official transcript to be sent electronically. This service is available for current students through WebXpress. Persons who wish to have a transcript sent electronically must supply the name and email address of the person who should receive the transcript. These transcript requests are sent through an outside vendor (Scrip-Safe) using a secure server. The recipient will receive an email directing them to go to a specific website to retrieve the transcript.

Registration and Course Information

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 WebXpress. For those unable to access a computer, in-person registration is also available in the Registrar's Office. Prior to registration, students with fewer than 30 completed credits,

students without a declared major, and students in certain programs (as designated by the department chair) are required to meet with their advisor to review their schedule. It is the advisor's responsibility to check the student off in WebXpress so that registration will be enabled for the student. All students regardless of major or year are strongly encouraged to consult with their advisor prior to registration. After registration, students not using E-Advising, are required to submit their signed registration form to the Registrar's Office as verification of advisor approval of courses.

There are several circumstances that could cause a student's registration to be blocked. Students who have not completed the required Student Health Form 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.

Course Load

Any undergraduate student 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 the School of Graduate and Professional Studies.

A full-time load for graduate students is six credits per semester.

Non-Credit Courses

The University offers non-credit developmental courses that provide support for basic skills. If, as a result of placement testing, a student is required to complete such a course, the course will be considered equivalent to three credits when determining fees and course credit load. However, no credit is applied toward the degree requirements.

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.

Attendance

Each student is responsible for his or her own class attendance/participation, and regular attendance/participation is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes or online modules. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F."

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 the School of Graduate and Professional Studies.

Leave of Absence

A degree-seeking student who finds it necessary to cease enrollment at the University (for one or more consecutive semesters with the intent of resuming studies at a later date) must complete the leave of absence section of the Withdrawal from the University form that is available in WebXpress under the "Electronic Forms" section. This request will ensure that the student will not need to reapply for admission when he or she returns. This leave of absence is effective for two consecutive semesters. A student who is on leave of absence for three or more consecutive semesters must reapply for admission.

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 in WebXpress under the "Electronic Forms" section.

FERPA: Notice to Students

The Family Educational Rights and Privacy Act of 1974 (FERPA)

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. In accordance with FERPA, Stevenson University students have the right to inspect and review information in their official University records. The Registrar coordinates the inspection and review procedures for student educational records. Students wishing to review their records must present a written request to the Registrar, listing the item or items of interest, and must present their Student I.D. at the time of the request. The Registrar will grant access within a reasonable period of time but not later than 45 days after the request is made. 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.

The University reserves the right to administratively suspend, dismiss, or expel a student for reasons of conduct detrimental to the spirit and operation of the University.

Complete information regarding academic integrity and student misconduct may be found on the Human Resources portal page Policy Manual, Volume V: Student Policies, Section 5.1 and 5.2.

Graduation Information

To qualify for graduation, students must meet all University and departmental 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. 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.

Graduation Application

Graduating students are required to file an Application for Graduation. The application must be filed with 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 or complete the Application for Graduation Form available on the Registrar's Office portal page under the tab "Forms."

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 may only participate in one ceremony unless they are earning an additional degree.

Graduation with Academic Honors

Graduation honors are conferred upon those undergraduate students who achieve the following cumulative grade point average based on work done at Stevenson University.

<i>Summa Cum Laude</i>	3.90–4.00
<i>Magna Cum Laude</i>	3.70–3.89
<i>Cum Laude</i>	3.50–3.69

Students may only wear honor cords at commencement that are awarded from national academic honor societies. The official list of these organizations can be found in the *Life at Stevenson* section of this catalog.

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.

Awards

The following graduation awards for accelerated students are presented at graduation for the School of Graduate and Professional Studies:

Dean's Award for Exceptional Scholarship

The Dean'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.

Marion and Henry J. Knott Achievement Award

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.

Orsia F. Young Leadership Award

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 as many as six students at May and December graduation.

Undergraduate Fields of Study

Business Administration

Business Administration Program 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, 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.

Business Administration Program Outcomes

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

1. Describe and explain business functions and technology affecting the conduct and structure of business organizations.
2. Analyze and explain business problems and propose solutions, both independently and in teams.
3. Communicate business information in both oral and written expression.
4. Identify, analyze, and evaluate ethical issues, principles, and practices that affect business in domestic and global environments.
5. Pursue contemporary business careers.

Business Administration Program Policies

Students must earn a minimum GPA of 2.50 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) courses. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

A course may be repeated once without special permission. Business administration majors must apply in writing to the Associate Dean for GPS Business Programs requesting permission to repeat a course for a second 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.

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:

ACC 140	Financial Accounting
ACC 141	Managerial Accounting
EC 201	Principles of Macroeconomics
EC 202	Principles of Microeconomics
FIN 300	Principles of Finance
INBUS	Any International Business Course
IS 135	Advanced MS Office Applications
IS 150	Relational Database Design & SQL with MS Access
	or
IS 201	Management Information Systems
	or
IS 260	Presentation Theory and Application
LAW 208	Business Law
MATH 136	Introduction to Statistics
MGT 204	Principles of Management
MGT 210	Business Writing
MGT 308	Business Ethics
MGT 310	Organizational Behavior
MGT 312	Analysis of the Managerial Environment
MGT 313	Operations Management
MGT 430	Business Capstone Seminar
MKT 206	Principles of Marketing
	Five business electives selected from the following subject areas: ACC, EC, FIN, INBUS, IS, LAW, MGT, MKT

Business Administration Other Options

Minors:

A minor in business administration is not available; however, students majoring in other fields who have an interest in business may consider taking a minor in accounting, economics, international business, management, or marketing. Students pursuing a minor may select any six courses from the discipline, yet must meet all prerequisites for the course. Please see an academic advisor for more information. Specific information regarding minor requirements may be found in the *Academic Information* section of the catalog.

BS/MS Option:

The BS/MS 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 BS/MS 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* section of this catalog.

Business Communication

Business Communication Program Description

The business communication program addresses the need of all businesses for clear, persuasive communication. Students majoring in business communication are prepared for a range of career opportunities in event planning, media, advertising, public relations, publishing, and marketing or graduate school in communication, management, marketing, writing or design. Graduates are employed in both the public and private sectors and in business and industry.

Business courses along with courses in communication, writing, publication, information technologies, video, photography, and design provide a firm foundation in business and the flexible skills needed to succeed in an increasingly expanding and sophisticated workforce. Students learn business principles and functions and develop oral and written presentations using information technologies, video, photography and graphics. They work in teams to plan, solve problems, and produce results in a timely fashion. Students also develop research skills, technical proficiency, and the ability to work with other departments or with clients in producing newsletters, composing reports, and creating promotional materials or group presentations.

Most courses are offered online in an 8-week format. Some courses are offered in a 16-week online format.

Business Communication Program Outcomes

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

1. Demonstrate communication competency among various publics, through oral and written communication, including speeches, presentations, research, and informal dialogue.
2. Demonstrate competency in the various forms of business and public writing.
3. Demonstrate competency in explaining key concepts and practices of business and other organizations through class projects, case studies, and multimedia presentations.
4. Demonstrate competency in key concepts and principles in the fields of video or photography through the production of a finished portfolio or piece.
5. Apply principles of publication design and layout by employing both Mac and PC software programs in business applications.
6. Demonstrate competency in information technology through word processing, spreadsheets, and presentation software.
7. Complete an internship that satisfies employer and program expectations.

Business Communication Program Policies

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

Business Communication Program 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:

ACC 215	Survey of Accounting
CM 101	Public Speaking
CM 115	Interpersonal Communication
CM 211	Intercultural Communication
CM 253	Journalism I
CM 254	Journalism II
CM 260	Business and Professional Communication
CM 390	Organizational Communication
CM 401	Senior Internship
PHOTO 141	Digital Photography
IS 135	Advanced MS Office Applications
MATH 136	Introduction to Statistics
MGT 204	Principles of Management
MKT 206	Principles of Marketing
VCD 124	Introduction to Computer Graphics
VCD 270	Introduction to Corporate Communication Design

Take 4 focused electives (12 credits) from the following courses:

CM 255	Small Group Communication
CM 265	Event Planning and Publicity
CM 270	New Media Communication
CM 275	Principles and Practices of Public Relations
CM 310	Conflict and Negotiation
CM 350	Jr. Level BSCOM Internship
CM 380	The Advertising Campaign
CM 402	Special Topics
IS 260	Presentation Theory
VCD 370	Relationship of Business & Design

Six credits from the following writing focused courses:

CM 303	Feature Writing
CM 304	Magazine Writing and Publishing
CM 305	Newspaper Practicum
CM 314	Public Relations Writing
CM 323	Writing for the Web

Three business electives selected from the following subjects:

MGT, MKT, EC, FIN, INBUS or LAW 208, LAW 345, or LAW 380.

Business Communication Other Options

Minor:

A minor in business communication is not available.

BS/MS Option:

The BS/MS 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 BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. A master's degree in Communication Studies is available. For more information on this program, see the *Admissions* section in this catalog.

Business Information Systems

Business Information Systems Program Description

The business information systems (BIS) major is designed for students interested in pursuing a career in business with a focus on information technology management or e-commerce technology. The use of information enabled by information systems is an essential element of strategy in organizations where information forms the basis for competing both nationally and globally. The responsibility of the technology manager or e-commerce technologist is to deliver information and information services to the end-user, and to administer the information resources cost-effectively. Organizations need competent technology professionals who are problem solvers and who understand how to leverage the company's technology base to improve its competitive advantage. This program delivers on both counts.

The BIS major consists of core courses in systems architecture and development, networking, and database design, followed by a career-focused track in technology management or e-commerce technology. To prepare for the workplace, students take a series of practical information systems courses where they examine business problems and the array of possible technology solutions. Students also take business administration courses in accounting, management, and marketing. The program's blend of practical business and technology courses prepares the graduate to enter business as a well-rounded professional who knows how to think analytically, assess a business problem, and select the best technology solution. 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.

Most courses are offered either online in an 8-week format or in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format.

Technology Management Track Description

There is strong demand in the marketplace for managers of technology. These individuals have broad knowledge of information systems combined with the ability to address business-related issues as analysts and integrators. Students in this track will focus on data and database management, security, business networks, e-commerce business solutions, and wireless technology.

E-Commerce Track Description

Growth in the demand for e-commerce technologists is expected to accelerate for the next 20-30 years. Upon completion of the track, students will be able to construct e-commerce solutions using various web architectures and design technologies, assemble electronic collaboration environments, and evaluate social networks in support of business initiatives, propose e-commerce solutions for business problems and new business initiatives, solve server to server web data exchange issues, and explain and propose extensions to e-commerce business models.

Business Information Systems Program Outcomes

Upon completion of the Bachelor of Science in Business 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.

Technology Management Track Outcomes

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

- Assess business problems and identify alternate technology solutions.
- Explain the role of technology components in a network.
- Apply key management principles in leading a project.
- Discuss various IT alternatives with business and technology professionals.
- Interpret the needs of customers and adapt them to different constituents.

E-Commerce Track Outcomes

Upon completion of the e-commerce technology track, graduates will be able to:

- Construct electronic commerce solutions using various web architectures and design technologies.
- Assemble electronic collaboration environments and evaluate social networks in support of business initiatives.
- Propose electronic commerce solutions for business problems and new business initiatives.
- Discuss server to server web data exchange issues.
- Explain and propose extensions to electronic commerce business models.

Business Information Systems Program Policies

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

A course may be repeated twice without special permission. Information systems majors must apply in writing to the department chair requesting permission to attempt a course for a third time. Stevenson University does not grant credits or waivers for technical certifications.

Business Information Systems Program Requirements

The courses listed below are required for completion of the bachelor's degree in business 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:

- ACC 140 Financial Accounting
- IS 135 Advanced MS Office Applications
- IS 140 Information Systems Architecture and Design
- IS 150 Relational Database Design and SQL with MS Access
- IS 170 Systems Development with UML
- IS 201 Management Information Systems
- IS 231 Network Technologies
- IS 240 Programming Concepts with Visual Basic.NET
- IS 260 Presentation Theory and Application (BIS Technology Management Track Only)++
- IS 301 Principles of E-Commerce
- MGT 210 Business Writing
- MGT 204 Principles of Management
- MKT 206 Principles of Marketing
- One 300-400 Level INBUS, MGT, or MKT Course

Take three of the following upper level courses:

IS 320*	Human-Computer Interaction
IS 350	IS Internship
IS 380**	Information Security for the Organization
IS 475	Special Topics in Information Systems
IS 480	Technology Law
IS 481	Project and Knowledge Management

*Note: E-Commerce Track students must take IS-320 (E-Commerce Track Prerequisite).

**Note: Technology Management Track students may NOT take IS-380 (Technology Management Track Requirement).

Students must choose and complete the courses for one of the tracks listed below. If a student completes a track offered under computer information systems, the student will be awarded the computer information systems degree.

Technology Management Track:

IS 280	Data & Database Management
IS 380	Information Security for the Organization
IS 385	Management of Business Networks
IS 386	E-Commerce Business Solutions
IS 387	Wireless Technology Solutions for the Office

E-Commerce Technology Track:

IS 343	Web Architecture and Design Technologies
IS 361	E-Collaboration and Social Networking
IS 386	E-Commerce Business Solutions
IS 443	XML E-Business Applications
IS 462	Current Topics in E-Commerce

Business Information Systems Other Options**Minor:**

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. 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 an academic advisor for more information. Specific information regarding minor requirements may be found in the *Academic Information* section of the catalog.

BS/MS Option:

The BS/MS option is available for students majoring in business 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 BS/MS 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* section of this catalog.

Computer Information Systems**Computer Information Systems Program 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, network, and database design followed by an in-depth career-focused track in software

design, network design, or computer forensics. 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 in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format.

Computer Forensics Track Description

Computer forensics is the use of specialized computer investigation techniques to identify, collect, preserve, examine, and analyze digital evidence for presentation in criminal or civil proceedings. Specialized tools enable the computer forensics investigator to develop timelines reconstructing computer usage across the Internet and corporate local area networks. The CIS computer forensics track offers a solid foundation in computer security culminating with elite skills in computer forensics. With the blend of security and forensics skills, graduates are not only prepared with the knowledge to prevent, detect, and recover from unauthorized malicious intrusions into the organization's infrastructure but also to collect the digital evidence necessary to prosecute the intruders. Many graduates in this track elect to continue their education at the graduate level by pursuing a master's in forensic studies.

Network Design Track Description

Organizations today depend on complex multi-vendor technology infrastructures and highly skilled technical staff to support day-to-day operations. The CIS network design track prepares graduates with a blend of experience in leading Microsoft, UNIX, and Cisco technologies. Students take courses in Windows and UNIX server administration, network security, e-mail server and web server administration, Cisco routing, wireless networks, and mobile communication systems, all essential technology skills for the IT network professional.

Software Design Track Description

Software applications are developed for commercial off-the-shelf use or to solve specific internal organizational problems. The process consists of requirements analysis, data gathering, software design, coding, testing and maintenance. The CIS software design track prepares graduates with end-to-end practical experience in the design, development, and deployment of software solutions for the workplace. Students take courses in leading programming languages including C#, JAVA, ASP.NET, and Visual Basic.NET, using high value systems development tools such as Microsoft's Visual Studio.NET and IBM's WebSphere. This is a high-growth IT career field for those skilled in these cutting-edge technologies.

Computer Information Systems Program Outcomes

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.

Computer Forensics Track Outcomes

Upon completion of the computer forensics track, graduates will be able to:

- Analyze and manipulate complex network infrastructures.
- Design and implement a network security plan.
- Construct an incident response team.
- Evaluate an end-to-end computer forensics investigation.
- Carry out evidence collection according to established protocols.
- Assemble testimonial evidence to act as an expert witness at a trial.

Network Design Track Outcomes

Upon completion of the network design track, graduates will be able to:

- Assess business problems and implement the best network solution.
- Apply knowledge of operating systems to construct various networking environments.
- Design messaging systems for problem reporting and resolution.
- Formulate secure network infrastructures in efficient topologies.
- Implement integrated voice and data services.

Software Design Track Outcomes

Upon completion of the software design track, graduates will be able to:

- Assess business problems and select and implement the best programming language environment.
- Formulate software solutions for the desktop computing platform.
- Design software solutions for the Internet.
- Integrate database solutions with web and desktop applications.
- Develop software solutions for wireless handheld devices.

Computer Information Systems Program Policies

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

A course may be repeated twice without special permission. Information systems majors must apply in writing to the department chair requesting permission to attempt a course for a third time. Stevenson University does not grant credits or waivers for technical certifications.

Computer Information Systems Program 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:

- | | |
|---------|---|
| IS 135 | Advanced MS Office Applications |
| IS 140 | Information Systems Architecture and Design |
| IS 150 | Relational Database Design and SQL with MS Access |
| IS 170 | Systems Development with UML |
| IS 201 | Management Information Systems |
| IS 231 | Network Technologies |
| IS 240 | Programming Concepts with Visual Basic.NET |
| IS 260 | Presentation Theory & Application |
| MGT 210 | Business Writing |

Take four of the following Upper Division courses:

- | | |
|--------|---|
| IS 301 | Principles of E-Commerce |
| IS 320 | Human-Computer Interaction |
| IS 350 | IS Internship |
| IS 380 | Information Security for the Organization |
| IS 475 | Special Topics in Information Systems |
| IS 480 | Technology Law |
| IS 481 | Project and Knowledge Management |

Take any two of the following Business electives:

- | | |
|--|--------------------------|
| ACC 140 | Managerial Accounting |
| MGT 204 | Principles of Management |
| MKT 206 | Principles of Marketing |
| One 300-400 Level INBUS, MGT or MKT course | |

Students must choose and complete the courses for one of the tracks listed below.

Software Design Track:

- | | |
|--------|---|
| IS 241 | C# Object Oriented Programming |
| IS 252 | Advanced SQL Query Design with Oracle & SQL Server |
| IS 343 | Web Architecture and Design Technologies |
| IS 345 | JAVA Programming |
| IS 348 | Advanced Business Applications |
| IS 349 | Service-Oriented Architecture and Dynamic Web Development |
| IS 444 | Wireless Application Development |

Network Design Track:

- | | |
|--------|---|
| IS 232 | TCP and IP Communication Protocols for Windows and UNIX |
| IS 235 | Advanced Windows Server Architecture & Administration |
| IS 331 | Cisco TCP and IP Routing |
| IS 332 | High Speed Broadband Networks |
| IS 335 | Wireless LANs and Mobile Communication Systems |
| IS 431 | Exchange Server and Messaging Systems |
| IS 432 | Network Security—Firewalls, IDS, and Counter Measures |

Computer Forensics Track:

- | | |
|--------|---|
| IS 232 | TCP and IP Communication Protocols for Windows and UNIX |
| IS 235 | Advanced Windows Server Architecture & Administration |
| IS 331 | Cisco TCP and IP Routing |
| IS 391 | Incident Response and Investigation |
| IS 392 | Information Systems Forensics Internals—Auditing |
| IS 393 | Forensic Evidence Collection Tools and Techniques |
| IS 432 | Network Security—Firewalls, IDS, and Counter Measures |

Computer Information Systems Other Options

Minor:

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 an academic advisor for more information. Specific information regarding minor requirements may be found in the *Academic Information* section of the catalog.

BS/MS Option:

The BS/MS 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 BS/MS 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* section of this catalog.

Criminal Justice

Criminal Justice Program Description

The criminal justice program has a commitment to improving the quality of justice through education, research, and public service. The faculty of the criminal justice program recognizes its mission as threefold.

The program is dedicated to offering its majors a state-of-the-art education in criminal justice by providing them with a comprehensive and critical understanding of the criminal justice system and the society in which it functions. The faculty is committed to addressing the needs of our students and to preparing them to move into criminal justice careers or postgraduate work as liberally educated, intellectually mature, ethically aware, and culturally sensitive men and women. Moreover, the program is dedicated to providing students throughout the university with opportunities to examine critically the broad questions of how justice is administered in American society and globally as well as confront the fundamental issues of criminal justice, which they face as professionals and as involved citizens.

The criminal justice program is also dedicated to excellence in research and scholarship by tackling criminal justice issues. The faculty is also committed to research that advances the teaching, assessment, and knowledge base of the field of criminal justice and also research that has policy implications and serves the goals of equity and efficiency in the administration of justice.

Finally, this program has a special commitment to providing the expertise of its faculty as a resource to assist criminal justice and social service agencies in the realms of applied research, policy development, training, and planned change to meet the social and technological challenges of the 21st century.

In order to accomplish our mission, our program pledges to:

- Provide a state-of-the-art curriculum and educational environment.
- Foster the talent development of students, faculty, and staff.
- Integrate technology into the curriculum, including web enhanced instruction.
- Promote each student's capacity for self-directed, life-long learning.

- Ensure learner-centeredness in order to maximize learning.
- Support faculty scholarly endeavors and research activities.
- Enhance quality through a commitment to continuous improvement.
- Reinforce the value of service to the community.
- Develop ongoing partnerships and collaboration with criminal justice agencies.
- Expand placement opportunities of graduates.
- Inspire a sense of pride in being a graduate of the criminal justice program at Stevenson University.

Most courses are scheduled either online in an 8-week format or in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format.

Criminal Justice Program Outcomes

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

1. Articulate the theories, policies, practices, processes, and reforms of the major institutions of social control.
2. Apply the theories and principles of both substantive and procedural law that regulate the justice system.
3. Formulate a problem and assemble relevant information in order to develop a well-considered solution in a formal proposal and research paper.
4. Employ an ethical framework to reach judgments and make decisions as a criminal justice professional.
5. Apply classroom learning in an area of the criminal justice system through direct experience through an experiential learning opportunity in a criminal or juvenile justice agency or organization.

Criminal Justice Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) courses. No student, regardless of major, will be permitted to advance to the next 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.

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

Criminal Justice Program 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:

EDCP 100	First Year Seminar
CJUS 101	Introduction to Criminal Justice
CJUS 210	Writing for Criminal Justice
CJUS 220	Criminal Law & Procedure
CJUS 265	The Juvenile Justice System
CJUS 275	Corrections
CJUS 280	Law Enforcement
CJUS 285	Criminology
CJUS 305	Ethical Issues in Criminal Justice
CJUS 310	Comparative Criminal Justice
CJUS 325	Civil Liability in Criminal Justice
CJUS 345	Victimology
CJUS 380	American Courts & the Criminal Justice System
CJUS 385	Research Methods in Criminal Justice

IS 135	Advanced MS Office Applications
MATH 136	Introduction to Statistics
POSCI 205	State & Local Government
PSY 101	Introduction to Psychology
SOC 101	Introduction to Sociology

Select Five Elective Courses:

CJUS 335	White Collar Crime
CJUS 350	Criminal Justice Special Topics
CJUS 355	Race & Crime
CJUS 375	Probation and Parole
CJUS 381	Justice, Media & Crime
CJUS 382	Crime Mapping & Crime Analysis
CJUS 383	Law Enforcement & the Community
CJUS 390	Domestic Security
CJUS 420	Study Abroad Internship
CJUS 430	Law Enforcement Administration & Management
SOC 304	Topics in Sociology
SOC 375	Social Stratification~

~ Course under development

Criminal Justice Other Options**Minor:**

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 an academic advisor for more information. Specific information regarding minor requirements may be found in the *Academic Information* section of the catalog.

BS/MS Option:

The BS/MS 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 BS/MS 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* section of this catalog.

Interdisciplinary Studies**Interdisciplinary Studies Program Description**

The interdisciplinary studies program enables students to develop from two academic disciplines an integrated course of study not available through current degree programs. This is an individually designed major that allows students to work closely with faculty while pursuing academic interests that transcend traditional majors. Students consult the program coordinator and two faculty members with interests and expertise in the area of study.

Appropriate themes for interdisciplinary studies majors may include a set of problems, an idea, or a period study. Suggested themes include American studies, aesthetics and artistic expression, and international and global studies.

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

Interdisciplinary Studies Program Outcomes

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.

Interdisciplinary Studies Program Policies

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

Interdisciplinary Studies Program Requirements

The interdisciplinary studies program enables students to develop from two academic disciplines an integrated course of study not available through current degree programs. This is an individually designed major that allows students to work closely with faculty while pursuing academic interests that transcend traditional majors. Students consult the program coordinator and two faculty members with interests and expertise in the area of study.

Appropriate themes for interdisciplinary studies majors may include a set of problems, an idea, or a period study. Suggested themes include American studies, aesthetics and artistic expression, and international and global studies.

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

Major Requirements:

- 36 credits of courses for the major 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.
- INDSC 260 Introduction to Interdisciplinary Studies
- Six credits in INDSC 350
- INDSC 360 Interdisciplinary Research and Writing
- INDSC 450 Senior Project: Seminar in Interdisciplinary Studies
- HSR 224 (or another methods course approved by the Associate Dean, Business Programs)

Interdisciplinary Studies Other Options**Minor:**

A minor in interdisciplinary studies is not available.

BS/MS Option:

The BS/MS 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 BS/MS 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* section of this catalog.

Nursing - RN to BS Option

Nursing Department 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.”

Nursing - RN to BS Option Program 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 adult learners to complete the baccalaureate degree in nursing as a part-time student 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 from upper-level courses taken at Stevenson University. RNs may transfer prerequisite non-nursing courses and college core courses, but the RNBS 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 Maryland or compact state 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. 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
- Harford Community College
- Howard Community College
- Montgomery College
- Prince George's Community College

Articulation agreements 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.

Course Requirements for RN to BS Students

Course Requirements Prior to Acceptance into the RNBS Option at Stevenson

- English Composition
- Introduction to Literature

Course Requirements Prior to Taking 300-level RNBS Courses

Registered nurses with an associate's degree or diploma from an accredited nursing program will have completed most of the prerequisite courses as a part of their basic education. The following courses must be successfully completed prior to taking 300-level RNBS courses:

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

Course Requirements Prior to Taking 400-level RNBS Courses

The following courses must be successfully completed before taking 400-level RNBS courses:

- English writing at the 200-level or above
- Chemistry
- Nutrition
- Statistics
- Four humanities courses from three different disciplines: philosophy, history, literature, or religion.
 - An ethics course (listed as philosophy) must be one of the four courses.
- Fine Arts

Nursing - RN to BS Option Program Outcomes

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.

Nursing - RN to BS Option Program Policies

Students must achieve a grade of "C" or better in all required Stevenson nursing courses. If a student receives a "C-", "D+", "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 "C-", "D+", "D", or "F" in a nursing course will be automatically dismissed from the RN to BS option.

Nursing - RN to BS Option Program Requirements

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

Major Requirements:

NURS 312	Physical Assessment and Pathophysiology
NURS 313	Professional Seminar I
NURS 315	Information Technology in Nursing and Health Care
NURS 414	Nursing Leadership for RNs
NURS 415	Professional Seminar II
NURS 418	Nursing Research for RNs
NURS 424	Health in the Community
NURS 434	Professional Seminar III
Upper-level elective*	

Please refer to the course requirements for RN to BS Students section of the program description for additional course requirements.

*The upper-level elective must be taken at Stevenson University and may include courses from any discipline, such as sociology, psychology, history, philosophy, or religion. Students who have been accepted into the RN to MS option will take the first graduate nursing course to fulfill the elective requirement.

Nursing - RN to BS Option Other Options

Minor

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

RN to BS Option

Why choose Stevenson's RN to MS option?

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 the upper-level elective requirement for the bachelor's degree. Credits from that course will then count toward the MS program requirements.
- 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 3.0 or above 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 with conditional acceptance granted for the graduate program. To be admitted to the MS program after earning the BS, students must have a GPA of 3.0 or above in the RN to BS courses, have completed all non-nursing courses, and continue to hold an active RN license.

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 RNBS credits, GPA of 3.0 or above, and completion of the application form.

ATB Option

The Associate to Bachelors (ATB) option is designed for students who are concurrently enrolled in the Community of College Baltimore County (CCBC) nursing program. Agreements are pending with several other community colleges. Check the Stevenson University website for the current list of participating colleges. In the Stevenson ATB option, students first take classes face-to-face then in a hybrid (blended) model and finally take on-line courses. The ATB option is designed so students can complete a bachelor's degree at Stevenson University one year after graduating from the partner community college.

ATB Admissions Criteria

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 RN to BS option including those courses which are prerequisites of the ATB option. Admission to this option is a collaborative decision between Stevenson University and the partner community college. Students interested in this option should contact the ATB Coordinator.

Paralegal Studies

Paralegal Studies Program Description

Stevenson University's paralegal studies program was the first in the state, and one of the first in the nation, to be approved by the American Bar Association. Paralegals must be intelligent, 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 paralegal 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 earn a bachelor's degree in paralegal studies. Students may select a sequence of courses that permits them to focus on a specific area within the paralegal studies curriculum, such as corporate law, estate administration, real estate law, or litigation. Students perform an internship, typically in the sophomore or junior year, and complete a paralegal 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 courses are 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	Paralegal Capstone

Paralegal Studies Program Outcomes

Upon completion of the Bachelor of Science in Paralegal 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.

Paralegal Studies Program Policies

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

Paralegal 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 paralegal 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 paralegal 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 (ABA) instructional methodology requirements. The paralegal 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 ten semester credits or the equivalent of legal specialty courses through traditional classroom instruction.

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 Associate Dean, Business Programs 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.

Although Stevenson University policy is that internships performed at other institutions do not transfer, there is an exception for students who perform paralegal internships with ABA-approved paralegal programs at other institutions. If a student successfully completes a three-credit internship class at an ABA-approved paralegal program, the internship requirement (LAW 225) can be waived and the student will take another three credit legal specialty course (upper- or lower- level) in its place.

Some students work as paralegals while completing the paralegal studies program. These students may apply for a waiver of the internship requirement (LAW 225). Paperwork from the student and the employer is required to verify that the student performed paralegal tasks and worked a minimum of 135 hours. If approved, the student will take another three credit legal specialty course (upper- or lower-level) in place of the internship class. Students working full-time, not as paralegals, can satisfy the internship requirement by completing a virtual internship as a paralegal, supervised by the School of Graduate and Professional Studies. This three credit virtual internship class is considered non-legal specialty.

The award of legal specialty credits through examination or portfolio is monitored to ensure that the quality and integrity of the paralegal program are maintained. A maximum of six 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. 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 paralegal studies program.

Paralegal Studies Program Requirements

The courses listed below are required for completion of the bachelor's degree in paralegal 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.

Typically, students take lower-level (100- and 200- level) courses in their freshman or sophomore years, and upper-level (300- and 400- level) courses in their junior or senior years.

Major Requirements:

- ACC 215 Survey of Accounting
- IS 135 Advanced MS Office Applications
- POSCI 102 American Government: Political Institutions & Procedures
- LAW 102 Introduction to Legal Studies
- LAW 112 Torts
- LAW 114 Estates and Trusts
- LAW 120 Contract Law
- LAW 125 Legal Research and Writing I
- LAW 130 Business Organizations Law
- LAW 204 Constitutional Law
- LAW 210 Legal Research and Writing II
- LAW 216 Civil Litigation and Pleading
- LAW 225 Internship
- Two lower-level (100- or 200- level) LAW electives
- Six upper-level (300- or 400- level) LAW electives
- LAW 480 Paralegal Capstone

Program Requirements:

- 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 Paralegal Capstone
- Two lower-level (100- or 200-level) LAW electives
- Four upper-level (300- or 400-level) LAW electives

Paralegal Studies Other Options

Minor:

A minor is available in legal studies. 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 an academic advisor for more information. Specific information regarding minor requirements may be found in the *Academic Information* section of the catalog.

BS/MS option:

The BS/MS option is available for students majoring in paralegal 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 student must formally apply for entrance into a BS/MS 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* section of this catalog.

Paralegal Second Bachelor's Degree

Program Description

Stevenson's second bachelor's degree in Paralegal 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.

Graduate Fields of Study

Business and Technology Management

Business and Technology Management Program Description

Stevenson University's Master of Science in Business and Technology Management 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 provides 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 master's 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 work flow processes. They will have the knowledge and ability to communicate effectively on business and technical concerns with all levels of personnel both within 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 three tracks. The advanced information technologies track focuses on the technology and implementation of application, infrastructure, and database design. The emerging technology and innovative leadership tracks focus on the business and management of both 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 three tracks.

All courses can be completed entirely online. Some courses are also offered in an 8-week hybrid format where students meet one night per week.

Advanced Information Technologies Track

The advanced information technologies track is designed to provide the IT professional with cutting edge experience and knowledge in working with the leading applications, networks, and database design technologies of the day. The program provides key competencies for those following the career path of programmer, systems designer, systems integrator, database designer, and network designer. Technology professionals will gain in-depth knowledge of leading edge technologies, enabling

them to choose the best technology solution for today's business problems. Information systems experience and literature analysis show that most system projects fail because the information analyst fails to define appropriate and accurate business and technical requirements and not for technical reason.

Emerging Technology Management Track

The emerging technology management track combines knowledge about the technologies and their development with knowledge of the best practices in systems planning and design and project management in the IT area. All successful companies today rely on a core information technology infrastructure to carry on day-to-day operations. These mission critical systems contain the business rules and key data on products, services, and customers. They are often customer designed in-house or outsourced to satisfy the requirements of the organizations and business processes they support.

Innovative Leadership Track

The innovative leadership track is designed on the basis of the principle that people are an organization's most valuable asset and good leaders establish effective relationships as the key to success. These leaders understand that the mission and vision of the organization are critical components to a functional organization and use these to guide employees and work with customers. Managerial expertise, negotiation skills, and critical thinking motivate others to achieve superior performance and production. Leaders acknowledge that change is constant and that each organization must consider the global effects of its actions.

Business and Technology Management Program Outcomes

Upon completion of the Master of Science in Business and Technology Management, graduates will be able to

- Defend the importance of technology as the underlying foundation of an organization.
- Analyze the management processes and technology needed to support an organization.
- Assess the architectural design of current and emerging technologies.
- Design organizational systems necessary to create effective solutions.
- Appraise the policy, technical, security, and legal issues that affect an organization.
- 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

- 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.
- Understand various IT architectural designs and how they assist organizations.
- Analyze various software solutions in determining their effectiveness on developing and maintaining customer relationships.

- Evaluate the software and hardware requirements of network security and assess vulnerabilities that may exist in corporate infrastructures.
- 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

- Determine the importance of information technology as integrative to the effective functioning and success of organizations.
- Evaluate the behaviors and practices associated with effective leadership within various organizations with special attention to leadership and management within IT units.
- Design effective supply chain management strategies using appropriate software systems.
- Analyze current customer relationship management practices, issues, best practices, and solutions to create competitive advantage for business and industry.
- 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.

Advanced Information Technologies Track Outcomes

Upon completion of the advanced information technologies track, graduates will be able to

- Analyze network functions in a multi-vendor environment and compare protocol standards common to the local area network.
- Evaluate object technology and its implications for the development of enterprise systems, using one of the current software developmental languages.
- Design and implement a database-connected, dynamic web application using one of the leading software developmental framework packages.
- Construct large-scale, enterprise-wide systems that manage, store, and distribute an organization's data.
- Evaluate and design Extensible Markup Language to meet the needs of enterprise application communications across multi-platform environments.

Business and Technology Management Program 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.

Business & Technology Management Program Requirements

The curriculum for the M.S. in business and technology management consists of three components: core courses, track elective courses, and capstone courses.

Core Courses (15 credits):

BTM 601	Information Technology and the Organization
BTM 604	Cognitive Science for Requirements Analysis
BTM 606	Creativity in Information Systems
BTM 644	Project Management
BTM 663	Information Technology Law and Law Enforcement

Students select one of the following tracks (15 credits)

Track One: Advanced Information Technology

Students take the following five courses:

BTM 618	Network Technologies
BTM 630	Object-Oriented Technology with C#
BTM 632	Client Server Computing with ASP.NET
BTM 634	Enterprise Data Management
BTM 638	Enterprise Application Development

Track Two: Emerging Technology Management

Students select five courses from the following (15 credits):

BTM 640	Operating Environments Architecture & Infrastructure
BTM 642	Enterprise Application Process Analysis
BTM 643	E-Commerce Technologies
BTM 646	Disaster Recovery and Business Continuity
BTM 661	E-Systems Security
BTM 662	B2B Applications

Track Three: Innovative Leadership

Students select five courses from the following (15 credits):

BTM 635	Innovative Management and Leadership
BTM 645	Supply Chain Management
BTM 667	Customer Relationship Management
BTM 670	Competitive Theory
BTM 671	Innovative Strategies
BTM 672	I.T. Financial Management

Capstone Courses (6 credits):

BTM 701	Systems Integration
BTM 702	Master's Project

Communication Studies

Communication Studies Program Description

Stevenson University's 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 will also 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. Position 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.

Communication Studies Program Outcomes

Upon completion of the Master's 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.

Communication Studies Program 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.

Communication Studies Prerequisite Requirements

- Completed online application.
- Completion of bachelor's degree from a regionally accredited institution.
- Official college transcripts from all previous academic work.
- Cumulative GPA of 3.0 on a 4.0 scale in past academic work.
- Personal statement: 250-350 words.

Communication Studies Program Requirements

Required courses:

CM 505	Communication Theory and Application
CM 510	Research and Writing Methods
CM 600	Cultures and Communication ~
CM 605	Communication Ethics in the Public Sphere
CM 610	Interpersonal Communication ~
CM 615	Nonverbal Communication ~
CM 620	Conflict Communication and Leadership
CM 625	Contemporary Communication ~
CM 630	Contemporary Organization and Communication
CM 635	Crisis and Communication ~

Students select one of the following:

CM 720 Capstone: Communication Architecture Project (requires a weekend residency) ~

CM 725 Master's Thesis (requires a weekend residency) ~

~ *Course under development.*

Cyber Forensics

Cyber Forensics Program Description

The Master of Science in Cyber Forensics specializes in the process of forensically examining computer systems to perform event reconstruction, identify inappropriate access or data exfiltration and the mechanisms by which the attacks occurred. Students will be trained to implement digital evidence collection techniques and use scientific methods toward the preservation, collection, validation, identification, analysis, interpretation, documentation, and presentation of such evidence. This degree will prepare graduates for positions in a number of industries needing forensic specialists, who perform active and defensive computer forensic techniques that extend beyond e-discovery, which is the focus of the existing computer forensics area of concentration in the master's degree in forensic studies.

Students in this program will use current techniques and tools to analyze systems involved with incidents of unauthorized and inappropriate computer system access, theft of electronic information, cyber attacks, and other cyber crimes. Relevant technical and legal topics are covered to ensure graduates perform thorough incident response, intrusion analysis, and presentation of findings.

The program will utilize Stevenson's highly specialized virtual lab environment, in addition to hybrid and face-to-face instruction using state-of-the-art forensic technology which allows students to do hands-on work related to advanced forensic analysis, either remotely or on campus. Stevenson's virtual lab environment gives students hands-on, real-time experience in analyzing servers, desktops, laptops, firewalls, networks, clouds, and other digital environments that require examination. Students will be trained to implement professional digital evidence collection techniques to identify, analyze, document, and prepare digital evidence for official investigations and legal proceedings.

All coursework can be completed entirely online in 8-week sessions with the exception of an 8-hour on-site class requirement for CYBF 664.

Cyber Forensics Program Outcomes

Upon Completion of the Master of Science in Cyber Forensics, graduates will be able to:

1. Select the appropriate tools to recover operating systems, artifacts, and data.
2. Identify current attack vectors and exploited vulnerabilities, including advanced persistent threats, used by criminals to gain access to information systems and propose appropriate defenses to exploitation.
3. Analyze information systems for signs of breaches and identify data that has been exfiltrated from those systems.
4. Produce a professional forensic report that includes the methodology used for the collection, handling, and preservation of digital evidence
5. Interpret and apply the applicable laws and statutes that govern the search and seizure of digital evidence.
6. Collect and preserve digital evidence (including volatile data and network data) during a computer forensic examination in an appropriate and effective manner.
7. Provide an oral defense of the findings that appear in a written report.

Cyber Forensics Program 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.

Cyber Forensic Prerequisite Requirements

Students who wish to enter the master's program in cyber forensic must meet 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

OR

Bachelor's degree from an accredited institution in an unrelated field and at least five years experience in information technology, telecommunication systems, system administration, network management, or information assurance.

Cyber Forensics Program Requirements

Required courses:

CYBF 643	Incident Response and Evidence Collection
CYBF 644	Windows Forensic Examinations
CYBF 650	Intrusion Detection Systems (IDS), Firewalls, Auditing
CYBF 661	E-Systems Security (or FSIS 646, Windows Intrusion Forensic Investigations)
CYBF 662	Network Penetration Testing
CYBF 663	Network and Cloud Forensics
CYBF 664	Mobile Device Forensics
CYBF 670	Cyber Warfare and Cyber Terrorism
CYBF 675	Live Analysis and Live Acquisition
CYBF 680	Legal Compliance and Ethics
CYBF 685	Malware Detection, Analysis, and Prevention
CYBF 710	Mock Intrusion and Response

Forensic Sciences

Forensic Sciences Program Description

Forensic science is an interdisciplinary and applied course of study which plays a crucial role in the legal justice system. Advances in instrumentation and technology have opened up new approaches to solving crime, and the need for individuals trained in both science and the law is growing. Courses are offered in a combination of traditional and online formats and taught by accomplished faculty. The curriculum is designed to provide students with specific skills in the many applied scientific areas used by forensic scientists. 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.

The forensic sciences program is the only one of its kind to be offered in partnership with the Maryland State Police Forensic Sciences Division. Stevenson's partnership with the Maryland State Police (MSP) and Baltimore County Crime Lab means that students in the program are being trained by some of the top experts in the field.

This program is offered on-site with some courses offered online.

Forensic Sciences Program Outcomes

The forensic sciences program is competency-based and successful graduates will demonstrate proficiency in specific laboratory skills as well as a mastery of the academic material. It is required that the graduates of this Master of Science in Forensic Sciences (MSFS) program achieve the relevant cognitive, skills (psychomotor) and affective performance objectives specified below.

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

Cognitive Domain - demonstrate mastery of the academic material/knowledge specific to forensic science.

1. List and describe the steps in collecting and processing evidence, including trace evidence, that may be available at a crime scene.
2. Evaluate a given crime scene and select the appropriate steps to be followed in collecting and processing evidence.
3. Describe the toxicology and analytical chemistry relevant to isolating and identifying drugs and toxic substances.
4. Explain the science underlying DNA analysis and describe the performance of laboratory analysis of DNA.
5. Describe quality assurance and accrediting requirements as they pertain to operating forensic science laboratories.
6. Describe the criminal justice system, including specific procedures relating to the provision of expert testimony and limitations placed on the admissibility of evidence.
7. Cite, apply, and interpret statutory, regulatory, and case law pertinent to forensic science.

Skills Domain - demonstrate an acceptable standard of competency/proficiency in the relevant motor skill sets necessary for operating instruments, running experiments, assuring quality, etc.

1. Collect evidence from a crime scene according to established legal and scientific protocols.
2. Photograph and sketch a crime scene according to established legal and scientific protocols.
3. Demonstrate proficiency in performing the molecular biological techniques relevant to examining evidence.
4. Demonstrate proficiency in using the microscope to identify evidence.
5. Demonstrate proficiency in performing the analytical chemical techniques relevant to examining evidence.
6. Demonstrate proficiency in collecting latent prints and processing firearms for trace evidence, and compare the crime scene evidence to the records in established databases.
7. Demonstrate mastery of quality control and quality assurance practices.
8. Provide expert testimony in a moot court of law.
9. Demonstrate compliance with safety protocols in the laboratory.
10. Analyze, interpret, and evaluate evidence for presentation in both written and oral formats.
11. Write a comprehensive review of the scientific literature on a topic in forensic science.
12. Formulate a hypothesis, and plan and execute a research project (following the tenets of the scientific method).
13. Write a master's thesis that demonstrates analysis and interpretation of data, evaluation of results in the context of the scientific literature, and formulation of novel suggestions for further study in the field.

Affective Domain - demonstrates the emotions, values, and attitudes that we expect to see in graduates of our program.

1. Adhere to the ethical standards established for forensic scientists and enforced by the law.
2. Collect, process, and report evidence ethically and honestly.

- Evaluate scientific journal articles in terms of their scientific merit and their ethical, societal, and global implications.
- Demonstrate professional conduct at all times.
- Display strong interpersonal, oral, and written communication skills.
- Recognize and act upon the need for continuing education.

Forensic Sciences Program 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.

Forensic Sciences Prerequisite Requirements

Students who wish to enter the master's program in forensic sciences 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 for science majors and lab (8 credit hours)
- Calculus (3 credit hours)
- Statistics (3 credit hours)

Applicants interested in the forensic chemistry track 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 forensic biology track 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.

Forensic Sciences Program Requirements

The curriculum for the forensic sciences 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 a track and complete all courses in the selected track.

Core Courses:

FSCI 500	Survey of Forensic Science
FSCI 610	Physical Evidence at Crime Scenes
FSCI 615	Safety/Quality Control/Quality Assurance

FSCI 655	Practicum Rotations
FSCI 720	Seminar in Forensic Science I
FSCI 721	Seminar in Forensic Science II
FSCI 760	Research Project & Presentation I
FSCI 761	Research Project & Presentation II
FSCOR 601	Foundations of Criminal Justice
FSCOR 604	Evidence
FSCI 701	Mock Trial

Biology Track:

FSCI 640	Serology & Immunology
FSCI 645	DNA Analysis
FSCI 660	Forensic DNA Computer Applications
FSCI/FS	Forensic Science or Forensic Studies Elective

Chemistry Track:

FSCI 617	Trace Evidence
FSCI 620	Drug Analysis
FSCI 670	Toxicology
FSCI/FS	Forensic Science or Forensic Studies Elective

Crime Scene Investigation Track:

FSCI 630	Crime Scene Investigation
FSCI 632	Pattern Analysis
ART 540	Crime Scene Photography
FSCI/FS	Forensic Science or Forensic Studies Elective

Forensic Studies

Forensic Studies Program Description

Forensic specialist describes an individual or expert in a particular field who examines evidence for the purpose of presenting findings in a court of law. Forensic specialists work throughout all areas of the business world, including public accounting firms, law firms, corporations, and the government. The accounting, criminalistics, information technology, investigations, interdisciplinary, and legal tracks in forensic studies are designed to provide both the knowledge and the skills required of forensic specialists and are a direct outgrowth of the University's undergraduate programs in accounting, criminal justice, information systems, and paralegal studies.

With the cost of U.S. economic crime growing dramatically—nearly doubling over the last decade to at least \$200 billion annually—many accounting firms, law firms, and government agencies incorporate forensic teams into their practices. Members of forensic teams assist in merger and acquisition analyses, tax investigations, economic crime investigations, cyber crime investigations, white collar crime investigations, money laundering investigations, security fraud investigations, litigation support services, specialized audits, fraud prevention and detection, and anti-terror investigations. The forensics team often includes technical experts who maintain the chain of evidence, information technology professionals who analyze electronic data, field personnel who handle the investigative process, accountants, insurance fraud investigators, damage claims specialists, auditors, and computer forensics experts.

The forensic studies master's degree program prepares students for rewarding careers in accounting, criminalistics, information systems, investigations, law, and related forensics professions. Students develop marketable skills sought after by public and private sector employers and the justice system. Accomplished faculty with real-world experience and achievement ensure students demonstrate technical and core competencies, critical thinking, and effectively communicate both orally and in writing. Students and faculty are guided by principles of professionalism, ethics, integrity, and respect for the rule of law.

Accounting Track

The accounting track is designed to prepare students to synthesize the accounting, auditing, computer, and investigative skills necessary to investigate and analyze financial evidence; to interpret and summarize their findings; and to communicate those findings in a courtroom setting. The corporate climate and the implementation of the Sarbanes-Oxley Act have led to a need for forensic accountants in public practice, corporations, government agencies, and other organizations to aid in fraud investigation and in fraud prevention. Graduates of this track will be prepared for these positions.

Computer Forensics Track

As computer technology becomes more complex, the ways to breach computer security also become more complex. Incidents of computer crime are increasing at alarming rates. The computer forensics track is designed to prepare students to identify, acquire, restore and analyze electronic data, and to testify as experts in court. Further, as the use of digital evidence in litigation becomes more prevalent, students will be prepared to assist in litigation support services in the areas of electronic evidence.

Criminalistics Track

Criminalistics is the science of associating and identifying evidence, interpreting the results of various scientific tests, e.g., ballistics, DNA, gunshot residue, etc., and reconstructing crime scenes. The criminalistics track is designed to help students acquire the skills, knowledge, and abilities necessary to evaluate the results reached by criminalists in the performance of their duties, and to apply those results in judicial and quasi-judicial proceedings.

Interdisciplinary Track

The interdisciplinary track is designed for students who have interests that overlap two or more of the other program tracks. This track enables students who are interested in careers that require general knowledge of accounting, criminalistics, information technology, law, and investigations to take courses in two or more of these areas. This track may be appropriate for persons with general interests in multiple areas, such as managerial or executive personnel who need a general understanding of a variety of forensic specialties that fall under their areas of responsibility.

Investigations Track

For students who are looking for careers in conducting investigations for businesses and government agencies, the investigations track provides the knowledge to plan and conduct such investigations. 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.

Legal Track

The increases in fraud exposures, fraud investigations, and prosecution of white collar crimes have created a demand for forensic legal professionals. The legal track will provide students with the necessary skills in the areas of fraud investigation, fraud prosecution and defense, and litigation support. Through courses emphasizing legal research and writing, interviewing and investigating skills, criminal evidence and procedure, and courtroom presentation skills, graduates will become valuable members of the forensics team. Graduates will find careers in the investigative, prosecutorial, and criminal defense arenas working with attorneys.

Forensic Studies Program Outcomes

All students will be required to complete the core courses, which consist of four courses totaling 15 credits, including a 6 credit capstone. In addition, students will be required to complete six courses totaling 18 credits in their elected track and one 3 credit elective.

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

- Examine the history, philosophy and development of law enforcement and the judicial and correctional systems within the United States.
- Research and analyze internet resources on topics related to the presentation of evidence at trial.
- Analyze a topic in the field of forensic studies and compose a scholarly article on that topic.
- Evaluate the Federal Rules of Evidence applicability to legal proceedings and their impact on the administration of justice.
- Interpret, analyze and report on evidence.
- Integrate professional ethical standards in all activities and work.
- Develop and present evidence pertinent to a trial.

Two convenient formats, online and on-site, allow students to choose the program that best fits their needs. (Note: some courses are offered only online, and two online courses, FSCOR 702, Mock Trial Capstone, and FSIS/CYBF 664, Mobile Device Forensics, have some on-site requirements.)

Online Format

- Classes and assignments completed online.
- Courses offered in accelerated 8-week sessions. Each online course will require a pre-class assignment week prior to the start of the course.
- All courses taught by faculty with experience in the classroom and in the field.
- Includes a 6 credit, 10-week capstone course that culminates in a one-week residential mock trial held at the SU campus in the summer.

On-Site Format

- Classes held in the evenings at the SU campus.
- Courses offered in accelerated 8-week sessions.
- All courses taught by faculty with experience in the classroom and in the field.
- Includes a 6 credit, 15-week capstone course held in the evenings at the SU campus.

Admission to the program will be based upon the following:

- Completion of an undergraduate degree in a related discipline as appropriate to the track
- Minimum undergraduate GPA of 3.00
- Writing sample

Accounting Track Outcomes

Upon completion of the program, a graduate in the accounting track will be able to

- Apply investigative techniques for fraud detection in financial reporting.
- Analyze financial statements for false and misleading statements.
- Assess fraud risk and adequacy of internal control structures.
- Evaluate security requirements and internal controls for accounting systems in business software.
- Investigate and analyze financial evidence.
- Synthesize accounting, auditing, computer, and investigative skills.
- Analyze legal elements of white collar crime.

Computer Forensics Track Outcomes

Upon completion of the program, a graduate in the computer forensics track will be able to

- Identify corporate liability in handling and preserving electronic data.
- Perform the steps in the collection, handling, and preservation of digital evidence.
- Identify forensic tools and their use in recovering operating systems, artifacts and data, and the classes of forensic tools and the tasks they perform.
- Apply the concepts of system policies, auditing, and data recovery, and perform forensic recovery operations using the latest tool sets.
- Configure logging utilities to track key events and preserve forensic evidence.
- Identify the classes of system exploits and the vulnerabilities they attack.
- Defend the network and system against hacking exploits and evaluate and select appropriate countermeasure products.
- Design an appropriate recovery strategy, create a disaster recovery plan, and develop a plan to test the recovery plan.
- Develop criteria for comparing intrusion detection systems and firewall products and configure such products to block unwanted transmissions.
- Synthesize auditing, computer forensic, and investigative skills.

Criminalistics Track Outcomes

Upon completion of the program, a graduate in the criminalistics track will be able to

- Distinguish among the forensic science techniques used to examine various types of evidence.
- Examine the interaction of forensic science and criminal investigation techniques within the structure of the criminal justice system.
- Justify the use of specific investigative and evidence collection techniques in specific settings.
- Conduct investigative research using the Internet, public records, and other sources of information.
- Apply various types of interviewing techniques, including interviewing friendly witnesses, hostile witnesses, and subjects of investigations.
- Synthesize facts and observations into coherent, defensible conclusions.
- Analyze standards of ethical behavior and their relationship to workplace demands in the practice of criminalistics.
- Apply pertinent rules of evidence in a courtroom setting; create and conduct direct and cross examinations of witnesses.

Interdisciplinary Track Outcomes

Upon completion of the program, a graduate of the interdisciplinary track will be able to achieve objectives listed above from two or more of the forensic studies program tracks.

Investigations Track Outcomes

Upon completion of the program, a graduate in the investigations track will be able to

- Analyze how criminals think and how their actions are affected by their way of thinking.
- Apply investigative and interviewing techniques in all phases of fraud investigations.
- Investigate and analyze physical and documentary evidence.
- Differentiate between public and private investigations and how they are conducted.
- Conduct effective investigative interviews.
- Conduct investigative research using the Internet, public records, and other sources of information.
- Synthesize facts and observations into coherent, defensible conclusions.

Legal Track Outcomes

Upon completion of the program, a graduate in the legal track will be able to

- Apply investigative techniques for fraud detection.
- Analyze legal elements of white collar crimes.
- Analyze, synthesize, and evaluate rules, statutes and case law and apply them to a hypothetical factual situation.
- Perform legal research using computerized legal research tools.
- Synthesize legal research and writing, computer, and investigative skills.
- Analyze how criminals think and how their actions are affected by their way of thinking.

Forensic Studies Program 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.

Forensic Studies Program Requirements

Accounting Track Requirements

Students who seek admission in the accounting track will need to have successfully completed the majority of courses necessary to earn an accounting degree. Specifically, students will need to have taken accounting courses through the intermediate level, as well as auditing and tax courses.

Core Courses:

FSCOR 601	Foundations of Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSAAC 620	Forensic Information Technology
FSAAC 622	Advanced Accounting Information Systems
FSAAC 624	Fraud: Accounting
FSAAC 626	Investigation and Analysis: Auditing
FSAAC 628	Investigation and Analysis: Tax
FSLAW 668	White Collar Crime
One Forensic Studies Elective	

Computer Forensics Track Requirements

Students who seek admission to the computer forensics track will need to have successfully completed enough courses or have enough experiences to be proficient in information technology concepts and practices.

Core Courses:

FSCOR 601	Foundations of Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSIS 640	Technology Law and Enforcement Activities
FSIS 642	File Systems Forensic Analysis
FSIS 643	Incident Response and Evidence Collection
FSIS 644	Windows Forensic Examinations

Electives: (Select two)

FSIS 646	Windows Intrusion Forensic Investigations
FSIS 650	Intrusion Detection Systems (IDS), Firewalls, Auditing
FSIS 662	Network Penetration Testing
FSIS 663	Network and Cloud Forensics
FSIS 664	Mobile Device Forensics
One Forensic Studies Elective	

Criminalistics Track Requirements

Students who seek admission to the criminalistics track will need to have successfully completed 12 credits in any combination of college-level biology, chemistry, or physics courses.

Core Courses:

FSCOR 601	Foundations of Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSCI 500	Survey of Forensic Science
FSINV 600	Investigative Interviewing Techniques
FSCI 610	Physical Evidence & Crime Scene
FSCI 615	Safety/Quality Control/Quality Assurance (2 credits)
FSCI 632	Pattern Analysis
ART 540	Forensic Photography
FSCI 720	Seminar in Forensic Science I (1 credit)
One Forensic Studies Elective	

Interdisciplinary Track Requirements**Core Courses:**

FSCOR 601	Foundations of Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSCI 500	Survey of Forensic Science
FSCI 610	Physical Evidence at Crime Scenes
ART 540	Crime Scene Photography
Four Forensic Studies Electives	

or

FSINV 600	Investigative Interviewing Techniques
FSINV 605	Investigative Techniques/Physical Evidence
Five Forensic Studies Electives	

Students work with their advisor to select their elective courses from two or more program tracks. Students must meet the prerequisites for elective courses. Some courses may not be available to students in the track without the approval of their advisor and the course instructor.

Investigations Track Requirements**Core Courses:**

FSCOR 601	Foundations of Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSINV 600	Investigative Interviewing Techniques
FSINV 605	Investigative Techniques: Physical Evidence

FSAAC 620	Forensic Information Technology
FSLAW 602	Criminology
FSLAW 662	Fraud Investigation and Analysis
FSLAW 668	White Collar Crime
One Forensic Studies Elective	

Legal Track Requirements**Core Courses:**

FSCOR 601	Foundations of Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSLAW 602	Criminology
FSAAC 620	Forensic Information Technology
<i>or</i>	
FSIS 640	Technology Law and Enforcement Activities
FSLAW 662	Fraud Investigation and Analysis
FSLAW 667	Legal Research & Writing
FSLAW 668	White Collar Crime
Two Forensic Studies Electives	

Healthcare Management**Healthcare Management Program 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 organizations, 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 draw upon, apply, and synthesize knowledge and skills covered throughout the program. Using the case study method and other problem-solving integrative methodologies (including role-playing, simulations and hands-on, team based projects), the program provides opportunities for students to participate in team-based activities. Upon graduation, students will be prepared to be reflective, competent, and confident healthcare managers and leaders.

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. Most of the coursework can be completed online. A minimum of 120 hours of the curriculum must be completed face to face with faculty members. Students will be required to complete 3, 3-day residencies during the course of the degree program to demonstrate integrative teamwork and competency building. In addition, a professional skills development seminar of 1 credit and a final capstone of 8 credits with 48 hours of face to face time with faculty is required.

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.

Healthcare Management Program Outcomes

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

- Determine conceptual approaches and techniques to analyze the performance of a healthcare system or unit.
- Evaluate the health status of populations served by healthcare organizations to address service gaps.
- Assess the impact of proposed health policy on organizational operations and redesign those structures as needed.
- Lead and manage organizational change and promote organizational and clinical excellence.
- Manage information resources to assist in legal, ethical, and effective business and clinical decision-making and management.
- Communicate effectively with external and internal stakeholders.
- Lead and manage health services organizations under alternative financing mechanisms.
- Lead and manage human resources and health professionals in diverse organizational environments.
- Analyze statistical, qualitative, quantitative, and economic data to assist in ethical and effective business and clinical decision-making.
- Perform as an ethical and effective steward of organizational resources through prudent financial analysis and project management.
- Lead and manage human resources and health professionals in quality assessment for patient care improvement.

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

- Formulate a plan to assess performance of quality management and patient-centric safety efforts in a healthcare system or unit.
- Critique, synthesize and apply theories, models, and research relating to quality improvement and patient safety initiatives.
- Deduce trends in healthcare that promote best practices in ethical and effective, evidence-based quality management and patient safety.
- Analyze and interpret statistical, quantitative data and other performance indicators of quality management and patient safety initiatives.
- Propose and justify methods and tools for analysis of quality management and patient-centric safety initiatives.
- Produce techniques of operations assessment and improvement that continually improve the quality of care provided and patient safety.
- Lead and manage a quality improvement and patient safety initiative in a healthcare system or unit.
- 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.

Project Management in Healthcare Concentration Outcomes

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

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

- Lead and manage a project with an interdisciplinary team in a healthcare system or unit.
- Demonstrate through written, oral, and other presentation skills, an in-depth understanding of project management in a healthcare system or unit.

Healthcare Management Program 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.

Healthcare Management Program Requirements

Core Courses:

HCM 600	Managerial Epidemiology and Statistics
HCM 605	Healthcare Management and Administration
HCM 610	Healthcare Policy and Law
HCM 615	Legal and Ethical Issues in Healthcare
HCM 620	Human Resources Development in Healthcare
HCM 625	Strategic Planning and Marketing in Healthcare
HCM 650	Organizational Behavior in Healthcare
HCM 652	Healthcare Finance: Challenges
HCM 710	Professional Skills Development Seminar
HCM 720	Capstone in Healthcare Management

Quality Management and Patient Safety Courses:

HCM 660	Planning for Evidence-Based Practice
HCM 662	Quality Management in Health Care
HCM 665	Patient Satisfaction and Quality Improvement
HCM 667	Customer Relationship Management
HCM 669	Patient Advocacy for Healthcare Quality

Project Management in Healthcare Courses:

HCM 635	Innovative Management Leadership
HCM 640	Team Work in Healthcare Settings
HCM 642	Healthcare Project Planning and Management
HCM 644	Project Management
HCM 646	Project Management Accounting

All students must complete 120 hours of the curriculum face-to-face with faculty members. This is accomplished with three 3-day, 8 hours per day, residency weekends to demonstrate competencies in course materials. These face-to-face with faculty components also include a capstone residency requirement completed in students' concentrations.

Nursing

Nursing Program Description

The graduate nursing program at Stevenson University 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, 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
- 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 to develop, implement, and evaluate courses using multiple teaching strategies, including online course delivery.

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.

Nursing Program Outcomes

The objective of the program is to prepare registered nurses with a Master of Science degree with a major in nursing who will practice in advanced roles as nurse educators, leaders/managers, 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

- Advance the scholarship and discipline of nursing through the acquisition and dissemination of new nursing knowledge.
- Demonstrate advanced mastery of nursing theory, evidence-based practice, service, and research based upon a multidisciplinary theoretical foundation.
- 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.
- Advocate for the nursing profession through demonstration of personal accountability, responsibility for advanced nursing practice and professional role modeling and mentoring.
- 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

- Analyze trends in nursing science to promote best educational practices.
- Examine learning theories and curriculum design models related to educative processes in nursing.
- Analyze significant issues arising between clinical nursing practice and nursing education.
- Develop curriculum designs appropriate to the educational setting and relevant theory and research.
- Use teaching-learning theories and concepts of health protection, promotion and maintenance to address the needs of relevant cultures.
- Integrate teaching-learning theories and educational objectives in nursing education and clinical settings.

Leadership/Management Concentration Outcomes

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

- Analyze trends in healthcare and health administration and promote best business management practices that improve the health of our citizens.
- Synthesize leadership theories and principles of human resource management to improve and promote nursing care in a variety of environments.
- Analyze significant issues between clinical nursing practice and health care administration and provide leadership in the pragmatic resolution of conflicts.
- Synthesize and apply theories, models, and research relating to nursing management and health systems.
- Analyze managerial problems in healthcare and provide resource solutions.
- 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:

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

Nursing Program 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.

Nursing Program Requirements

Core courses give all graduate 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
NURS 520	Quantitative Methods in Nursing Research
NURS 530	Qualitative Inquiry in Nursing
NURS 547	Global Health Care Perspectives
NURS 557	Project and Resource Management

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
NURS 615	Advanced Physical Assessment
NURS 632	Curriculum Design: Innovation in Clinical and Academic Settings
NURS 635	Teaching and Learning Strategies/Evaluation
NURS 642	Instructional Media in Education
NURS 740	Nursing Education Capstone

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	Organizational Behavior in Health Care
NURS 652	Health Care Finance: Challenges of the Future
NURS 660	Planning for Evidence-Based Practice
NURS 662	Qualitative Management in Health Care: Innovation Strategies
NURS 750	Nursing Leadership/Management Capstone
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	Managerial Epidemiology and Statistics
NURS 670	Communication and Conflict Resolution
NURS 672	Population-based Care: Vulnerable Populations
NURS 674	Professional/Legal Issues in Population-based Care
NURS 760	Population-based Care Coordination Capstone ~
Elective	Approved Healthcare Management course or course from the Education or Leadership/Management Concentration

~ Course under development.

RESIDENCY REQUIREMENT

Stevenson University's accelerated master's degree program 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, it 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.

Master of Arts in Teaching (MAT) with a STEM focus - Secondary Biology, Chemistry or Mathematics

MAT - Secondary Biology, Chemistry or Mathematics Program 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 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, secondary chemistry or secondary mathematics. Stevenson University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by MSDE.

MAT - Secondary Biology, Chemistry or Mathematics Program 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.

MAT - Secondary Biology, Chemistry or Mathematics Program Outcomes

Consistent with the School of Education's outcomes, upon completion of the Master of Arts in Teaching in Secondary Biology, Chemistry 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.

MAT - Secondary Biology, Chemistry or Mathematics Prerequisite Requirements

To be admitted into the MAT program, applicants must:

- 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.

- Official transcripts must come in a sealed envelope directly from the institution. If a student receives the transcripts, the student must keep the envelope sealed and deliver the transcripts directly to the admissions office.
- If the transcripts are from an institution located outside of the United States, transcripts will need to be evaluated by either WES or AACRAO.
- Attain a cumulative GPA in undergraduate coursework of 3.0 on a four-point scale.
- Attain a qualifying score on either *Praxis*® Core Academic Skills, *Praxis*® I, GRE, SAT, or ACT according to MSDE certification criteria.
- Provide two letters of recommendation, either professional or academic.
- Complete an interview with the Associate Dean of GPS Teacher 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 of desired certification.
 - Completed prerequisite coursework with a 3.0 GPA or better.
 - Complete a criminal background check.

MAT - Secondary Biology, Chemistry or Mathematics Program Requirements

All MAT candidates must complete the following coursework and meet MDSE requirements for initial certification as identified below:

ED 510	Psychology and Development of Adolescents
ED 605	Curriculum Principles and Practice
ED 615	Principles of Assessment
ED 620	Literacy Strategies in the STEM Content Areas
ED 625	Advanced Literacy Strategies in the STEM Content Areas
ED 630	Principles of Special Education
ED 640	Methods and Technologies of Teaching in Biology, Chemistry, and Mathematics with a STEM focus I
ED 645	Methods and Technologies of Teaching in Biology, Chemistry, and Mathematics with a STEM focus II
ED 701	Issues in STEM Education
ED 710	Professional Internship

Residency Requirement

Stevenson's MAT program includes two mandatory onsite weekend residencies. 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 the last weekend of August and January. Attendance is mandatory for the full period of the residency. Candidates may engage in seminars, workshops, candidate led discussions and presentations during residency.

MSDE requirements for initial certification:

- Successful completion of Stevenson University's Maryland Approved MAT program.
- Qualifying scores on *Praxis*® Core (basic skills) & *Praxis*® II content knowledge and pedagogy assessments.
- Successful completion of 100-day teaching internship in the candidate's area of certification.

Undergraduate Course Descriptions

Accounting

ACC 140 Financial Accounting

4 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(s): Eligible for ENG 151 and MATH 121

ACC 141 Managerial Accounting

4 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(s): A grade of "C" or better in ACC 140

ACC 215 Survey of Accounting

3 credits

Explains, in an abbreviated format, financial accounting for those majors whose curriculum is not based on the financial aspects of business. This course provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business. It will also provide an introduction to the debt and equity instruments used in financing business. *Restricted to non-accounting and non-business administration majors.*

Prerequisite(s): Sophomore standing or higher

Biology

BIO 240 Nutrition

3 credits

Examines the effect of nutritional status, food habits and food consumption on human health. Nutritional requirements at different stages of human development and various nutrients contained in representative food categories are covered. Techniques and procedures for the application of nutrition knowledge in the context of socioeconomic factors and consumer concerns are discussed. Specific application to nursing care is described.

Restricted to nursing majors. This course does not satisfy a minor requirement in biology.

Prerequisite(s): Must meet all progression criteria for second-year status in the nursing major as outlined in the University catalog including a grade of "C" or better in BIO 113, BIO 113L and CHEM 110, CHEM 110L

Communications

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(s): None

SEE Certified: CI

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(s): None

SEE Certified: CI

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(s): Sophomore status

CM 253/ENG 253 Journalism I

3 credits

Introduces students to the fundamentals of journalism: research; interview techniques; writing and editing news, sports, and features; basic layout design; and computer compositing. The course also covers journalist ethics and legal issues connected with newspaper publishing. Students learn to write news stories and features, using the Associated Press style and standards. Students perform a variety of tasks associated with publishing *The Villager*, the university newspaper, and they prepare a writing portfolio used for professional advancement and assessment. *Restricted to business communication and English language and literature majors.*

Prerequisite(s): A grade of "C" or better in ENG 152 or its equivalent

CM 254/ENG 254 Journalism II

3 credits

Continues the theory and practice of journalism compositing and layout begun in CM/253/ENG 253. Students learn interview and reporting strategies that produce in-depth reporting and feature writing. Students begin editorial, review, and commentary writing, and they continue to work on portfolios and on the production of the university newspaper. *Restricted to business communication and English language and literature majors.*

Prerequisite(s): A grade of "C" or better in CM/253/ENG 253.

SEE Certified: WI

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(s): A grade of "C" or better in CM 101 and prior CM courses

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(s): A grade of "C" or better in CM 101 and prior CM courses

CM 265 Event Planning and Publicity*3 credits*

Examines the many facets of creating, planning and executing an event, including managing the budgeting, marketing, site selection and affiliated costs. Students in this course devise and analyze specific communication strategies connected to event planning, such as targeting media and audiences.

Prerequisite(s): A grade of "C" or better in a 100-level CM course

CM 270 New Media Communication*3 credits*

Examines the paths through which new technologies are integrated into society. This course analyzes what new media are, how they originate, and ways in which communication through them presents challenges. It also distinguishes, explores and assesses new media, the ways in which they impact communication, and the skills necessary to understand and consume new media.

Prerequisite(s): A grade of "C" or better in a 100-level CM course

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(s): A grade of "C" or better in a 100-level CM course

CM 303/ENG 303 Feature Writing*3 credits*

Expands basic journalism skills, applying professional standards to student writing. Students will learn to write critical reviews; profile, travel and service articles; and a personal experience article. Students will read and comment on current noteworthy and award-winning feature writing, both from magazines and newspapers. Additionally, students will write a final paper and query letter intended for publication.

Prerequisite(s): A grade of "C" or better in CM 253/ENG 253 or permission of the instructor

SEE Certified: WI

CM 304/ENG 304 Magazine Writing and Publishing*3 credits*

Allows students to further develop both their journalistic writing skills and their creative skills by creating and writing for a class magazine. Through analysis of the history of magazines and the study of current noteworthy magazine articles and trends, students will become acquainted with magazine article writing and analysis. Students will explore all aspects of magazine production.

Prerequisite(s): A grade of "C" or better in CM 253/ENG 253 or CM 303/ENG 303 or permission of the instructor

SEE Certified: WI

CM 305/ENG 305 Journalism Practicum*1.5 or 2 credits*

Engages student editors or senior-staff writers of *The Villager*. Students write news, commentary, editorials, features, and sports stories. They also design, edit, proofread, and copyedit each page of the paper. As needed, they take photographs, design and sell advertising, and create databases for billing. This course may be repeated for credit.

Prerequisite(s): A grade of "C" or better in CM 254/ENG 254 or permission of instructor

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(s): A grade of "C" or better in CM 101 and prior CM courses

CM 314/ENG 314 Public Relations Writing*3 credits*

Examines the fundamentals and practices of public relations in addition to composing specific public relations written works. Students will read, analyze, and discuss current public relations and media case studies. Additionally, students will create and write a press kit for a company, which will include writing a press release, background, newsletter, brochure, fact sheet, and radio spots for their intended media.

Prerequisite(s): A grade of "C" or better in at least one CI course, CM 253/ENG 253, and CM 275.

SEE Certified: WI

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(s): A 200-level WI course

SEE Certified: WI

CM 350 Junior Internship*Variable credits*

Places juniors meeting specific eligibility requirements who will perform 120 hours of approved internship experience in an external setting during one semester. Students will be required to keep a daily journal, write several short papers as part of their final portfolio, and participate in a final, end-of-semester presentation.

Prerequisite(s): Junior status, site approval, a 3.50 GPA, and completion of MGT 204, MKT 206, VCD 270, CM 254/ENG 254, CM 260, and one other business course; permission of instructor required

CM 380 The Advertising Campaign*3 credits*

Covers advertising campaigns and their many forms including print, radio, television, billboards, and websites. Students will learn the principles of advertising, positioning in the marketplace, creation of an identity for a company, branding, and creative techniques. Students will read contemporary case studies and complete a semester-long project in which they investigate a company's successful and unsuccessful advertising campaigns.

Through analysis and critical review of this company, students will then pitch a new advertising campaign that they have specifically created for the company.

Prerequisite(s): A grade of "C" or better in a 100- or 200-level CM course and MKT 206 or permission of department chair

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(s): A grade of "C" or better in CM 260

CM 401 Senior Internship

Variable credits

Places seniors who will perform at least 120 hours of supervised and approved internship experience in an external setting through the course of one semester. Students will be required to keep a daily working journal, write several short papers, and participate in a final presentation. The senior internship is generally taken in the student's final semester.

Prerequisite(s): Senior status, site approval, and completion of MGT 204, MKT 206, VCD 270, CM 254/ENG 254, CM 260, and one other business course; permission of instructor required

CM 402 Special Topics in Communication

3 credits

Rotates concepts covering various aspects of communication that build upon and extend ideas addressed in the existing communication courses. Topics will vary but may include communication in the media, psychology of advertising, gender differences in communication, and the politics of communication. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C" or better in CM 101

Criminal Justice Courses

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(s): None

SEE certified: SS

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(s): A grade of "C" or better in ENG 152

SEE certified: WI

CJUS 220 Criminal Law and Procedure

3 credits

Provides an overview of criminal law and the fundamental elements of criminal procedures including methods and rules of police investigation and arrest, adjudication, sentencing, and appellate review by higher courts.

Prerequisite(s): A grade of "C" or better in CJUS 101

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(s): 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(s): 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(s): 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(s): A grade of "C" or better in CJUS 101

CJUS 305 Ethical Issues 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(s): A grade of "C" or better in any 200-level CJUS course

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(s): 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(s): 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(s): 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(s): 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(s): A grade of "C" or better in CJUS 101

CJUS 355 Race and Crime**3 credits**

Examines how the issues of race, crime, and justice are played out in the context of a diverse society. The course considers three major issues: 1) how the law affects and has affected different racial groups in American society; 2) how different groups vary in their involvement in crime and the criminal justice system; and 3) how different racial groups respond differently to the justice systems.

Prerequisite(s): A grade of "C" or better in any 200-level CJUS course

CJUS 375 Probation and Parole**3 credits**

Examines the organization and operation of probation and parole agencies as particular segments of the criminal justice system. The historical and philosophical foundations, theoretical concerns that the options present, as well as the practical aspects of the services rendered are analyzed. Other topics critically reviewed are community-based corrections, options for treatment and intermediate sanctions, issues surrounding court orders and

pre-sentence reports, the correctional and probation and parole officer's professional and ethical roles, and the legal decisions affecting practice in this field.

Prerequisite(s): A grade of "C" or better in any 200-level CJUS course

CJUS 380 American Courts and the Criminal Justice System**3 credits**

Examines the criminal court and its dual-court structure by focusing on the organization of criminal courts at both the federal and state levels. The roles and responsibilities in the adversarial system of justice such as prosecutors, judges, and defense attorneys will be examined.

Prerequisite(s): A grade of "C" or better in any 200-level CJUS course

CJUS 381 Justice, Media, and Crime**3 credits**

Examines the relationship among the media, crime, and criminal justice in the United States. This course explores how the criminal justice system, criminals, and crime are portrayed in the entertainment and news media and the effects that these portrayals have on society and our criminal justice system.

Prerequisite(s): A grade of "C" or better in any 200-level CJUS course

CJUS 382 Crime Mapping and Crime Analysis**4 credits**

Examines the types of techniques used to study crime and disorder patterns and problems in law enforcement today. The course covers theory, data collection methods, and statistics used as well as the history of crime analysis, crime mapping, and career opportunities. This course will require students to learn mapping software. Computer lab required.

Prerequisite(s): A grade of "C" or better in any 200-level CJUS course

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(s): 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(s): A grade of "C" or better in any 200-level CJUS course and Math 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(s): A grade of "C" or better in any 200-level CJUS course

CJUS 417 Internship*3 credits*

Provides a structured, off-campus learning experience that requires 150 hours of service in a supervised setting and the creation of an academic portfolio based on the professional experience. In addition, all students registered for an internship must meet collectively in a class on campus at least four times during the semester with the internship coordinator.

Prerequisite(s): A grade of "C" or better in any 300-level CJUS course and by permission of the criminal justice department chair
SEE certified: WI

CJUS 420 Study Abroad Internship*6 credits*

Offers an international experience in a supervised setting combined with significant scholarly research on a topic related to the student's internship experience in a foreign country.

Prerequisite(s): A grade of "C" or better in any 300-level CJUS course and by permission of the criminal justice department chair
SEE certified: WI

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(s): A grade of "C" or better in CJUS 383

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(s): A grade of "C" or better in MATH 135 or MATH 136

Corequisite(s): ENG 151
SEE Certified: SS

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(s): A grade of "C" or better in MATH 135 or MATH 136

Corequisite(s): ENG 151

SEE Certified: SS

English**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(s): A grade of "C" or better in ENG 152 or equivalent
SEE certified: HUM

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(s): A grade of "C" or better in ENG 152 or equivalent
SEE certified: HUM

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(s): None
SEE Certified: FA

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(s): A grade of "C" or better in ACC 141, MATH 210 or MATH 136; and MGT 204

Forensic Sciences**FSCI 100 Introduction to 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(s): Placement into MATH 135 or higher and ENG 151 or higher
SEE Certified: SR

Geography

GEO 112 Human Geography

3 credits

Studies the institutions and spatial variations of human society. This course emphasizes understanding human culture in a geographic context.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

SEE Certified: SS

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(s): None

History

HIST 105 World History I

3 credits

Focuses on the diverse forces that helped shape the world in which we live. This course traces the development of world civilizations from the origins of humankind to the Early Modern era, with special emphasis on Western civilization.

Prerequisite(s): A grade of "C" or better in ENG 151 or equivalent (may be taken concurrently)

SEE Certified: HUM

HIST 106 World History II

3 credits

Focuses on the diverse forces that helped shape the world in which we live. This course traces the development of world civilizations from the Early Modern era to the present, with special emphasis on Western civilization.

Prerequisite(s): A grade of "C" or better in ENG 151 or equivalent (may be taken concurrently)

SEE Certified: HUM

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(s): A grade of "C" or better in ENG 151 or equivalent (may be taken concurrently)

SEE Certified: HUM

HIST 238 History of Baltimore

3 credits

Introduces students to the history of Baltimore from colonial times to the present. This course examines changes in politics and the economy, in the physical environment, and in the lives of ordinary Baltimoreans. This course also explores the ways in which Baltimore's history reflects both national trends and its own particular mix of North and South, race, ethnicity, and class.

Prerequisite(s): A grade of "C" or better in ENG 152 or equivalent

SEE Certified: HUM

HIST 211 Topics in History

3 credits

Focuses on a particular period or on a specialized topic in general history. This course involves significant analysis of primary sources. Recent topics have been The Age of Shakespeare, Making of the US Constitution, Roaring Twenties & Great Depression, Fifties & Film, Colonial America, Expansion & Explosion, and Modern American Sports History. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C" or better in a 100- or 200-level history class and ENG 152 or equivalent

SEE Certified: HUM

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(s): A grade of "C" or better in a 100- or 200-level American history class and ENG 152 or equivalent

Human Services

HSR 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(s): ENG 151 (may be taken concurrently)

SEE Certified: SS

HSR 201 Introduction to Human Services

3 credits

Provides an overview of the goals, functions and organization of human services for individuals and groups. Students also examine the major theoretical approaches for helping people in need and the various functions of professionals in human services.

Prerequisite(s): A grade of "C" or better in ENG 151

SEE Certified: SS

Information Systems

IS 134 MS Windows and Office Applications

3 credits

Develops a basic competency in Microsoft Windows and Microsoft Office. Hands-on instruction in operating systems concepts and functions commonly used to create Word documents, Excel spreadsheets, and PowerPoint presentations will be emphasized.

Students will be placed in IS 134 unless the score on the computer literacy assessment warrants placement in IS 135. This course cannot be used to fulfill a major requirement for CIS or BIS majors.

Prerequisite(s): None

IS 135 Advanced 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(s): 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(s): 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.

Prerequisite(s): A grade of "C" or better in IS 135

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(s): 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(s): 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(s): 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(s): A grade of "C" or better in IS 231

IS 240 Programming Concepts with Visual Basic .Net*3 credits*

Introduces programming constructs common to most languages, laying a solid foundation on which more advanced topics will build. The course will introduce the Visual Basic .NET integrated development environment. Key topics will include object oriented programming design concepts, the .NET Framework, GUI design guidelines, VB Controls, data structures, and database connectivity. Students will design a series of small business applications linked to a database.

Prerequisite(s): A grade of "C" or better in IS 150 (may be taken concurrently)

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(s): 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(s): A grade of "C" or better in IS 240

IS 260 Presentation Theory and Application*3 credit*

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(s): 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(s): 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(s): 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.

Prerequisites: 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(s): 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(s): 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(s): 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(s): 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(s): A grade of "C" or better in IS 241 and IS 252

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(s): 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(s): A grade of "C" or better in IS 343 and IS 348

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(s): A grade of "C" or better in IS 301

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(s): 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(s): 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(s): 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(s): 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 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.

Prerequisite(s): A grade of "C" or better in IS 231

IS 392 Information Systems Forensics 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.

Prerequisite(s): 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(s): 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(s): 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(s): 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(s): 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(s): 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, as offered

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(s): 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: Senior status, a grade of "C" or better in IS 140, IS 170, and at least two IS courses from track

Interdisciplinary Studies Courses

INDSC 260 Introduction to Interdisciplinary Studies

3 credits, Fall and Spring

Introduces concepts and principles of interdisciplinary. Students develop skills in interdisciplinary research and problem solving, oral and written communication, and integrating diverse perspectives.

Prerequisite(s): Grade of "C" or better in ENG 152 and declared Interdisciplinary Studies major

SEE Certified: WI

INDSC 350 Topics in Interdisciplinary Studies

3 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(s): Third-year status or permission of the program coordinator of interdisciplinary studies

INDSC 360 Interdisciplinary Research and Writing

3 credits, Fall and Spring

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(s): Grade of "C" or better in INDSC 260 and declared Interdisciplinary Studies major

SEE Certified: WI

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(s): Senior status and permission of the Interdisciplinary Studies program coordinator.

Law

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(s): A grade of "C" or better in ENG 151 (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(s): A grade of "C" or better in LAW 102 and ENG 151 (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(s): A grade of "C" or better in LAW 102 and ENG 151 (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(s): A grade of "C" or better in LAW 102 and ENG 151 (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(s): A grade of "C" or better in LAW 102 and ENG 151

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(s): A grade of "C" or better in LAW 102 and ENG 151 (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(s): A grade of "C" or better in LAW 102 and ENG 151

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-paralegal majors.*

Prerequisite(s): 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(s): A grade of "C" or better in LAW 125**SEE certified:** WI**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(s): A grade of "C" or better in LAW 102 and ENG 151**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(s): A grade of "C" or better in LAW 112, LAW 120 and LAW 125**LAW 223 Real Estate Transactions****3 credits**

Studies the nature and law of real property, including rights and interests, forms of ownership, transfer of title deeds, contracts of sale, leases, mortgages, deeds of trust, recording of documents, and common types of real estate transactions. *Legal specialty course (LSC)*

Prerequisite(s): A grade of "C" or better in LAW 102 and ENG 151**LAW 225 A 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(s):** A grade of "C" or better in ENG 151 or HON 171, ENG 152 or ENG 202, and LAW 125**LAW 225 B 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 paralegal studies majors.**Prerequisite(s):** A grade of "C" or better in LAW 225A, LAW 210, and 15 additional law credits**LAW 256 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(s): A grade of "C" or better in LAW 102 and ENG 151**LAW 259 Children and Family Law****3 credits**

Examines laws and regulations related to the health and welfare of children. Topics include child custody and visitation, child abuse and neglect, consent to treatment, laws related to child care settings, and special education. **Restricted to non-paralegal majors.**

Prerequisite(s): A grade of "C" or better in ENG 151**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(s): A grade of "C" or better in ENG 151**LAW 300 Elderlaw****3 credits**

Provides a practical approach to the legal functions inherent in an elder law practice. This course includes an overview of the medical and social issues affecting seniors and their families, particularly advanced health care directives, management of assets, passing assets upon death, federal gift and estate taxes, and long-term care financing. An understanding of the legislation, regulation, and policy determinations governing elder law issues, presentation and evaluation of planning approaches and tools frequently used in elder law, instruction in the preparation and use of documents necessary to effectuate elder law plans, ethical considerations for families, and the role of other professionals in elder law planning will also be considered. *Legal specialty course (LSC)*

Prerequisite(s): A grade of "C" or better in LAW 114**LAW 302 LSAT Review****3 credits**

Provides students in all majors with the opportunity to think critically, strategically, and efficiently in order to understand the four multiple-choice type questions commonly found on the LSAT. Students will be required to take simulated LSAT exams, answer actual LSAT questions from recent examinations, and learn test-taking strategies. Students will also draft a well-written personal statement, suitable for inclusion in a law school application.

Prerequisite(s): A grade of "C" or better in LAW 210 or a 200-level writing course, and junior or senior status**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(s): 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(s): 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(s): 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(s): A grade of "C" or better in LAW 130

LAW 322 Criminal Investigation

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(s): 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(s): 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(s): A grade of "C" or better in LAW 114

LAW 335 Intellectual Property Law

3 credits

Covers the legal principles and rules regarding the law of patents, trademarks, copyrights, and trade secrets. Students will examine statutes and case law and apply the principles to hypothetical case scenarios. Emphasis is placed on the skills required of paralegals who practice in this area, including preparing copyright and trademark applications as well as using computer technology in preparing applications, maintaining records, performing trademark and patent searches and protecting confidential information. *Legal specialty course (LSC)*

Prerequisite(s): A grade of "C" or better in LAW 130

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(s): A grade of "C" or better in LAW 102 and ENG 151

LAW 345 Sports Law

3 credits

Examines the legal aspects of professional and amateur sports, including topics such as sports agents, sports contracts, sports torts and crimes, women's issues, disability issues, antitrust, intellectual property, and alternative dispute resolution in sports. Emphasis will be placed on applying students' business and legal knowledge specifically to sports law issues.

Prerequisite(s): A grade of "C" or better in LAW 216 (for paralegal majors) or LAW 208 or LAW 308 (for business or accounting majors)

LAW 351 Litigation Practice

3 credits

Provides litigation practice through preparation for and participation in a mock trial. Students develop effective methods for analyzing and preparing cases for presentation in trial. In particular, this course teaches students essential skills in understanding and applying the rules of evidence, preparing exhibits for trial, and giving direct and cross examinations, opening statements, and closing arguments at trial. The focus on the "practice" aspects of litigation develops students' oral presentation skills and professionalism, enabling them to be more prepared to enter the job market. *Legal specialty course (LSC)*

Prerequisite(s): A grade of "C" or better in LAW 216

Alternate years: Offered as needed

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.

Prerequisite(s): A grade of "C" or better in LAW 216

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(s): 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(s): A grade of "C" or better in LAW 210

LAW 375 Environmental Law**3 credits**

Studies the major environmental statutes and regulations affecting the operations of business and industry. Topics include water pollution control, air pollution control, PCBs, asbestos, hazardous wastes, and other public health and safety regulations. Student will discuss the process developed by federal and state agencies for compliance with these regulations and the potential liabilities faced by employers and businesses. *Legal specialty course (LSC)*

Prerequisite(s): 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(s): A grade of "C" or better in ENG 151

LAW 390 Law Clinic**3 credits**

Integrates the classroom experience with practice as a paralegal. Clinic paralegal students participate in a wide range of clinical activities under the close and supportive supervision of a faculty attorney. Students learn what it means to be a paralegal by working with the economically disadvantaged and under-represented persons in the community and by analyzing this experience. While working with clients in various areas of law (such as tax law, family law, and bankruptcy law), students will explore the substantive areas of law and its processes. Issues of professional responsibility are also considered. Students will meet periodically with other clinic students and the faculty attorney to discuss the areas of substantive law, the paralegal skills they developed, and any ethical issues they encountered. This course may be repeated one time for credit.

Prerequisite(s): A grade of "C" or better in LAW 225

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(s): A grade of "C" or better in LAW 204

LAW 423 Advanced Real Estate**3 credits**

Expands on the principles of real property law into the more sophisticated areas of conveyancing, mortgage and equity financing, and forms of property ownership, preparing for settlements, recording of documents, and applications for title insurance. Residential and commercial transactions, including leasing, cooperatives and condominiums, timesharing, syndications, and tax implications are covered. Students focus on the distinctions among specific financial institutions, appraisers, real estate agents, and mortgage makers and their roles in the real estate market. *Legal specialty course (LSC)*

Prerequisite(s): A grade of "C" or better in LAW 223

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 rulemaking, 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(s): 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(s): 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(s): A grade of "C" or better in LAW 130 and LAW 210 (for paralegal majors) or LAW 208 or LAW 308 (for business or accounting majors) and senior status.

LAW 480 Paralegal 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(s): A grade of "C" or better in LAW 210 and senior status

SEE certified: WI

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(s): ENG 151 or equivalent (may be taken concurrently)

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(s): A grade of "C" or better in ENG 152 or equivalent
SEE Certified: WI

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(s): A grade of "C" or better in ENG 152 or equivalent and MGT 204, third-year or fourth-year status, or permission of the instructor

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(s): A grade of "C" or better in MGT 204 or HSR 340

MGT 312 Analysis of the Managerial Environment*3 credits*

Analyzes both external and internal factors affecting the organization overall as well as specific business functions that sustain the strategic direction of an organization. This course builds on knowledge and skills learned in previous business, accounting, and economics courses, and focuses on strategic planning.

Prerequisite(s): A grade of "C" or better in ACC 141, EC 201, EC 202, MGT 210, and MGT 310

SEE Certified: WI

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(s): A grade of "C" or better in MGT 204 and MATH 136

MGT 315/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(s): A grade of "C" or better in MGT 204 and MKT 206

MGT 340 Organizational Leadership*3 credits*

Examines leadership in organizations and the personal approaches necessary for effective leadership and followership under a variety of conditions. Leadership theories and research including traditional and contemporary perspectives are reviewed.

Prerequisite(s): A grade of "C" or better in MGT 204 or permission of the department chair

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(s): 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(s): A grade of "C" or better in MGT 313 and ACC 141

MGT 422 Strategic Management*3 credits*

Develops the ability to recognize, analyze, and define problems within and outside organizations, to identify management choices, and to implement appropriate action. This course stresses assessment of the short and long-term implications of taking certain actions.

Prerequisite(s): A grade of "C" or better in MGT 204

MGT 424 Entrepreneurial Development*3 credits*

Analyzes the stages in a company's growth and requires the development of a new company, product, or initiative. Students conduct a feasibility analysis, further develop a business plan and a marketing plan, and propose alternate strategies to secure start-up capital. Additional topics discussed include risk estimation, networking, franchises, mergers and acquisitions, and management skills.

Prerequisite(s): A grade of "C" or better in ACC 141, FIN 300 or FIN 402, MGT 324, 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(s): A grade of "C" or better in EC 201, EC 202, FIN 300, MGT 310, MGT 312, MGT 313, and MKT 206

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(s): ENG 151 or equivalent (may be taken concurrently)

MKT 307 Market Research*3 credits*

Identifies and applies market research concepts, principles, and practices for use in managerial decision making. Students will develop skills in problem identification and learn to utilize research in problem solving. Content will make use of qualitative and quantitative methods for research design, field work, analysis, and report presentation. Successful completion of this course will prepare students for careers directly related to applied marketing research.

Prerequisite(s): A grade of "C" or better in MKT 206, MKT 311, and MATH 136

SEE Certified: WI

MKT 311 Consumer Behavior*3 credits*

Examines consumer behavior as a fundamental component of the marketing process of identifying and satisfying target customers' wants and needs. The course will focus on how and why individuals make decisions to spend their available resources on consumption-related items. It will integrate consumer behavior with marketing strategy by examining the marketing influences of

and responses to consumer behavior. Topics include the consumer as an individual and the internal influences of consumer behavior, consumers in their social and cultural settings and the external influences on consumer behavior, the consumer's decision-making process, and the impact on marketing strategy.

Prerequisite(s): A grade of "C" or better in MKT 206

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(s): 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(s): A grade of "C" or better in MGT 204 and MKT 206

MKT 336 Integrated Marketing Communications

3 credits

Examines the social and economic roles, principles, and applications of all forms of promotional tools in the development of integrated marketing communications programs. Included are advertising, sales, sales promotion, direct marketing, and public relations, with domestic and international perspectives.

Prerequisite(s): A grade of "C" or better in 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(s): A grade of "C" or better in MKT 206 plus one additional MKT course

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(s): A grade of "C" or better in DEVM 105# or by placement

SEE Certified: QL

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(s): A grade of "C" or better in DEVM 105# or by placement

SEE Certified: QL

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(s): A grade of "C" or better in ENG 151

SEE Certified: FA

Nursing Courses

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 RNBS majors.

Prerequisite(s): Acceptance into RN/BS option.

NURS 313 Professional Seminar I

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 RNBS majors.

Prerequisite(s): Acceptance into RN/BS option.

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 RNBS majors.

Prerequisite(s): 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.

Prerequisite(s): 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 RNBS majors.

Prerequisite(s): NURS 315, 200+ writing, and senior status.

SEE Certified: WI

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 RNBS majors.

Prerequisite(s): MATH 140, 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 RNBS majors.

Prerequisite(s): 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(s): NURS 424

Philosophy**PHIL 104 Logic***3 credits*

Studies the principles and methods used to distinguish between good and bad reasoning. To this end, students critically examine and attempt to understand key elements of both informal and formal logic.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

SEE Certified: HUM

PHIL 415 Professional Ethics*3 credits*

Reviews traditional ethical theories, which are then applied to more specialized topics in professional ethics. Readings consist of case studies together with articles on ethical theory. The course is not open to students who have taken PHIL 416.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

PHIL 416 Business Ethics*3 credits*

Explores a critical and historical study of ethical theories as they relate to contemporary business conduct and issues. The course is not open to students who have taken PHIL 415.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

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(s): None

SEE Certified: FA

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(s): ENG 151 or equivalent (may be taken concurrently)

SEE Certified: SS

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(s): A grade of "C" or better in ENG 151 (may be taken concurrently)

SEE Certified: SS

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(s): A grade of "C" or better in ENG 152 or be equivalent (may be taken concurrently), or permission of the Chair.

SEE Certified: HUM

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(s): A grade of "C" or better in ENG 152 or equivalent (may be taken concurrently), or permission of the Chair.

SEE Certified: HUM

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(s): A grade of "C" or better in ENG 151 or equivalent (may be taken concurrently)

SEE Certified: SS

Theatre and Media Performance

THEA 121 Introduction to Theatre

3 credits

Examines, through readings, lecture and discussion, the responsibilities and techniques of theatre 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(s): None

SEE Certified: FA

Visual Communication Design

VCD 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(s): None

VCD 270 Introduction to Corporate Communication Design

3 credits

Builds on technology skills introduced in VCD 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(s): A grade of "C" or better in VCD 124

VCD 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(s): A grade of "C" or better in VCD 211 or VCD 270

Graduate Course Descriptions

Business and Technology Management Courses

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(s): 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(s): 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(s): 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(s): None

BTM 630 Object-Oriented Technologies and C#

3 credits

Explores object technology and its implications for the development of enterprise systems, using the C# development language. Topics include Object-Oriented Analysis, Object-Oriented Design and C# Object-Oriented Programming.

Prerequisite(s): None

BTM 632 Client/Server Computing with ASP.NET

3 credits

Examines the concepts of dynamic web-based application development building server side and client side applications. Students design and implement a database-connected, dynamic web application using ASP.NET and the .NET framework.

Prerequisite(s): 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(s): None

BTM 635/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(s): None

BTM 638 Enterprise Application Development using XML

3 credits

Examines the key issues for the development of "enterprise literate" applications. In single-system or smaller-scale environments, a number of methods exist for sending control information and data among applications, such as inter-process communications and task-to-talk communications. On the larger, enterprise-wide scale, methods are needed that operate over wider environments and on multiple platforms. Extensible Markup Language will be examined and implemented to determine its robustness and flexibility for meeting the needs of enterprise application communications across multi-platform environments.

Prerequisite(s): None

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(s): 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(s): 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(s): None**BTM 644/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 software will be utilized to plan and manage information technology projects.

Prerequisite(s): None**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(s): 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.

Prerequisites: None**BTM 661/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(s): None**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 (eCRM), Electronic Data Interchange (EDI), and Online Financial Services.

Prerequisite(s): 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(s): None**BTM 667/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(s): None**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(s): 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(s): BTM 601

BTM 672 I.T. 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(s): 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(s): 24 credits 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(s): BTM 701

Communication Studies Courses

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(s): None

CM 510 Research Writing and Methods

3 credits

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

Prerequisite(s): None

CM 600 Cultures and Communication

This course is under development.

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(s): CM 505 and CM 510

CM 610 Interpersonal Communication

This course is under development.

CM 615 Nonverbal Communication

This course is under development.

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(s): CM 505 and CM 510

CM 625 Contemporary Communication

This course is under development.

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(s): CM 505 and CM 510

CM 635 Crisis Communication

This course is under development.

CM 720 Capstone: Communication Architecture Project

This course is under development.

CM 725 Master's Thesis

This course is under development.

Cyber Forensics Courses

CYBF 643/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(s): FSCOR 601, FSCOR 604, and FSCOR 606, or admission to the CYBF Program

CYBF 644/FSIS 644 Windows Forensic Examinations

3 credits

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

Prerequisite(s): CYBF 643

CYBF 650/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(s): Approval of the Program Coordinator

CYBF 661/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(s): None**CYBF 662/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(s): CYBF 644/FSIS 644, or permission from the CYBF Program Coordinator**CYBF 663/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(s): CYBF 644/FSIS 644, or permission from the CYBF Program Coordinator**CYBF 664/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 it is mandatory for the student to attend one 8-hour on-site class.

Prerequisite(s): FSCOR 601, FSCOR 604, and FSCOR 606, or admission to the CYBF Program**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(s): 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(s): 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(s): 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(s): 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(s): 33 graduate credits in cyber forensics**Forensic Science Courses****ART 540 Crime Scene Photography**

3 credits

Explores the basic concepts and skills of photography including the use and operation of SLR and Digital cameras, the fundamentals of proper lighting, film selection, picture composition, film processing and printing. These skills will be developed as they pertain to photographing a crime scene and specific areas of a crime scene, such as fingerprints, blood splatters, firearms, burn marks, victims, and tire tracks. This course must be completed prior to taking Mock Trial.

Prerequisite(s): None**FSCI 500 Survey of Forensic Science**

3 credits

Provides the student with an understanding of the two primary arenas of forensic science—the lab and the courtroom. Topics covered will include forensic chemistry, pattern analysis, forensic biology, forensic microscopy, the expert witness, physical evidence and the crime scene. Topics related to employability as a forensic

scientist and workplace demands will also be introduced. In this course, students will begin to explore in detail their specific areas of interest within the broad discipline of Forensic Science.

Prerequisite(s): None

FSCI 610 Physical Evidence at Crime Scenes

3 credits

Covers how to identify physical evidence and recognize its value as it relates to the solution of crime. The concepts of identification, individualization, and association will be discussed. The categories of physical evidence studied will include the recognition and collection methods of fingerprints, drugs, documents, soil, arson evidence, gunshot residue, hair, fiber, and the biological evidence categories, such as blood, saliva, and semen. The value of DNA evidence will be discussed.

Prerequisite(s): None

FSCI 615 Safety/Quality Control/Quality Assurance

2 credits

Prepares students to be knowledgeable in the stringent safety and quality assurance procedures routinely in operation within an accredited forensic laboratory. Additionally, 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(s): None

FSCI 617 Trace Evidence

4 credits

Prepares students to evaluate physical evidence through the use of microscopic, chemical, and instrumental means. The course will emphasize the scientific procedures used to identify the evidence, the analysis of data generated during the identification phase, and the inductive reasoning process which allows the forensic scientist to draw conclusions based on the evidence at hand. Laboratory course.

Prerequisite(s): 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(s): FSCI 500

FSCI 630 Crime Scene Investigation

4 credits

Teaches the student how to process a crime scene properly. Students learn how to photograph, sketch, and document a crime scene for presentation of those findings in a court of law. Students will be given the opportunity to perform hands on activities, such as development of latent prints, lifting and preserving prints, making plaster casts of impressions, packaging and preserving biological types of evidence, and performing elementary screen tests for some evidence categories. Laboratory course.

Prerequisite(s): FSCI 500 and FSCI 610

FSCI 632 Pattern Analysis

3 credits

Enhances the student's knowledge in the area of forensic science known as Pattern Analysis. Specific areas of coverage within this topic are latent prints, firearms/toolmarks, bloodstain patterns, and questioned documents.

The central concept of the course is that items of evidentiary value (known vs. questioned) can be associated with each other through

an examination and correlation of innate patterns. This course expands the application of comparative methods of analysis first introduced in FSCI 500. The course is in an 8-week, accelerated, on-line format.

Prerequisite(s): FSCI 500

FSCI 640 Serology and Immunology

4 credits

Involves a detailed study of the structure and function of the immune system, and in particular, antigen-antibody reactions with applications to forensic science. Students learn to perform a variety of laboratory tests in the screening of biological materials, such as blood, semen, saliva, etc, and use of microscopy. Identification of the source material and feasibility for DNA analysis are key aspects of the course. Laboratory course.

Prerequisite(s): FSCI 500

FSCI 645 DNA Analysis

3 credits

Masters and applies a variety of concepts related to DNA structure and genetic transference. Various techniques for DNA analysis will be applied and evaluated, such as PCR, STR and Y-STR. Capillary electrophoresis procedures will be utilized. Students will also become familiar with and learn to use the national DNA database CODIS.

Prerequisite(s): FSCI 500 and FSCI 640

FSCI 655 Practicum Rotations

3 credits

Involves rotation through forensic science disciplines at a local crime laboratory facility or law enforcement agency. The practicum rotation will provide students with first-hand experience in observing the activities of a working forensic laboratory. When possible, the student will be assigned a project in a forensic area. Background check required. Laboratory course.

Prerequisite(s): None

FSCI 660 Forensic DNA Computer Applications

3 credits

Provides students with exposure to a wide variety of computer applications that are commonly encountered within the forensic DNA field. The course includes both analytical applications and database applications; with four modules assigned to each. Each module will cover the basis of the application, the different options available for the application, and an explanation of the functionality of the application. The analytical application includes modules on real time PCR analysis, length based DNA analysis, sequence based DNA analysis, and expert analysis systems. The database application includes modules on quality assurance databases, sample tracking databases, comparative databases, and population databases.

Prerequisite(s): FSCI 645 (concurrent)

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(s): FSCI 500

FSCI 720 Seminar in Forensic Science I

1 credit

Covers a broad range of topics within the forensic science disciplines. The student will prepare presentations based on papers from peer-reviewed scientific journals and will present these papers to his/her peers for discussion and critique of the scientific merit of the paper. In addition, visiting forensic scientists will present periodically on new techniques, topics and research in the forensic

sciences. Topics related to professional practice will also be emphasized, including standards for ethical behavior, workplace demands, and professionalism.

Prerequisite(s): FSCI 500

FSCI 721 Seminar in Forensic Science II

1 credit

Emphasizes student presentations. This course is a continuation of FSCI 720.

Prerequisite(s): FSCI 720

FSCI 760 Research Project & Presentation I

3 credits

Begins the process of a formal master's thesis or scientific paper. This course is the first half of a two course, year-long sequence that will conclude with FSCI 761. The student will conduct a forensic science research project on campus or at an approved off-campus facility. Under the direction of the host mentor, each student will perform independent and original research. The student will develop a formal research proposal which he/she will then present to a faculty panel. The student will complete a minimum of 200 hours of laboratory work during this course. Written requirements include keeping a formal laboratory notebook, preparing the introduction/literature review section of the thesis, and completing initial drafts of the methods and results sections of the thesis. Laboratory course.

Prerequisite(s): FSCI 500 and two track courses (may be taken concurrently)

FSCI 761 Research Project & Presentation II

3 credits

Culminates in a formal master's thesis or a formal scientific paper. This course is the second half of a two course, year-long sequence that began with FSCI 760. The student will complete the forensic science research project begun in FSCI 760. The student will complete the forensic science research project on campus or at an approved off-campus facility. Under the direction of the host mentor, each student will continue to perform independent and original research. The student will complete an additional 200 hours of laboratory work during this course toward the completion of the thesis. Requirements include keeping a formal laboratory notebook, and completing and defending the final draft of the Master's thesis. Additionally, the student will present his/her research results to the scientific community in the form of a seminar and/or poster presentation. Laboratory course.

Prerequisite(s): FSCI 760 I

FSCOR 701 Mock Trial Capstone

3 credits

Prepares students to testify in court proceedings by requiring them to undergo examination in a mock grand jury setting, a mock trial cross-examination and/or a mock deposition. Oral communication skills as they relate to eliciting and giving testimony will be stressed. The effective use of exhibits as aids to testimony will be emphasized. Students will learn how to present physical and documentary evidence using technology that includes a document camera, SmartBoard, and projection media. Students also prepare CVs. Class will focus on discussion of the American Court system, courtroom procedures, relevant Fourth Amendment cases, the admissibility of expert testimony, ethics and objectivity as they pertain to experts, and how to be an effective testifying expert. Legal cases will be analyzed with respect to the proper collection, analysis and presentation of evidence in court. Students will have the opportunity to discuss with practicing forensic scientists, technicians and members of the defense bar, issues that pertain to proper evidence collection and testifying in court.

Prerequisite(s): 33 graduate credits, including all FSCOR courses.

Forensic Studies Courses

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(s): FSCOR 601, FSCOR 604, FSCOR 606

FSAAC 622 Advanced Accounting Information Systems

3 credits

Focuses on how information technology is altering the nature of accounting, with emphasis on the integration of accounting systems in business software. Students discuss how the Internet, e-commerce, and databases affect accounting systems. Emphasis is placed on reporting objectives, management needs, transaction trails, documentation, security, and internal controls. *Restricted to Accounting Track Students Only.*

Prerequisite(s): FSCOR 601, FSCOR 604, 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(s): 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(s): 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(s): FSCOR 601, FSCOR 604, FSCOR 606

FSCOR 601 Foundations of Criminal 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(s): None

FSCOR 604 Evidence

3 credits

Provides students with an understanding of the federal rules of evidence and how they are used in the criminal courts, as well as their effect on the administration of justice. Recovery, preparation, and presentation of evidence are covered.

Prerequisite(s): FSCOR 601 (FSTU Students) or FSCI 500 (FSCI students only)

FSCOR 606 Forensic Journal Research and Review**3 credits**

Provides the opportunity for students to contribute an original piece of scholarly writing to the field of forensic studies. Students will research, write, edit and journal through the writing process. Students will work with peer editors throughout the research and writing process.

Prerequisite(s): None

FSCOR 702 Mock Trial Capstone**6 credits**

Examines how evidence is presented in the courtroom during a simulated proceeding, which is the culminating event of the class. Oral communication skills as they relate to eliciting and giving testimony are stressed. Preparation for the proceeding focuses on locating and analyzing all relevant evidence, constructing a theory, drafting questions and/or testimony, applying evidence law, and preparing and using exhibits. Students will develop the skills necessary to elicit testimony and/or to be testifying examiners in the fields of forensic accounting, computer forensics, criminalistics, and investigations.

Prerequisite(s): 30 graduate credits in Forensic Studies, including all FSCOR courses. (Note: Students are not permitted to take another course concurrently, except by permission of the Department Chair)

Students participating in the summer mock trial session must be in residence for the entire week of the proceeding.

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(s): FSCOR 601, FSCOR 604, 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(s): FSCOR 601, FSCOR 604, FSCOR 606

FSIS 640 Technology Law and Enforcement Activities**3 credits**

Examines civil litigation and electronic discovery as they relate to the existing and emerging body of technology law enforcement activities at the federal level. Topics will include antitrust, patent,

copyright, trade secret, trademark and domain name, privacy, and contract law matters. Coursework will focus on digital age entities and case examples as they impact contemporary civil litigation and electronic evidence practices.

Prerequisite(s): FSCOR 601, FSCOR 604, FSCOR 606

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(s): FSCOR 601, FSCOR 604, FSCOR 606

FSIS 643/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(s): FSCOR 601, FSCOR 604, and FSCOR 606, or admission to the CYBF Program

FSIS 644/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. This course must be completed prior to taking Mock Trial.

Prerequisite(s): FSIS 642, FSIS 643, or CYBF 643

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(s): 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(s): FSCOR 601, FSCOR 604, FSCOR 606 and approval of the FSIS Track Coordinator

FSIS 662/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(s): FSIS 644/CYBF 644 or permission from the FSIS Track Coordinator

FSIS 663/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(s): FSIS 644/CYBF 644

FSIS 664/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 students are required to attend an 8-hour on-site class.

Prerequisite(s): FSCOR 601, FSCOR 604, and FSCOR 606, or admission to the CYBF Program

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(s): FSCOR 601, FSCOR 604, 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(s): FSCOR 601, FSCOR 604, FSCOR 606

FSLAW 667 Legal Research & Writing

3 credits

Expands on the skills acquired in FSCOR 606, Forensic Journal Research and Review. Emphasis is placed on research of complex legal issues and analysis and synthesis of law and evidence in both objective and persuasive writing.

Prerequisite(s): FSCOR 601, FSCOR 604, 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(s): FSCOR 601, FSCOR 604, FSCOR 606

Healthcare Management Courses

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(s): None

HCM 605 Healthcare Management and Administration

3 credits

Examines theories and practices of management in healthcare organization. Students learn about internal and external forces influencing healthcare system or unit performance and clinical excellence. Current environmental forces influencing human resources management are 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 are incorporated into critiques of healthcare management case studies and application of theory to real world experiences. Course includes a 3-day residency weekend to demonstrate competencies in HCM 605 course materials in a face-to-face environment.

Prerequisite(s): None

HCM 610 Health Care Policy and Law

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, and quality of care from the perspectives of different stakeholders. Students will create a health care law and propose an implementation strategy. Implications of healthcare policy and laws will be examined through case studies and analyzes of real world examples.

Prerequisite(s): None

HCM 615 Legal and Ethical Issues in Healthcare*3 credits*

Examines healthcare ethics and law, including theoretical foundations and social, technological, organizational, individual, and patient influences. Emphasis is placed on comparing and contrasting law and ethics, as well as examining the impact of the law, cost-containment efforts, and quality and malpractice concerns on healthcare settings and healthcare delivery. Coursework helps students delineate between what is legal versus what is ethical and provides principles for ethical decision-making. Legal and ethical issues in healthcare will be examined through case studies and analyses of real world examples.

Prerequisite(s): None**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. **Course includes a 3-day residency weekend to demonstrate competencies in HCM 620 course materials in a face-to-face environment.**

Prerequisite(s): None**HCM 625 Strategic Planning and Marketing in Healthcare***3 credits*

Examines the strategic planning and marketing of healthcare promotion and delivery with application to various healthcare settings, missions, visions and values. Students will analyze statistical, qualitative, quantitative, and economic data to assist in effective strategy formulation and implementation to meet the needs of diverse populations in a changing healthcare environment. Emphasis will be placed on need for creativity and diversity in health care, using case studies, real world examples and team projects. **Students must complete the third of the three, 3-day residency weekends to demonstrate competencies in HCM 625 course materials in a face-to-face environment.**

Prerequisite(s): None**HCM 635/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(s): None**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(s): None**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(s): HCM 600**HCM 644/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(s): None**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(s): HCM 652 and HCM 642**HCM 650/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(s): None**HCM 652/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(s): None**HCM 660/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(s): HCM 650 and HCM 652**HCM 662/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(s): HCM 650 and HCM 652**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 will use real-world examples and case studies.

Prerequisite(s): None

HCM 667/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(s): None

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 will use real world examples and case studies.

Prerequisite(s): HCM 660

HCM 710 Professional Skills Development Seminar

1 credit

Creates a personal plan for continuing education and life-long learning to remain up-to-date in healthcare management. Students conduct self-assessments of cultural competency with respect to population(s) served by a given organization where the student is completing the capstone experience. In addition, students assess the impact of health policy proposals on the job market and opportunities for employment, Students must demonstrate effective written, verbal and interpersonal skills in application of all course materials.

Prerequisite(s): 39 graduation credits in Healthcare Management, including all HCM courses in the Core and a Concentration. Students are not permitted to take HCM 710 concurrently with the required prerequisite credits, except by special permission of the Program Coordinator.

HCM 720 Capstone in Healthcare Management

8 credits

Integrates and applies healthcare leadership competencies to professional experiences in healthcare organizations. Students work in teams to address Quality Improvement and Patient Safety or Project Management problems. Outcomes include unique products, services, or processes. Students must demonstrate effective teamwork, written, verbal, and interpersonal proficiencies. Students are expected to complete 48 hours of face-to-face time with faculty as part of this experience, which can be satisfied by attending a 6-day, summer HCM 720 Capstone, 8 hours per day residency for team work and public presentation of projects from work completed in students' concentrations. Alternatively, this requirement can be satisfied in hybrid format (classes meeting two evenings per week) if taken in spring or fall.

Prerequisite(s): 39 graduate credits in Healthcare Management, including all HCM courses in the Core and a Concentration. Students are not permitted to take HCM 720 concurrently with the required prerequisite credits, except by special permission of the Program Coordinator.

Nursing Courses - Graduate Program

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(s): 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(s): 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(s): 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(s): 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(s): NURS 520 and NURS 530

NURS 600/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(s): None

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(s): 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(s): 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(s): 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(s): 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(s): NURS 615

NURS 650/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(s): NURS 547 and NURS 557

NURS 652/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(s): NURS 547 and NURS 557

NURS 660/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(s): NURS 650 and NURS 652

NURS 662/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. The course will emphasize statistical process control methods, regulatory and accreditation standards, and barriers to and strategies for quality improvement.

Prerequisite(s): NURS 650 and NURS 652

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(s): NURS 547 and NURS 557

NURS 672 Population-based Care: Vulnerable Population*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(s): 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.

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(s): NURS 632 and NURS 642

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(s): NURS 660 and NURS 662

NURS 760 Population-Based Care Coordination Capstone

This course is under development.

Teaching Secondary Biology, Chemistry, Mathematics

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(s): 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(s): 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(s): 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(s) or Corequisite(s): 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(s): 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

ED 640 Methods and Technologies of Teaching 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

ED 645 Methods and Technologies of Teaching 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(s): ED 640

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(s): ED 645

Corequisite(s): ED 710

ED 710 Professional Internship*3 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(s): ED 645, MSDE Qualifying Score on Praxis II Content Area Assessment

Corequisite (s): ED 690

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Academic Support

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 M.S., Adelphi University;
 M.A., Shepherd University;
 Ph.D., Columbia University

Deborah J. Blake (1991)
Office Manager

Emma Coomes (2015)
Academic Advisor
 B.S., Bowling Green State University;
 M.A., Slippery Rock University

Philip Gillett (2015)
Manager, Academic Link
 B.A., Elmira College;
 M.S.Ed., Le Moyne College

Terra Hall (2013)
Director, Freshman Experience
 B.S., Howard University;
 M.S.Ed., University of Pennsylvania

Abigail S. Hurson (2014)
Director, Disability Services
 B.A., Providence College;
 J.D., The Catholic University of America

Kevin Knudsen (2015)
Manager, Academic Link
 B.A., M.Ed., Salisbury University

Terri Wright (2013)
Director, Developmental Studies and Tutorial Services and Assistant Professor, Developmental Studies
 B.S., Hampton University;
 Ph.D., University of South Carolina

Career Services

Anne Scholl-Fiedler (2012)
Vice President, Career Services
 B.A., Temple University;
 M.A., Towson University

Katherine Ebberts (2010)
Administrative Assistant
 B.S., Stevenson University

Shira Concool (2015)
Assistant Director
 B.A., Yale University;
 M.A., New York University

Constance Harrington (2015)
Industry & Career Specialist, GPS
 B.A., McDaniel College

Sara Jaques (2010)
Industry Specialist, Brown School of Business and Leadership
 B.A., M.A., University of Delaware

Jennifer Marin (2014)
Industry Specialist, School of Design, Career Services
 B.A., University of Maryland, College Park;
 M.A., University of Baltimore

Christine E. Moran (2014)
Associate Dean, Service Learning and Associate Professor, Career Services
 B.A., M.A., La Salle University;
 Ph.D., Temple University

Hugh Taylor (2013)
Manager, Technology
 A.A., Howard Community College;
 B.S., Capitol College

Sabira Vohra (2012)
Director, Career Services and Planning
 B.S., University of Bedfordshire, Luton U.K.;
 M.A., Hood College

Stephen Wallis (2013)
Employment Coordinator
 B.S., Towson University

Jennifer Wheeler (2013)
Experiential Learning Coordinator
 B.S., York College of Pennsylvania

Information Technology

Thomas E. Allen (2008)
Associate Vice President and Chief Information Officer
 B.S., State University of New York;
 M.S., New York University

Kelly Bean (2014)
Administrative Assistant
 M.A.T., Notre Dame of Maryland University

John "Karl" Bantillo (2008)
Senior Systems Administrator

Kathleen Barthol (2013)
Programmer/Analyst
 A.A., B.S., Stevenson University

Jennifer Brechin (2006)
Senior Programmer Analyst
 B.A., Christendom College

Courtney Burkett (2013)
Helpdesk Administrator
 B.S., Stevenson University

Raymond A. Cardillo (2007)
Director, Technical Services
 B.A., LaSalle University

Bonnie Coffey (2012)
Senior Datatel Programmer
 B.A., C.W. Post Campus of Long Island University

Bryan Goetz (2006)
Senior Technology Support Specialist
 B.S., Stevenson University

Hobert Howe (2014)
Senior Datatel Programmer
 B.S., University of North Carolina at Wilmington;
 M.B.A., Elon University

Robert J. Hutter (2004)
Manager of Network and Enterprise Systems
 B.S., Stevenson University

Christian Kilinski (2012)
Senior Network Engineer
 B.S., Stevenson University

Benjamin Koger (2013)
Senior Programmer Analyst
 B.A., Lynchburg College;
 M.S., Loyola University Maryland

Michael P. McGonigle (1996)
Manager, PC and Classroom Tech

Linda L. Monk (1980)
Senior Education Technologist
 B.S., University of Maryland, College Park

Alhakam "Hakim" Mourad (2010)
Director, Administrative Applications
 B.S., Nova Southeastern University;
 M.S., University of Maryland University College

Billy Ray Reinhardt (2007)
Technology Support Specialist

Stacy J. Reinsel (2007)
Senior Programmer/Analyst
 B.A., Grove City College

Jeremy Schatten (2014)
Systems Administrator
 B.A., Goucher College

Joshua Schermer (2011)
Senior Tech Support Specialist
 B.A., University of Maryland, College Park

Patrick Scott (2008)
Network Engineer
 B.S., University of Maryland, Baltimore County

Eric Vaughn (2008)
Systems Administrator
 B.S., Old Dominion University

Martin "Dave" Wells (2011)
Database Administrator

Institutional Research and Assessment

Jo-Ellen Asbury (2005)
Associate Vice President, Academic Affairs and Professor, Psychology
B.S., Indiana University of Pennsylvania;
M.S., Ph.D., University of Pittsburgh

Gloria Jones (2015)
Administrative Assistant

Natasha A. Miller (2014)
Director, Assessment
B.S., Brooklyn College;
M.S., Ph.D., Pennsylvania State University

Bonnie Thomas (2013)
Director, Institutional Research
B.S., University of Scranton;
M.A., Ph.D., Marywood University

Library

Susan H. Bonsteel (1998)
Director, Library Services
B.A., M.L.S., University of Maryland, College Park

Robin A. Findeisen (1996)
Systems Librarian
A.A., Catonsville Community College;
B.S., University of Maryland, Baltimore County

Sara Godbee (2008)
Librarian, Brown School of Business and Leadership and Adjunct Instructor, Business Administration
B.A., College of Charleston;
B.S., University of South Carolina;
M.L.S., University of Maryland, College Park

Christina J. Hipsley (2000)
Serials Librarian/Cataloger
B.A., University of Maryland;
M.L.S., University of Maryland, College Park

Glenn Johnston (2007)
Chair, Humanities and Public History, Assistant Professor, History and Archivist
B.A., St. Lawrence University;
M.A., State University of New York, Buffalo;
M.Ed., Niagara University;
Ph.D., University of North Texas

Regina B. Lauer (1986)
Library Assistant

Sandra A. Marinaro (2000)
Public Service Librarian
B.A., M.L.S., University of Illinois

Carol M. Maxwell (1998)
Reference Assistant
B.F.A., Maryland Institute College of Art

Virginia J. Polley (2002)
Information Literacy Coordinator
B.A., St. Olaf College;
M.L.S., Brigham Young University

Maria Truskey (2012)
Web Outreach Librarian
B.A., Pennsylvania State University;
M.L.S., University of Pittsburgh

Steven M. Williams (2000)
Technical Service and Collection Development Librarian
B.A., George Mason University;
A.M. (L.S.), University of Chicago

Office of Sponsored Programs and Research

Mary "Diane" Payne (1998)
Director, Office of Sponsored Programs and Research and Instructor, Chemistry
B.S., Brescia College;
M.S., University of Cincinnati

James R. Rose (2014)
Grants Administrator, Office of Sponsored Programs and Research
B.A., Hood College
M.B.A., Loyola University

Rebecca Van Horn (2008)
Assistant Director, Office of Sponsored Programs and Research
B.A., University of Maryland, Baltimore County

Registrar

Susan "Tracy" Bolt (1996)
Registrar
B.A., Clemson University

Lauren Bittner (2014)
Assistant Registrar, Veterans' Programs
B.S., Montclair State University;
M.S., Clemson University

Pamela J. Daniels (2008)
Assistant Registrar, Graduation
B.S., Towson University

Erica M. Gryctz (2002)
Associate Registrar
B.S., Stevenson University

Laura Holland (2013)
Student Records Specialist

Lauren M. Jones-Lush (2014)
Assistant Registrar, Academic Planning
B.A., Wesleyan University;
Ph.D., University of Maryland, Baltimore

Sarah Krieger (2012)
Senior Student Records Specialist
B.S., Towson University

Judy K. Mancini (2000)
Associate Registrar, Transfer Evaluation
B.S., Towson University

Roslyn Morgan (1994)
Office Assistant
B.A., University of Maryland, College Park

Enrollment Management

Mark J. Hergan (1993)
Vice President, Enrollment Management
B.A., St. Mary's College of Maryland

Zakia Wright (2014)
Assistant to the Vice President, Enrollment Management

Admissions

Glenda R. Abney (2014)
Assistant Director, Freshman Admissions
B.S., Coppin State University

Amanda Codd (2015)
Transfer Admissions Assistant
B.S., Stevenson University

Courtney Cox (2014)
Admissions Counselor, Freshman Admissions
B.A., M.S., Towson University

John D'Epagnier (2015)
Communications Specialist
B.S., Saint Joseph's University

Deborah Donatelli (2009)
Admissions Assistant
A.A., Community College of Baltimore County

Carol M. Fanshaw (2000)
Assistant Director, Transfer Admissions
B.A., M.Ed., University of Virginia

Kelly M. Farmer (2002)
AVP, Admissions
B.A., M.A., University of Maryland, College Park

Elizabeth S. Fitzgerald (2006)
Associate Director, Freshman Admissions
B.S., King's College

Katie Harding (2012)
Assistant Director, Freshman Admissions
B.A., Randolph-Macon College

Molly Hayeslip (2014)
Guest Experience Coordinator
B.A., University of Delaware

Michelle Illar (2014)
Admissions Counselor, Freshman Admissions
B.A., Elon University

Kelly Jerzyk (2011)
Senior Admissions Counselor, Freshman Admissions
B.A., Western New England College

Jessica F. Kozera (1984)
Director, Transfer Admissions
B.S., Daemen College;
M.B.A., Virginia Commonwealth University

Carol A. McDaniel (1988)
Director, Campus Visits
B.A., University of Maryland, Baltimore County

Silvana Moreland (2009)
Senior Admissions Assistant

Olufunmilayo "Nola" Olumide (2009)
Assistant Director, Research and Technology
B.S., Pensacola Christian College;
M.B.A., Loyola University Maryland

Jacob Quimby (2013)
Communications Specialist
B.S., Stevenson University

Susan T. Rubino (1989)
Director, Enrollment Operations
A.A., Essex Community College

Glenn "Marty" Schmidt (2010)
Assistant Director, Freshman Admissions
B.A., University of Maryland, Baltimore County

Morgan M. Somerville (2006)
Director, Student Engagement
B.S.W., James Madison University;
M.S., Stevenson University

Lindsay C. Thompson (2006)
Associate Director, Communications
B.S., Stevenson University

Brett Trace (2014)
Admissions Counselor, Freshman Admissions
B.A., Stevenson University

Eric Welkos (2012)
Admissions Counselor, Transfer Admissions
A.A., Carroll Community College;
B.A., McDaniel College

Mary K. Whitener (2003)
Assistant Director, Processing

Nancy C. Wolfe (2004)
Senior Admissions Assistant

Financial Aid

Barbara Miller (2010)
AVP, Financial Aid
A.A., Essex Community College;
B.S., University of Maryland, College Park;
M.A.S., The Johns Hopkins University

Suzanne Behr (2014)
Financial Aid Assistant
B.S., Rowan University;
M.A., Towson University

Allison Bradley (2014)
Financial Aid Counselor
B.S., Salisbury University

Deborah L. Brown (1991)
Senior Associate Director

Jamie Cardillo (2011)
Assistant Director
B.A., LaSalle University

Sabrina Carlton (2014)
Customer Service Representative

Samantha Dickel (2014)
Financial Aid Counselor

Peter "Toby" Hoblitzell (2011)
Associate Director, Systems
B.A., Hampden-Sydney College

George Jackson (2014)
Customer Service Representative
B.S., Lincoln University

Barbara Justice (2012)
Customer Service Representative

Lerlene McAllister (2011)
Assistant Director
A.A., Baltimore City Community College;
B.S., Coppin State University

Richard Morrell (2011)
Financial Aid Assistant
B.A., University of South Carolina;
M.S., M.S., Morgan State University

Wanda Smith (2010)
Assistant Director
B.S., M.S., Morgan State University

Amy Spinnato (2010)
Associate Director
B.A., Loyola University Maryland

Student Accounts

Liesl Flanagan (2011)
AVP, Student Accounts
B.S., M.B.A., Indiana Wesleyan University

Rhonda Arnold (2011)
Student Accounts Representative

Vanessa Duchman (2015)
Assistant Director
B.S., Bloomsburg University of Pennsylvania;
MBA, Loyola University of Maryland

Christina Dutcher (2011)
Associate Director
B.S., Towson University

Mary Heid (2006)
Accounts Receivable Analyst

Jessica E. Tayman (2005)
Account Specialist
A.A., Carroll Community College

Financial Affairs

Timothy M. Campbell (1998)
Executive Vice President, Financial Affairs and Chief Financial Officer
B.B.A., Temple University

Mary Lou Bell (1997)
Administrative Assistant

Athletics

Brett C. Adams (1994)
Director
B.S., York College of Pennsylvania

Frances A. Fidler (1996)
Office Manager
A.A., Community College of Baltimore County

Melissa M. Button (2013)
Assistant to the Director, Athletics
B.B.A., University Alaska Anchorage

Clayton Beard (2010)
Assistant Head Coach, Football
B.S., Shepherd University;
M.Ed., Clarion University of Pennsylvania

- David Berdan** (2014)
Head Coach, Cross Country
B.S., Elizabethtown College
- Jacquelyn Boswell** (2011)
Asst. AD and Head Coach, Women's Basketball
B.A., Virginia Wesleyan College
- Erick Camodeca** (2014)
Head Coach, Track & Field
B.A., Goucher College
- Paul Cantabene** (2004)
Associate Director, Athletics and Recruiting Coordinator, Head Coach Men's Lacrosse
B.S., Loyola College in Maryland
- Jason Eichelberger** (2008)
Associate Director and SID
B.A., Randolph Macon College
- Wendy Fabriziani** (2015)
Athletic Trainer
B.S., Salisbury University
- Keri Foreman** (2013)
Associate Athletic Trainer
B.S., Alfred University
- Michael Gohlinghorst** (2011)
Assistant Athletic Director
A.A., Harford Community College;
B.S., Stevenson University
- Matthew Grimm** (2012)
Director, Campus Recreation
B.S., Virginia Polytechnic Institute and State University;
M.A., The Ohio State University
- Steve Grossnickle, Jr.** (2012)
Head Coach, Men's Volleyball
B.S., Stevenson University
- Jaime Harris** (2012)
Associate Athletic Trainer
B.S., Elon University;
M.S., McDaniel College
- Eugene Hildebrand** (2014)
Assistant Coach, Track & Field
B.S., Morgan State University
- Edward Hottle, Jr.** (2009)
Head Coach, Football
B.S., M.Ed., Frostburg University
- Tyrell Howard-Franklin** (2015)
Assistant Coach, Women's Basketball
B.S., Stevenson University
- Dustin Johnson** (2010)
Assistant Coach, Football
B.S., Salisbury University
- Tracy Johnson** (2013)
Head Coach, Women's Ice Hockey
B.S., Boston College
- Tom Judy**
Head Coach, Cheerleading
- Steven Kazimer** (2011)
Athletic Field Assistant
B.S., Stevenson University
- Heather Kohlbus** (2015)
Athletic Trainer
B.S., East Stroudsburg University of Pennsylvania
- Ryan Larsen** (2015)
Assistant Coach, Football
B.A., Claremont McKenna College;
M.S., Indiana University - Bloomington
- Joanne "Joey" Lye** (2011)
Head Coach, Women's Softball, Assistant Coach, Women's Ice Hockey and Adjunct Instructor, Physical Education
B.A., Williams College
- Laurel Martin** (2011)
Head Coach, Field Hockey
B.A., University of North Carolina at Chapel Hill
- Mary Clare "MC" McFadden** (1996)
Athletic Administrative Coordinator
B.A., University of Richmond
- Kaitlin McGahagan** (2015)
Athletic Trainer
B.S., Salisbury University
- Marissa Meiklejohn** (2014)
Assistant Coach, Women's Lacrosse
B.S., Stevenson University
- Stefanie E. Meyerson-Bear** (1999)
Associate Athletic Trainer
B.S., University of Charleston
- Graeme R. Millar** (2006)
Associate Athletic Director and Head Coach, Women's Soccer
B.A., Richard Stockton College of New Jersey
- Samantha Murray** (2015)
Interim Assistant Sports Information Director
B.S., M.S., Stevenson University
- Daniel O'Connor** (2014)
Equipment Manager
B.S., M.S., Temple University
- Nathan Pagan** (2015)
Assistant Coach, Football
B.S., West Chester University of Pennsylvania
- John Plevyak** (2008)
Director, Recruiting/J.V. Programs and Head Coach, Men's Soccer
B.S., University of Baltimore
- Catherine Puls** (2014)
Assistant Coach, Women's Basketball
B.S., University of Maryland, College Park
- George "Tim" Puls** (2010)
Assistant Coach, Lacrosse and Adjunct Instructor, Physical Education
B.A., University of Maryland, Baltimore County
- Michael Query** (2015)
Coordinator, Strength & Conditioning
B.S., Virginia Polytechnic Institute State University;
M.S., Appalachian State University
- Kathleen A. Railey** (2005)
Associate Director SWA and Head Coach, Women's Lacrosse
B.A., Gettysburg College;
M.L.A., McDaniel College
- Chris A. Ramer** (1997)
Head Coach, Golf and Adjunct Instructor, Physical Education
B.A., M.Ed., Towson University
- Philip "Tom" Russ** (2005)
Athletic Field Manager
- Lindsay Schruhl** (2015)
Athletic Trainer
B.S., West Chester University of Pennsylvania
- Jeffrey Smith** (2013)
Assistant Coach, Men's Basketball
B.A., McDaniel College
- Gary Stewart** (2011)
Asst. AD and Head Coach, Men's Basketball
B.S., M.Ed., University of La Verne
- John Stuhltrager** (2014)
Head Coach, Swimming
B.A., Bloomsburg University of Pennsylvania
- David Trumbo** (2007)
Head Coach, Women's Volleyball
- Brent Whitehead** (2015)
Assistant Coach, Women's Volleyball
B.S., East Stroudsburg University of Pennsylvania
- Michael "Scott" Zema** (2012)
Associate Athletic Director and Head Trainer
B.S., M.Ed., Slippery Rock University
- Anna Zych** (2011)
Coordinator, Intramurals
B.S., Grand Valley State University;
M.Ed., Southern Illinois University, Carbondale

Auxiliary Services

Leland Beitel (2009)
Assistant Vice President, Facilities and Campus Services
 B.S., B.S., University of Maryland, College Park

Robert A. Reed (1998)
Director, Auxiliary Services
 B.S., Towson University

Conference Services

Lisa Labrecque (2014)
Manager
 B.A., James Madison University

Joseph Bohrer (2012)
Assistant Manager
 B.S., Frostburg State University

Brooks Edman (2007)
Events Set-Up Coordinator
 B.M., Lebanon Valley College

Joel Williams (2011)
Event Tech Assistant
 B.S., Stevenson University

Facilities

Jon W. Wells (2007)
Director
 M.E.B.A. Engineering School

John "Will" Berry (1998)
Maintenance Technician, Owings Mills campus

Paul Bosse (1998)
Maintenance Technician, Owings Mills campus

William Brown (2012)
Maintenance Technician, Owings Mills campus

Michael J. Campbell, Jr. (2008)
Assistant Manager, Plant Operations, Greenspring campus

Ronaldo Crisostomo (2011)
Maintenance Technician - Boiler Operator, Owings Mills campus

Reginald Humphries (2014)
Alarm Specialist

Timothy Jackson (2015)
Maintenance Technician, Owings Mills campus

Mike Jones (2009)
Maintenance Technician, Greenspring campus

Steven Lucas (1996)
Key and Lock Technician

Thomas Macklin (2009)
Maintenance Technician, Owings Mills campus

David Malinski (2007)
Maintenance Technician - Team Leader, Owings Mills campus
 A.A., Community College of Baltimore County

Edwin Rivere (2015)
Maintenance Technician, Owings Mills campus
 B.S., Enverga University

Jonathan Sewell (2014)
Maintenance Technician, Owings Mills Campus

Daniel Varholy (2000)
Maintenance Technician, Owings Mills campus
 A.A., B.S., Stevenson University

Lawrence White (2014)
Maintenance Technician, Owings Mills campus

Richard White (2005)
Maintenance Technician, Greenspring campus

Foster C. Wilson IV (1994)
Assistant Manager, Physical Plant, Owings Mills campus

Walter Wilson (1998)
Maintenance Technician - Journeyman Electrician, Greenspring campus

Miecia Zaplatynski (2004)
Administrative Assistant, Facilities
 M.D., Timothy School of Medicine (Katowice, Poland)

Mail Room and Materials Management

Dean Gamber (2015)
Manager

Christopher J. Ogle, Jr. (2008)
Mailroom Clerk

Raymond Smith (2015)
Mail Courier

Security

Timothy Ostendarp (1990)
Director

Vincent Cerniglia (2007)
Supervisor
 A.A., Community College of Baltimore; B.S., University of Baltimore

Gregory Cullison (2014)
Security Officer

Anthony DeFabbio (2013)
Security Officer

Ronald Earp (2004)
Transportation Supervisor

William Gardner (2013)
Security Officer

Timothy Hamlett (2014)
Security Officer

Harry Joyner (2012)
Supervisor

Dennis Klein (2001)
Supervisor
 A.A., Essex Community College; B.S., University of Baltimore; M.S., The Johns Hopkins University

Brent Lewis (2015)
Security Officer

James Noel (2004)
Supervisor

Michael Taber (2013)
Security Officer

Jason Wurzbacher (2015)
Security Officer
 B.S., Towson University

University Store

LaShaun Calderone (2004)
Manager
 B.S., Stevenson University

Andrew Bean (2011)
Senior Sales Associate
 B.A., Shenandoah University

Shawnise Crawford (2002)
Sales Associate
 B.S., Stevenson University

Giuseppina Hairsine (2011)
Sales Associate

Sylvia A. Schiaffino (2007)
Assistant Manager

Barbara Shreeve (2011)
Sales Associate

Christopher A. Stevenson (1994)
Inventory Manager

Business Office

Melanie M. Edmondson, CPA (1996)
*Associate Vice President,
Finance/Controller*
A.S., Lasell College;
B.S., Florida Institute of Technology

Ann E. Arbaugh (2002)
Accounts Payable Specialist
A.A.S., B.S., Stevenson University

Meghan Besche (2012)
AP Manager/Senior Accountant
B.S., University of Maryland, College Park;
M.B.A., Loyola University Maryland

Jennifer Denning (2011)
Business Systems Analyst
B.S., Salisbury University;
M.B.A., Loyola University Maryland

Karen D. Greene (2006)
Payroll Specialist

Jeffrey Haugh (2011)
Senior Accountant
B.A., Lynchburg College

Cindy Heil (2010)
Accountant
B.B.A., Loyola University Maryland

John Madro (2015)
Programmer/Analyst
M.S., M.S., Towson University

Virginia R. Perkins, CPA (2002)
Associate Controller
B.S., University of Baltimore

Joyce F. Sawyer (1995)
Director, Payroll Services

Mary Elizabeth Schiller-Schwenke, CPA (2013)
Senior Accountant
B.S., University of Delaware

Human Resources

Brenda B. Balzer, SPHR (2007)
Vice President, Human Resources
B.A., University of Hawaii

Antanett S. Harris (2013)
Assistant to the Vice President, Human Resources
B.S., University of Baltimore

Margaret G. Baldwin (2006)
Director, Talent Management
B.A., St. Mary's College, Indiana;
M.L.A., The Johns Hopkins University

Sharon Bloom (2013)
Fitness Instructor
B.A., University of Maryland, College Park

Marion Bolding (2013)
Assistant Director, Wellness
B.A., M.B.A., University of Baltimore

Lorna M. Cerniglia (1998)
Data Entry Specialist

Rosemary L. Donovan (1995)
Assistant Director, Talent Management
B.S., Towson University

Mary Furst, SPHR (2006)
Director, Compensation and Benefits
B.A., Temple University

Julie L. Johnson, PHR (2011)
Human Resources Assistant
B.S., Stevenson University;
M.S., Towson University

TeChera St. Rose (2013)
Employment Specialist
B.S., Stevenson University

Lorrie A. C. Rowland (1998)
Director, Employment and HRIS
B.S., Frostburg State University

University Advancement

Stevenson W. Close, Jr. (2006)
Vice President, University Advancement
B.S., Cornell University;
M.A., The Ohio State University

Carolyn A. Douglas (2006)
Assistant to the Vice President

Robin Comotto (2013)
Assistant Director, Advancement Services
B.A., Goucher College

Meghan Culbertson (2014)
Director, Annual Giving
B.A., Denison University;
M.A., Episcopal Divinity School;
M.Ph., Drew University

Allison Humphries (2015)
Assistant Director, Alumni Relations
B.S., Stevenson University

Judith Jackson (2009)
Manager, Donor Relations & Events
B.A., St. Mary's College of Maryland

Heather Parr-Stewart Lang (2014)
Development Assistant
B.S., Towson University

Christina Miller (2012)
Director, Grant Development
B.S., Towson University;
M.A., University of Baltimore

John M. "Jamie" Myers III (2011)
Director, Alumni Relations
B.S., Frostburg State University

Jennifer T. Smith (2013)
Associate VP, University Advancement
B.S., Towson University

Derek Spahr (2013)
Associate Director, Annual Giving
B.S., Millersville University of Pennsylvania

Robert Turner (2009)
Director, Advancement Services
B.S., Northeastern University

Marlene Van Horn (2010)
Assistant Director, Advancement Services

Marketing and Digital Communications

Glenda G. LeGendre (1999)
Vice President, Marketing and Digital Communications
B.S., University of Maryland, College Park;
M.S., University of Maryland School of Medicine;
M.B.A., Loyola College in Maryland

Alexandria Noble (2014)
Assistant to the VP

Sherry Bithell (2011)
Assistant Vice President, Publications
B.S., University of Florida

Matthew Bonnitt (2013)
Senior Web Developer/Designer
B.A., McNeese State University;
M.A., Texas Tech University;
M.I.T., Southern Methodist University

Leonard Brady (2014)
Videographer/Editor
B.S., University of Baltimore

John Buettner (2009)
Associate Vice President, Digital Communications
B.A., Washington College;
M.A., Villanova University

William E. "Chip" Burkey (2004)
Director, Visual Communications
A.A., Allegany Community College;
B.A., Frostburg State University

Alison Cuomo (2013)
Web Portal Administrator
 B.A., University of Maryland, College Park

Kara Daly (2015)
Videographer/Editor
 B.S., Towson University

Aaron S. Harris (2011)
Director, Digital Broadcast Media
 B.S., Towson University

Matthew Laumann (2009)
Cultural Program Manager
 B.S., Towson University

Tiffany Mason (2013)
Junior Graphic Designer
 B.F.A., Rochester Institute of Technology

Omeed Nabavi (2015)
Videographer/Editor
 B.F.A., University of Maryland, Baltimore County

Atsuko Onozato (2006)
Director, Visual Communications
 B.S., University of the Arts;
 M.S., Drexel University

Brandon M. Seidl (2008)
Assistant Director, Web Management
 B.S., Villa Julie College

David Snyder (2013)
Public Relations Specialist
 B.A., University of Maryland, College Park

Lara Wilkinson (2015)
Web Content Manager
 B.A., M.A., Goucher College

Student Affairs

Claire E. Moore (1982)
Vice President, Student Affairs
 B.S., Stevenson University

Maumi J. Cannell-Chatterton (1995)
Assistant to the Vice President

Jeff M. Kelly (2005)
Associate Vice President and Dean of Students
 B.S., University of Scranton;
 M.S., Northeastern University;
 Ed.D., Widener University

Jeremy Munson (2007)
Director, Student Conduct
 B.A., Waynesburg College

Residence Life

Sarah Mansfield (2011)
Assistant Vice President, Residence Life
 B.A., Niagara University;
 M.Ed., State University of New York, Oneonta

Bonnie Boyle (2015)
Resident Director
 B.A., Gwynedd Mercy University;
 M.S., University of Baltimore

Michael Evans (2012)
Resident Director
 B.A., Christopher Newport University;
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Resident Director
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Resident Director
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Student Activities

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Assistant Vice President
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*Director, Nursing Advising and
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Laboratory Services**Laura Guida** (2012)*Director, Laboratory Services*
B.S., M.S., Stevenson University**Jaclyn Gold** (2014)*Laboratory Safety Manager*
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B.S., M.S., Stevenson University**Sarah Wood** (2012)*Laboratory Specialist and Adjunct
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