

2022-2023

**ONLINE
UNDERGRADUATE CATALOG**

**STEVENSON
UNIVERSITY**



Table of Contents

| | |
|-------------------------------------|----|
| Stevenson University | 4 |
| The Stevenson Approach | 9 |
| Life at Stevenson | 14 |
| Admissions | 24 |
| Financial Information..... | 29 |
| Academic Information | 39 |
| Undergraduate Fields of Study | 54 |
| Undergraduate Courses | 69 |
| Directory | 89 |

ONLINE UNDERGRADUATE CATALOG

Stevenson University

Academic Continuity Policy, Notice of Nondiscriminatory Policy and Catalog Disclaimer

ACADEMIC CONTINUITY POLICY

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

NOTICE OF NONDISCRIMINATORY POLICY

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

CATALOG DISCLAIMER

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

CONTACT INFORMATION

Phone: 443-352-4030
Toll free: 877-531-7118
Email: suo-inquiry@stevenson.edu
Website: stevenson.edu/online

CATALOG PUBLICATION DATE

September 26, 2022

Academic Calendar

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

Academic Calendar: Fall 2022 to Summer 2023

Fall 2022

| | |
|-------------------|---|
| Aug. 29 - Dec. 18 | Fall 2022 semester (22FSEM) |
| Aug. 29 - Oct. 23 | 8 week 1 (22F8W1) |
| Sept. 5 | Labor Day - University closed |
| Oct. 5 | Yom Kippur - University closed |
| Oct. 28 | Final grades for 22F8W1 due |
| Oct. 24 - Dec.18 | 8 week 2 (22F8W2) |
| Oct. 31 | Spring registration begins |
| Nov. 23 - 27 | Thanksgiving holiday - University closed |
| Dec. 21 | Final grades for 22F8W2 available to students |
| Dec. 23 - 25 | Christmas holiday - University closed |
| Dec. 31 - Jan. 1 | New Year's holiday - University closed |

Winterim 2022

| | |
|---------|---|
| Jan. 3 | Winterim begins |
| Jan. 16 | Martin Luther King, Jr. Day - University closed |
| Jan. 22 | Winterim ends |

Spring 2023

| | |
|-------------------|------------------------------------|
| Jan. 23 - May 14 | Spring 2023 semester (23FSEM) |
| Jan. 23 - Mar. 19 | 8 week 1 (23S8W1) |
| Mar. 20 - May 14 | 8 week 2 (23S8W2) |
| April 3 | Registration for Fall 2023 begins |
| Apr. 7 - Apr. 9 | Easter holiday - University closed |
| May 13-19 | Spring Commencement Week |

May 17 Final grades available to students in Student Planning

May 29 Memorial Day - University closed

2023 Summer sessions will be held between May and August. Multiple sessions are available. Please consult the Summer Schedule of Classes for details on the sessions and classes available or contact Stevenson University Online at 443-352-4030.

Note: Academic calendar information for students enrolled in traditional undergraduate courses can be found in the traditional undergraduate catalog. The academic calendar for graduate students can be found in the *Stevenson University Graduate Catalog*.

The Stevenson Approach

About Stevenson

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

Academic Coursework

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

Program and Course Offerings

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

The Stevenson Career Connection

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

In coursework, through real-world experiences, and through professional preparation, the Stevenson Career Connection develops our students' career readiness and

sets the stage for their professional success after college. It begins with providing each student a support team of success coaches, career advisors, faculty mentors, and internship coordinators who will keep them on track to their goals during their time at Stevenson.

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

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

Stevenson Ideals

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

Mission and Values

Mission

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

Values

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

- **Promoting a sense of community**, the University embraces the common bonds and obligations within

and beyond the campus while respecting individual and cultural differences.

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

Diversity and Inclusion Statement

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

History of Stevenson University

University Timeline

1947

Villa Julie College is founded by the Sisters of Notre Dame de Namur at "Seven Oaks," an 80-acre estate in Greenspring Valley, formerly the home of the George Carrell Jenkins family. The College opens its doors on October 1, specializing in medical-secretarial training.

1954

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

1967

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

1971

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

1972

Villa Julie becomes co-educational, admitting its first full-time male student.

1984

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

1985-1986

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

1988

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

1991

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

1993

Off-campus housing for students in garden-type apartments opens a short distance from the College. The cooperative education program is also expanded and opens to all students in the baccalaureate programs.

1994

Villa Julie is awarded membership in NCAA Division III.

1995

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

1996

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

1997

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

1999

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

2000

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

2002

The School of Graduate and Professional Studies is created to accommodate the needs of adult learners. Through this school, adult students could enroll in master's degree programs, evening/weekend bachelor's degree programs, or accelerated bachelor's degree programs. Additionally, the College begins offering an

accelerated B.S. to M.S. degree in advanced information technology, enabling students to earn both a bachelor's and a master's degree in five years.

2003

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

2004

Apartment-style housing for 550 students and a community center opens in Owings Mills. The college also leases classroom space on the same piece of land, allowing students to live and attend classes at the same location for the first time in Villa Julie history. Those moves, along with the purchase of the former Baltimore Ravens training facility and the office building where the college leased classroom and office space, gave Villa Julie more than 80 acres of land at the Owings Mills campus. Also in 2004, the Board of Trustees begins discussing the possibility of transitioning to university status because of the growth in student population and the addition of a second campus..

2006

Rockland Center opens in October to provide a student dining center, offices for Student Affairs, and a banquet hall for functions organized by on- and off-campus groups. The Caves Sports and Wellness Center, the new name for the renovated facility formerly used by the Baltimore Ravens, opens. In August, the College begins offering an online Master of Science in Forensic Studies degree. The Board approves university status in November 2006 and later establishes a committee to oversee a study of name options for the institution.

2007

In May, the College breaks 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. Villa Julie celebrates its growth through the 2007-2009 academic year as part of its 60th anniversary, inaugurating a new tradition on October 1, 2007, by celebrating Founders Day to commemorate the day the College first opened.

2008

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

2009

Additional expansion of the Owings Mills campus includes Wooded Way, which houses specialized student learning communities as well as the Office of Career Services. In March 2009, the University Restructuring Plan is adopted by the Faculty Council. The plan creates four new schools: 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 remains as originally configured.

2010

A new entrance to the Owings Mills campus is opened. Stevenson is named to the President's Higher Education

Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service learning, and civic engagement.

2011

Two new residence halls welcome an additional 500 students on the Owings Mills campus, and the new 3,500-seat Mustang Stadium opens in early September. In November 2011, the University purchases the Owings Mills site of Shire Pharmaceuticals. The 28-acre site—which today includes the School of Design and the Manning Academic Center—comprises the University's Owings Mills North location.

2012

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

2013

The men's lacrosse team wins the first NCAA national championship for VJC/Stevenson athletics, the NCAA 2013 Division III National Championship game, beating the Rochester Institute of Technology's Tigers at Philadelphia's Lincoln Financial Field on May 26.

2014

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

2015

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

2016

President Manning announces his plan to retire after 16 years of leadership. In August, the university dedicates the new 200,000-square-foot academic building at Owings Mills North as the Kevin J. Manning Academic Center (MAC). Stevenson also receives naming gifts for two of schools housed in the MAC: the Sandra R. Berman School of Nursing and Health Professions and the Beverly K. Fine School of the Sciences.

2017

Stevenson opens the Center for Student Success on the Owings Mills Campus to provide student resources and academic support services in one central location, including the Office of Student Success, the John L. Stasiak Academic Link, and the Experiential Learning Center. In March 2017, the Board concludes its presidential search and names Elliot Hirshman, Ph.D., President of San Diego State University (SDSU), as the

new President of Stevenson as of July 2017. The School of Graduate and Professional Studies' name is changed to Stevenson University Online.

2018

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

2019

The University introduces two new undergraduate programs, Cybersecurity and Digital Forensics and Biomedical Engineering, starting in Fall 2019. In November, Stevenson senior Patrick Watson crosses the finish line at the 2019 NCAA DIII Cross Country Championships, becoming the first student-athlete in Mustang Athletics history to capture an NCAA individual national championship. In the fall, Stevenson celebrates its 25th anniversary in NCAA athletics.

2020

In February, Stevenson announces that it receives a \$2 million naming gift from the Philip A. Zaffere Foundation for the new library to be constructed on the Owings Mills campus. The university also receives a gift from faculty member Dennis Starliper to create an Applied Finance Lab in the Brown School of Business and Leadership. In March, Stevenson announces the launch of its first doctoral program, the Doctor of Psychology (Psy.D.) Clinical Psychology. On March 16, Stevenson transitions undergraduate programs to online remote learning in response to the COVID-19 pandemic. On Sept. 25, Stevenson assumes ownership of Parcels 1 and 2 of the former Rosewood Center property after concluding its agreement with the State of Maryland. Under the Owings Mills East, LLC, the property will be developed as an athletic and recreational hub providing space for the expansion of Stevenson's current facilities.

2021

After the first year of the COVID pandemic, President Hirshman announces in March, Stevenson's plans to return to fall in-person classes, student events and activities and intercollegiate athletic competition for the 2021-2022 academic year.

2022

On July , the university holds a ceremonial groundbreaking for the new 42,000 square-foot Philip A. Zaffere Library, slated to open in Fall 2023 at Owings Mills North.

In September, for the fourth year in a row, Stevenson University is named among the nation's "Best Value

Schools" by the U.S. News and World Report. Stevenson also dedicates the new Dennis A. Starliper Applied Finance Lab in the Brown School of Business, named after faculty member Dennis Starliper who donated funds to create the digital lab where business students can experience and participate in real-time stock market trading.

In February, the new Cordish Family Tennis Bubbles opens on the Greenspring campus. The Bubble will be used annually between November and March as the winter practice facility for the men's and women's tennis teams. The new acrobatics & tumbling team begins its first season with its inaugural match against Frostburg.

In March, site preparation and grading begins for the construction of the new Zaffere Library at Owings Mills North.

In April, the university completes the new outdoor track and turf field for the field hockey on the new Owings Mills East campus. This new athletic and recreational hub for Stevenson Dill, club, and intramural sports will be fully open by Fall 2022 with new fields, courses, and facilities for softball, baseball, field hockey, soccer, lacrosse, outdoor track and field, and cross country.

Accreditations

Institutional Accreditation and Authorization

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

Programmatic Accreditation and Approvals

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

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

Life at Stevenson

Student Life

Athletics at SU

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

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

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

There are 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 located in Garrison North in the new Garrison Student Center. 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 with the exception of men's and women's ice hockey, which compete concurrently in the MAC and the United Collegiate Hockey Conference (UCHC), and women's beach volleyball, which competes as an independent. The Mustangs are also affiliated with the ECAC for all sports, which provides for additional post season opportunities besides the NCAA championships. Those interested in participating on one of Stevenson's 27 intercollegiate athletic teams should contact the head coach of that sport using the staff directory under "Inside Athletics" on GoMustangSports.com. There is also information on the paperwork required by athletic training and compliance

information for transfers and first-year student athletes there as well.

Club Sports

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

Current club sports include baseball, men's basketball, cheerleading, dance team, men's ice hockey, men's lacrosse, women's soccer, and women's volleyball. Students who are interested in joining any of these teams, or learning how to start a team, should contact Matt Grimm (Assistant Athletic Director, Campus Recreation) by e-mail at mgrimm@stevenson.edu or by phone at 443-352-4280.

ESports

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

Intramural Sports

The Intramural Sports program consists of leagues and tournaments that are played against other members of the Stevenson community (students, faculty, and staff). Most sports offer three divisions: men's, women's, and co-ed. Games are typically in the evenings after classes, and schedules are made based on facility and team availability. All leagues and tournaments are scheduled on campus and are officiated by SU students. Some of the intramural sports offered include flag football, beach volleyball, 16" softball, eGaming, tennis, indoor volleyball, 5v5 basketball, 3v3 basketball, dodgeball, billiards, and outdoor soccer. For more information on which sports are being offered or how to register, please contact Brittany Bizila (Coordinator of Competitive Sports) by email at bbizia@stevenson.edu or by phone at (443)352-5540

Fitness

The Campus Recreation Fitness program offers many services that guide participants into a healthy lifestyle by providing group fitness classes, small training classes,

and fitness challenges. There are 15+ group fitness and small training classes running per week. This includes but not limited to BODYSHRED, Pop, Lock, & Hip Hop, Butts N' Guts, Pilates, Yoga, Yogalates, and Zumba. For more information on class schedules, different fitness challenges happening, or specific questions, please contact Matt Grimm () by email at mgrimm@stevenson.edu.

Clubs and Organizations

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

Academic & Pre-Professional

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

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

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

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

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

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

Association of Black Psychologists: The Association of Black Psychologists aims to liberate the African mind, empower the African character, and enlighten the African spirit. The mission of ABP is to promote and advance the

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

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

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

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

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

Human Services Club: The Human Services Club parallels strongly with the major. It sponsors charitable, educational, and social activities. Students conduct service projects that benefit needy families, such as donating Christmas gifts to needy children through the Giving Tree Project. The club members will also be able to hear from speakers, such as admissions officers from graduate programs in counseling and social work, and representatives from non-profit organizations like Catholic Charities. Social gatherings include parties as well as recreational field trips. HSC@stevenson.edu

Journalism Club: The Journalism Club's goals are to provide a space where students can develop skills in

journalism, discuss current journalism news, and provide resources to the overall student body on how to find non-biased journalism sources.

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

Marketing Connections: The Marketing Connections Club enhances students' personal brands and career connections through the use of marketing skills, developing marketing futures, creating personal, social and professional connections.

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

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

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

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

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

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

Cultural

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

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

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

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

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

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

Programming

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

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

Environment

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

Faith Based

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

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

Governance

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

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

Greek

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

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

Phi Mu Sorority: Founded in 1852, is the second oldest sorority in the nation. Established in 2020, the Phi Pi chapter at Stevenson University contributes to Phi Mu's growing memberships and benefits from the supportive environment cultivated to foster a lifetime of development. We are committed to excellence, serving others, and lifelong friendships. Our sisterhood is centered around encouraging each other to achieve and be our personal best.

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

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

Health & Wellness

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

Leadership

Mile Initiative of Leadership and Excellence (M.I.L.E.): Mile Initiative of Leadership and Excellence, or M.I.L.E., is an emerging leaders organization that prepares young males for life after college. The organization focuses on

career preparation, excellence in academics, building a strong brotherhood, and promoting a positive male image. mile@stevenson.edu

Sigma Alpha Pi (SAP): The Society of Leadership and Success, Sigma Alpha Pi, is dedicated to creating lasting positive changes in people's lives. The society is an organization that helps people discover and achieve their goals. Membership in the society offers life-changing lectures from the nation's leading presenters and a community where like-minded success-oriented individuals come together and help one another succeed. The society also serves as a powerful force of good in the greater community by encouraging and organizing action to better the world. SAP@stevenson.edu

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

Service

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

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

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

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

Special Interest

Anime Club: The Anime Club strives to bring together members of the Stevenson community by creating a

space for those with an interest in anime. AnimeClub@stevenson.edu

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

Ethical Hackers: The creation of this club is based on the necessity for a cybersecurity community on campus. This club provides a social outlet for those students who desire to become proficient in their field through practice, competition, and collaboration. ethicalhackersclub@stevenson.edu

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

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

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

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

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

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

Student Publications

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

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

Arts Alive! Stevenson

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

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

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

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

While the University does not offer a formal music major, it does offer a Music minor. Arts Alive! and the Music Department sponsor several significant music events throughout the year. The Greenspring Valley Orchestra presents two concerts each year under the direction of

Dr. Harlan Parker. Additionally, students and faculty with musical interests can participate in the University's marching band, concert or pep band, or the University Singers led by Beverly Gandolfo. These groups present a variety of music at several performances both on and off campus throughout the year.

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

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

Stevenson University offers the Army Reserve Officers' Training Corps (ROTC) in conjunction with Johns Hopkins University's Blue Jay Battalion. The JHU Army Reserve Officers' Training Corps (ROTC) was among the first to be established by Congress in 1916 and is routinely ranked at the top of the nation's 273 programs. More than 3,000 students have received Army officer commissions through the program, with over 40 attaining the rank of general officer. Students can enter the program with as little as two years remaining as an undergraduate or may complete the requirements while pursuing a graduate degree. Upon graduation, students are commissioned as a second lieutenant in the U.S. Army. Some are selected to attend a funded law school or several medical programs, while others serve in the active Army, the Army Reserve, or the Army National Guard. ROTC basic classes are open to all students. The Leadership and Management class specializes in leader development and is an excellent course for students aspiring to become leaders on campus and beyond. Additional information on military science or ROTC can be obtained by asking a current cadet, and by calling 1-800-JHU-ROTC or 410-516-7474. You can also email rotc@jhu.edu or visit the JHU ROTC website at jhu.edu/rotc. Students from Stevenson University who participate in the Johns Hopkins ROTC program are able to do it at no cost for tuition for classes since SU and JHU ROTC are members of the Baltimore Student Exchange Program (BSEP).

Students interested in Air Force Reserve Officers' Training Corps (AFROTC) may participate with the University of Maryland's Det 330 program. AFROTC provides students the opportunity to earn a commission as a second lieutenant in the United States Air Force while completing their undergraduate or graduate degree. It is highly recommended that students seeking a commission contact the AFROTC department for full program details before registering for classes. The email address is afrotcdet330@umd.edu. Students may call (301) 314-3242, or visit the Det 330 website at afrotc.umd.edu. Please note the University of Maryland is not a member of the BSEP program; therefore there are charges for this program with the University of Maryland.

Campus Resources and Services

Campus Technology

Stevenson University is committed to providing all active students, faculty, and staff with secure and reliable

technology and network infrastructure. The Office of Information Technology (OIT) is responsible for many of the technologies across all campus locations. This includes the computer labs, classrooms, residence halls, faculty and staff offices, and administrative areas.

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

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

Computer Logins

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

Access to Technology Services

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

Personal Device Support

OIT support for personal devices is limited to basic troubleshooting to access Stevenson University's services, network, and systems. For troubleshooting or repairs to devices not owned by Stevenson University, it is highly recommended that all students, faculty, and staff maintain service plans through the manufacturer/vendor. Tech Connection staff can only provide limited support for these types of issues. While OIT offers general assistance to resolve any software issues, staff will not install software on personal devices.

Technology Helpdesk and Contact Information

Tech Connection has walk-in support centers on the Owings Mills campus in the Brown School of Business and Leadership, Room 102A, and on the Owings Mills North campus in the Kevin J. Manning Academic Center, Room N159. Any technology-related assistance can be acquired at these facilities by students, faculty, staff, and administrators or by calling 443-334-3000 or x3000 from on campus or toll free at 1-866-344-8190.

Students may also contact Tech Connection by sending an email to helpdesk@stevenson.edu, or by visiting the Tech Connection website. A support request can be submitted directly through the OIT Helpdesk system as well by navigating to Helpdesk

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

Dining Services

Stevenson University Dining Services offers dining options on all Stevenson campuses. Hours of operation can easily be found at each respective dining location, as well as on the Sodexo dining website. Students with a meal plan can use their meal swipes or Flex dollars at every dining location. Flex dollars, which are currency attached to the student ID, can also be used at on-campus retail locations, on-campus sporting event concessions, and at designated off-campus partner locations. On-campus dining and retail locations also accept cash, debit, and credit card payments.

Located on the Owings Mills campus, students can choose to dine at the Rockland Marketplace, Pandini's, or swing by the Garrison Coffee House, located in Garrison Hall, or Jazzman-Zone located in the Ratcliffe Community Center. Rockland Marketplace, located in Rockland Center, provides an innovative, all-you-care-to-eat dining experience. With over ten unique food stations, students with all different dietary lifestyles can easily find a delicious meal. Offerings include Simple Servings (special dietary needs station), a vegan station, vegetarian station, deli, grill, sauté station, pasta action station, pizza station, Hometown (comfort food), salad bar along with a DIY smoothie station and waffle bar. Rushing to class?

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

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

Coffee is a quintessential necessity for any college campus. The new Garrison Coffee House, which proudly serves Starbucks products, offers hand-crafted, brewed coffee, frappuccino, refreshers, and more, including bottled beverages and scrumptious pastries. Students can also find Simply To-Go sandwiches and other grab-and-go snacks. Ratcliffe Community Center's Jazzman's location is also home to "The Zone" – a student convenience store (C-Store), where snacks, personal items, and other items can be purchased. Stop by Jazzman Brew and Bakery to enjoy fresh-brewed signature coffee and tea beverages, along with a variety of freshly baked items, in a relaxed, soothing environment. Grab-n-go items like sandwiches, yogurts, salads, and sushi are available at Jazzmans as well.

On the Greenspring campus, students can find the "Mustang Corral", offering great made-to-order breakfast sandwiches, various grilled burgers, sandwiches, a salad bar, and delicious side items, such as french fries and onion rings. Simply To-Go sandwiches and salads are also available for those who want a grab-and-go option. Café North, located on the Owings Mills North campus,

offers made-to-order breakfast sandwiches, made-to-order deli and grill stations, a salad bar, and a Hometown-style station offering freshly-made entrees and soups each weekday. Located within Café North is a retail wall where students can purchase salads and sandwiches to go, freshly prepared sushi, snacks, and beverages. The off-campus partners include great options such as Qdoba, Dunkin' Donuts, Tropical Smoothie Café and CVS. New partners are frequently added for students to enjoy using their Flex Dollars. To see all of the off-campus partners and their locations, check out the Sodexo dining website.

*In order to meet local and state guidance on VOCID-19 response planning, all dining locations and hours are subject to change. For additional information about Dining Services, please check out the dining website, Stevenson.SodexoMyWay.com or call 443-352-4330.

Career Connections

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

The Career Connection Center Tools

The Career Connection Center maintains a comprehensive career website and portal page which host information on Career Pathways for majors at Stevenson University, job and internship opportunities, on-campus recruiting, job success tips, résumé samples, interviewing resources, career assessments, a calendar of events, mock interviews, and many other tools related to career development. In addition, the CCC maintains an online Career Management System (CMS), Handshake. Handshake includes internships, and full-time job opportunities, and part-time jobs. Career advisors are available to review resumes which students may upload to the Handshake system.

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

Appointments with Career Advisors

The Career Connection Center staff works with all students at the undergraduate and graduate level to develop the skills, experiences, and confidence needed for success. Students are strongly encouraged to meet with their career advisor each year to monitor progress toward goals and review the steps they have taken in their career planning. Coaching sessions include: deciding your major, career direction, researching careers and jobs, mock interviews, resume and cover letter reviews, internship and job search assistance, networking and career fair preparation, personal brand development,

graduate and professional school preparation. Appointments can be made over the phone or on our online career management system. Career Advisors conduct satellite, drop-in advising in academic centers; the schedule is posted on the CCC website.

Career Peer Advisors

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

Career Fairs, Networking Events, and Information Sessions

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

Executive in Residence Program and Classroom Presentations

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

Library Services

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

Library services can be accessed remotely through the library home page stevensonlibrary.org and at three convenient on-campus locations: Greenspring, Owings Mills and the Learning Commons on Owings Mills North. Whether students are working alone, reading recreationally, or studying with a group, they can find a place that meets their needs at the SU library. Through scholarly subscription databases encompassing many disciplines, students enjoy remote access to more than 70,000 full-text magazines, journals, and newspapers, over 200,000 eBooks, high-quality images, and streaming video. OneSearch on the library home page makes it easy to search most of the library's resources using a single search box.

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

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

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

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

University Store

The Starting Gate: Stevenson University Campus Store

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

Francis X. Pugh Courtroom

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

The mock trial courtroom features the latest courtroom technology including electronic screens, screen projectors, a SMART Board interactive whiteboard fully

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

Alumni Information

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

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

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

The Wellness Center

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

Student Health Services

The Wellness Center includes both Student Health Services and Counseling Services. These services are located at the Owings Mills campus on the top level of the Caves Sports and Wellness Center. The Wellness

Center staff can be reached at 443-352-4200 or fax 443-352-4201. The Wellness Center is open Monday through Friday from 9:00 a.m. to 5:00 p.m. with extended evening hours on Tuesdays and Wednesdays until 7 p.m.

Student Health Services

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

Student Health Requirements

All full-time commuter and resident students are required to have the Stevenson University Student Health Profile completed by July 1 for fall entrance and January 20 for spring entrance. All full-time students are required to complete this profile online even if they are turning in other health related records to other departments. Please refer to those specific departments for any health requirement questions, i.e. Athletics, Beverly K. Fine School of the Sciences, and Stevenson University Online (SUO). If a student was previously a part-time student and is now taking 12 or more credits, a Student Health Profile must be completed. Students do not need to resubmit the Student Health Profile every year. Students who have been away from Stevenson University for at least two years and are reapplying for admission as a full-time student must complete another Student Health Profile. Failure to submit a completed Student Health Profile will block a student from registering for future classes and/or lead to removal from housing.

In addition, all students living in Stevenson University residential housing are required to be immunized against meningococcal disease (MCV4/Menveo/Menactra). Some students may require a booster dose of the meningitis vaccine prior to moving into the Residence Halls. At this time, the meningitis B (Trumenba/Bexero) vaccination is NOT required for Stevenson students. Commuter students who decide to become a resident are required to comply with additional immunization requirements as stated on the Student Health Profile.

Beginning Fall 2021 Stevenson is requiring all new and returning students to be fully vaccinated for COVID-19 before returning to campus. This requirement applies to all undergraduate students, resident and commuter, as well as all Stevenson University Online undergraduate students, and graduate students who access and use campus facilities. Students will need to complete all required doses of their administered vaccine (Pfizer, Moderna, or Johnson & Johnson) and submit record of their vaccination status to the Stevenson Wellness Center.

Counseling Services

From time to time, students are presented with concerns or problems that require challenging decisions and effective coping strategies. Talking with a professional counselor is an opportunity for students to explore issues that may be interfering with their success and happiness

in college. Counseling is a confidential process designed to help students learn more about themselves, address their concerns and problems, and discover effective solutions. Some of the typical concerns students may have include adjustment difficulties, anxiety, depression, substance abuse, sexual assault, identity issues, and self-esteem. Counseling is confidential and provided free for all Stevenson University students.

The University Pandemic Plan

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

COVID-19 Pandemic. Detailed information related to the ongoing COVID-19 pandemic is provided on the University's website and is updated regularly. Information regarding return to campus for the 2021 - 2022 academic year is available at Return to Campus: COVID-19 Policies & Resources.

Admissions

General Admissions Policy

Stevenson University is committed to ensuring that the incoming classes will be comprised of highly qualified individuals representing diverse academic and professional backgrounds and accomplishments. Students who enroll in course work at Stevenson University are classified as either degree-seeking students or non-degree seeking students. A degree-seeking student is defined as a student who has been accepted by the University in pursuit of an undergraduate degree. A degree-seeking student may enroll for course work for each consecutive semester as long as they remain in good academic standing in the program. Students who are not currently seeking a degree from Stevenson University are limited to part-time status, and financial aid is not available to them. While enrolled, non-degree seeking students must meet the same academic standards for continued enrollment as degree students.

Online Bachelor's Degree Programs

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

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

Associates to Bachelor's (ATB)

RN to BS option

RN to MS option

- Professional Studies

Admissions Procedures and Processes

Online Undergraduate Admissions Policies

Admission requirements for the online undergraduate degree programs in business administration, business communication, computer information systems, criminal

justice, cybersecurity and digital forensics, interdisciplinary studies, legal studies, and professional studies consist of the following:

- Completed application for *Online Undergraduate Degree Admissions*.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the NACES website.
- At least 15 transferable credits with a minimum cumulative GPA of 2.00 on a four-point scale. Required credits may vary depending on program.
- Personal Statement.

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

- Completed application for *Online Undergraduate Degree Admissions*.
- Acceptance into the student's community college nursing program (selective process based on courses completed, GPA, and test scores).
- Minimum cumulative GPA of 3.00 on a four-point scale.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the NACES website.
- Personal statement.
- Additional documents may be required depending upon requirements from the community college partner.

Admission to the RN to BS Option requires the following:

- Completed application for *Online Undergraduate Degree Admissions*.
- Current registered nurse's license in good standing.
- A minimum cumulative GPA of 2.50 on a four-point scale.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from an organization that is a current member of the National

Association of Credential Evaluation Services (NACES). A member list is available on the NACES website.

- Personal Statement.
- Completion of English 151 or the equivalent.

Undergraduate Application Deadline

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

Transfer of Undergraduate Credit

Students desiring to transfer from another college and be admitted to an undergraduate degree program at Stevenson University must submit official transcripts of all previous college records. College-level coursework completed outside of the United States must be evaluated by an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the NACES website. An official course-by-course transcript from a NACES member is required. Stevenson University will accept a maximum of 70 undergraduate transfer credits from a regionally accredited community college and 90 undergraduate credits from a regionally accredited four-year institution. No more than 90 credits can be applied to degree requirements from a combination of 2-year institutions, 4-year institutions, and Credit for Prior Learning (p. 27). A matriculated student must complete 30 credits of their degree at Stevenson University.

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

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

Transfer applicants should have left the sending institution in good standing. Grades and grade point averages earned at another institution do not transfer. The transferred credits apply toward graduation, but the

grade points are not used in calculating the academic average required for graduation. Students seeking information on the transferability of credits may contact their enrollment counselor.

Credit Evaluation Process

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

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

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

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

Block Transfer from Maryland Community Colleges

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

U.S. Permanent Residents

Applicants who are currently United States permanent residents must meet all the stated admissions requirements and follow the same application procedures as U.S. citizens; however, permanent residents must also submit a high-quality, color copy of the front and back of their valid U.S. Permanent Resident Card. The Admissions Office will not process the application without this component. Refugees and asylees must provide proof of legal residence in the United States (Form I-94). All permanent residents and some other eligible non-citizens can apply for federal need-based financial aid programs.

Non-Degree Students

Undergraduate Students

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

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

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

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

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

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

The objective of the Bachelor's to Master's Option is to provide qualified Stevenson undergraduate students the opportunity to obtain both a bachelor's and a master's degree in a shorter timeframe.

Students accepted to this option are able to complete a maximum of six graduate courses (18 credits) as an undergraduate student. A maximum of two graduate courses (6 credits) may fulfill bachelor's degree requirements. Students should consult with their undergraduate academic advisor for academic planning.

Participating master's degree programs and related admissions requirements are listed below.

- MS in Communication Studies
- MA in Community-Based Education and Leadership
- MS in Crime Scene Investigation
- MS in Cybersecurity and Digital Forensics
- MS in Digital Transformation and Innovation
- MS in Forensic Accounting
- MS in Forensic Investigation
- MFS in Forensic Science
- MS in Forensic Studies
- MS in Healthcare Management
- MEd in Integrative Learning
- MA in Teaching (STEM)

Students are encouraged to consult with their undergraduate academic advisor prior to applying for the bachelor's to master's option.

In order to be admitted to the Bachelor's to Master's Option, the student must:

- Have completed at least 60 bachelor's degree credits at the time of application. The student may enroll in graduate courses after earning at least 75 undergraduate credits.
- Transfer students are eligible to apply after completing at least one semester at Stevenson.
- Have a minimum cumulative GPA of 3.00.

- Complete the Bachelor's to Master's application.
- Submit a personal statement.
- Forensic Science and the MAT programs have additional application and prerequisite requirements. This information can be found in the catalog on the specific undergraduate fields of study page, under the "Other Options" tab.

Admitted Bachelor's to Master's Students

Upon acceptance into the Bachelor's to Master's Option, students work with their undergraduate academic advisor to develop an academic plan that includes their chosen graduate courses and ensures all undergraduate degree requirements will be fulfilled appropriately. They must obtain permission from their undergraduate advisor to register for any graduate course, and the appropriate SUO Student Success Coach will complete the student's registration for graduate courses in each session. Students will not be able to register for graduate level courses on their own.

In order to remain eligible for merit scholarships, Bachelor's to Master's students must be enrolled in a minimum of 12 credits that are counting toward their undergraduate degree in every semester until they earn their bachelor's degree. Other types of financial aid may have additional or different enrollment requirements and students are encouraged to consult with the Office of Financial Aid.

It is recommended that students do not register for more than one graduate course per 8-week session (two graduate courses per semester). Students are not able to enroll in more than six graduate courses (18 credits) while they are still an undergraduate student.

Students are required to register or drop graduate courses prior to the Add/Drop deadline, which is the first week of the traditional semester. A student cannot add any course, including an 8W2 course after this time. If a student drops a course after the deadline, regardless of whether the course is offered in 8W1 or 8W2, the outcome will be considered a Withdrawal and appear on the transcript as a 'W'.

Students must successfully complete a minimum of 120 credits for a bachelor's degree. These credits include program requirements, University SEE requirements and general electives. In the Bachelor's to Master's Option, a maximum of six of the 120 credits may be at the master's level.

Once students earn their bachelor's degree, they are reviewed for admission into the master's program. Upon formal acceptance into the graduate program, students will be recognized as a graduate student and begin paying at the graduate cost per credit rate.

Good academic standing in the Bachelor's to Master's Option requires a minimum cumulative 3.0 GPA for all graduate courses taken for credit. The grade of "C" is the lowest acceptable passing grade in graduate courses. Only one grade of "C" may be applied toward the cumulative GPA in any graduate program. Failure to maintain good academic standing will result in probation and/or suspension as outlined in the Academic Probation/Suspension policy.

Post-Baccalaureate Certificates

Post-baccalaureate certificates provide those students who have already earned their bachelor's degree additional credentials and college credits which can be applied to a graduate degree at SU. The following certificates are available. Please consult the *Stevenson University Graduate Catalog* or your success coach for more information.

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

Readmission

Undergraduate Readmission

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

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

Credit for Prior Learning

Adults returning to college or beginning to seek a college degree may wish to investigate opportunities available to them through credit for prior learning. In order to earn credit that can be applied to their degree. Students must demonstrate that from significant experiences in their lives they have acquired knowledge and/or skills and abilities that are the equivalent of learning acquired from a college course. This learning (called Prior Experiential Learning) can be the result of a

variety of life experiences: employment, volunteer work, community service, travel, military service, or courses at non-collegiate institutions.

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

Credit Maximums

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

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

Advanced Placement

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

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

International Baccalaureate

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

CLEP Examinations

CLEP, a program of the College Entrance Examination Board, is a nationwide system of credit-by-examination. Stevenson does grant credit to undergraduate Stevenson students earning Stevenson designated passing scores on CLEP exams. Students who are interested should contact their student success coach for details about which exams are the equivalent of selected Stevenson courses. If the student achieves the designated passing score on an accepted examination, and submits official documentation of the test results, college credit will be

awarded. Native speakers may not earn CLEP credit in their native language.

DSST Examinations

DSST examinations are taken by students to earn college credit which can be applied to their degree. 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. Students are strongly encouraged to speak with their student success coach to determine which DSST exams are right for them. Additional information can be found at Prometric.

Departmental Assessment

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

Prior Learning Portfolio

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

To qualify to petition for prior learning credit through the portfolio, students must submit an application, meet with the academic program administrator, and be in good academic standing. Undergraduate students must have a cumulative GPA of 2.50 on a four-point scale in coursework at Stevenson University.

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

Professional Certifications

A maximum of 30 credits may be awarded in a Stevenson University online undergraduate degree program for the completion of an approved certificate from a professional organization. Official documentation of successful completion of the certificate must be submitted and additional documentation including, but not limited to, a syllabus, curriculum or other documentation of the content of the certificate may be requested. Credit for a completed certificate is awarded

at the discretion and with the approval of the appropriate academic program administrator and dean of the school in which the program resides. All approved certificates must be sufficiently equivalent to courses offered at Stevenson University. Upon matriculation, students may not complete certificates elsewhere and transfer them into Stevenson University online undergraduate programs.

Financial Information

Costs

Tuition and Fees (2022–2023)

Bachelor's Degree Seeking Students

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

Miscellaneous Fees

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

Refund Policy

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

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

Refund and Withdrawal Policy for Service Members

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

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

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

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

Financing Options

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

Financial Aid

For the most current financial aid information, please refer to the SU Financial Aid Office website.

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

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

Federal Financial Aid Programs

Financial aid funds post to student accounts after the financial aid census date. The census date typically marks

the end of the add/drop period for the semester. This is the date we take a "snapshot" of all students' enrollment to establish the "official enrollment" for reporting purposes and financial aid eligibility.

The courses for which a student is registered as of the census date determine the amount of financial aid they will receive. Enrollment as of the census date will be compared to the Enrollment Status on the student's Offer Letter to determine if the eligibility requirements are still being met for each of the aid programs listed. Offer Letter revisions are sent via 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 scholarship and grants post upon receipt of the funds from the state of Maryland; generally, November for the fall semester, March for the spring semester.
- Private scholarships from independent sources will be credited upon receipt of these funds by the Student Accounts Office. Often times, these scholarships are sent to the University in one check and therefore post as a single disbursement for the fall semester.
- Credit Balance - For those students with a credit balance resulting from financial aid, a refund check will be issued by Student Accounts Office. State aid recipient refund checks may be delayed due to the receipt date of these funds.

Maryland State Programs

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

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

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

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

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

- Be a Maryland resident or have graduated from a Maryland high school.
- Be currently enrolled in high school and have an overall GPA of 3.3 on a 4.0 scale or its equivalent

after completion of the first semester of the senior year or be currently enrolled as a full-time undergraduate student at an eligible institution.

- Have a cumulative GPA of 3.3 on a 4.0 scale and have made satisfactory progress toward a degree in an academic discipline leading to a Maryland professional teacher's certificate.
- Achieved a score 500 on the reading and math portions of the SAT, with a combined score of at least 1100 or achieved a composite ACT score of 25; or achieved a score of 50% on the GRE and have demonstrated an exceptional dedication to or aptitude for teaching.
- The students must agree to work as public school or public pre-kindergarten teachers in the state. For more information please visit: MD Teaching Fellows

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

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

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

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

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

Veterans' Benefits

Stevenson University is approved by the Maryland Higher Education Commission for the training of veterans under

the Veterans Readjustment Benefits Act of 1966, Public Law 89-358.

A veteran desiring to determine eligibility under any of the VA chapters may obtain information and an application at How to apply for VA benefits. After the veteran has received the Certificate of Eligibility, the student should contact the School Certifying Official (SCO) in the Registrar's Office at veteransbenefits@stevenson.edu to request certification of enrollment. The veteran will email the SCO their Certificate of Eligibility. Each semester, veterans should complete the Declaration of Intent. This form is available through the Student Menu in WebXpress under forms link. The submission of the form signals the student's intent to receive veterans' benefits for the upcoming semester.

If a student who receives VA benefits changes their enrollment status (dropping, adding, or withdrawing from a course) it can impact those benefits. It is critical that the student contacts the SCO in the Registrar's Office to determine the impact, if any, of these changes. Attendance will be verified at midterms. If a student is reported as not attending, they will be contacted and advised of the repercussions of non-attendance. Please note: the VA does not pay for grades of FX. FX grades are assigned when a student stops attending classes prior to the withdrawal deadline, yet fails to officially withdraw. Students who do not attend classes and are awarded grades of FX will be reported to the VA and will be required to repay benefits to the VA and Stevenson University.

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

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

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

To qualify for this provision, students must provide a Certificate of Eligibility or VA Form 28-1905; a Declaration of Intent, which can be accessed under the

forms section of the Student Menu on WebXpress; and any additional information required to properly certify enrollment.

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

Post 9/11 GI Bill® and Yellow Ribbon Program

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 2022 - 2023 academic year, the VA will pay a maximum of \$26,381.37 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 Certificate of Eligibility (COE) which will indicate their percentage of benefits (50-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the GI Bill's® website: VA Transfer of Benefits. The student should forward the COE to the school certifying official located in the Registrar's Office as soon as it is received. Any questions regarding the use of educational benefits should be directed to the school certifying official located in the Registrar's Office.

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

Tuition Assistance (TA) and Maryland National Guard Benefits

Tuition Assistance (TA) is a benefit paid to eligible service members. TA is available for courses offered in the classroom or online and is part of an approved academic program or certificate. Students should submit the appropriate documents to the Student Accounts Office certifying that they have approval for TA. Active duty service members must speak with their Educational Service Office (ESO) or counselor within their military service prior to enrolling. A joint education agreement also exists between the Maryland National Guard and

Stevenson University. Active Guard members enrolled in a traditional undergraduate program can receive a maximum of a 50% tuition discount for the first six credit hours per semester. The cost of the first six credit hours will be based on the traditional undergraduate part-time per credit rate. The appropriate paperwork should be submitted to the Student Accounts Office to qualify for this discount. Service members desiring information about courses and degree requirements should contact the School Certifying Official in the Registrar's Office.

Qualifying for Need-Based Aid

Financial aid programs were created by the federal government and based on the premise that the primary responsibility for paying for college rests with the student and their family. Need-based financial aid is available to families who demonstrate a need for additional resources to help pay college costs. Stevenson University is committed to helping students cover their college costs through a variety of grants, work-study, and loan programs.

The formula used to determine whether a student is eligible for need-based aid is: Cost of Attendance (COA) <minus> Expected Family Contribution (EFC) = Financial Need.

Aid Application Procedure

In order to apply for federal aid, the student must

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

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

Student Eligibility Requirements

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

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

The Financial Aid Office must:

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

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

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

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

Offering of Aid

Cost of Attendance and the Expected Family Contribution

Cost of Attendance (COA or budget) represents a reasonable estimate of the cost of attending the university for a 9-month academic year (fall and spring semesters). The Financial Aid Office determines student budgets every year as a basis for offering financial aid funds. The student's budget includes direct costs: tuition, fees, room, and board; and indirect costs: allowances for books, supplies, transportation, and personal/miscellaneous expenses. Direct costs are charges for which the student will be billed directly by Stevenson. Indirect charges are costs incurred as a result of going to college, but for which a student is not necessarily billed. Actual charges vary depending on the choice of program, enrollment, and living arrangements (for example, apartment vs. double occupancy).

The Expected Family Contribution (EFC) is an amount that the student and their family is expected to pay toward the cost of attendance; it is not the bill, is not the amount of federal aid the student will receive, and is not the amount the student will pay. It is a number used by the University to calculate how much financial aid a student is eligible to receive.

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

Disbursement of Aid

Funds will post to a student's account after the financial aid census date. The census date typically marks the end of the add/drop period for the semester. This is the date

a "snapshot" is taken of all students' enrollment to establish the "official enrollment" for reporting purposes and financial aid eligibility.

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

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

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

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

aid is posted from all sources. State aid recipient refund checks may be delayed due to the receipt date of these funds.

Book Vouchers

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

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

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

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

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

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

Financial Aid Verification

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

The IRS Data Retrieval Tool can be used to complete the FAFSA if a student choose to use it. This tool allows students and parents to pull tax information directly from the IRS data base. Many students and parents complete the FAFSA using estimated taxes. The IRS Data Retrieval Tool should be used after the annual tax returns are filed.

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

student from being officially offered aid. More information about the verification process and the IRS Data Retrieval Tool may be found on the Financial Aid Office website at [Stevenson Financial Aid](http://StevensonFinancialAid.com).

Using Federal Financial Aid to Pay for Repeating a Course

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

Continued Eligibility

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

Stevenson Financial Aid Satisfactory Academic Progress (SAP)

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

Satisfactory Academic Progress for financial aid eligibility should not be confused with the University's academic progress policy. These are two distinct and totally separate policies. It is entirely possible to fail to meet minimum standards of one policy and pass the minimum standard of the other.

Undergraduate Students

Quantitative standard: Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average (GPA) and make steady progress toward the completion of their degree as listed below. The maximum time frame for program completion of a degree program is defined as 150% of the credits required to complete the degree. For example, a typical

bachelor's degree at SU requires 120 credits: $120 \times 150\% = 180$. Therefore, 180 credits are the maximum that can be attempted and receive financial aid.

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

Attempted credits include the following:

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

Qualitative standard: Students pursuing an undergraduate degree must maintain a 2.00 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.

Return of Title IV Funds Policy

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

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

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

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

Stevenson University's tuition refund policy will not affect the amount of Title IV aid the student has earned as described in this document. The tuition refund policy is located at: Student Accounts (p. 29).

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 that is available through the Student Menu in WebXpress under the Forms link. Stevenson University Online (SUO) students should use the "Accelerated Class Withdrawal Form." If a student does not follow the official withdrawal procedure and subsequently earns a grade of FX, the effective withdrawal date must be determined on a case by case basis.

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

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

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

Step 1: Student's Title IV Aid Information:

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

time enrollment for the payment period or period of enrollment?

Step 2: Percentage of Title IV Aid Earned

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

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

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

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

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

Please note: If the calculated percentage exceeds 49%, then the student has "earned" all aid for that period.

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

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

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

Total Aid Disbursed x Percentage Completed = Earned Aid

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

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

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

Step 5: Amount of Unearned Title IV Aid to be

Returned by the School

- Add the total of institutional charges for the period.
- Multiply the percentage of unearned aid by the institutional charges.
- Calculate the lesser amount of the Title IV aid to be returned with the amount of unearned charges. This equals the amount of Title IV funds to be returned by the school.

Step 6: Order of Returned Funds by the School

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

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

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

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

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

Notification

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

Example of Return of Funds Calculations

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

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

The student withdraws on 9/21. The student does not meet any of the R2T4 exemptions (Step 1). This is day 22 out of 106 scheduled days in the term. $22/106 = 20.8\%$ of Title IV funds earned by the student. Title IV funds total = \$3205.00 (\$537.00 + \$2668). $\$3205.00 \times 20.8\% = \667.00 Title IV funds earned.

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

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

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

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

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

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

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

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

Scenario 1: The student begins attendance in both courses in the first session but ceases to attend both

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

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

Scenario 3: If the student completes both courses in term one, but officially drops both courses in term two while still attending the courses in term one, the student is not a withdrawal. Because the student officially dropped both courses in module two before they began, the student did not cease to attend or fail to begin attendance in a course they were scheduled to attend (No to question 1). However, because the student did not begin attendance in all courses, other regulatory provisions concerning recalculation may apply.

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

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

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

Consumer and General Information

Every student applying to the University for admission is encouraged to apply for assistance through the Financial Aid Office. Information about policies, procedures, and most of the information that a student will need to apply for financial aid, including the types of aid available and how to apply, can be accessed through Stevenson University's financial aid website. We strongly encourage all students to spend time reviewing the tools and information there. It is important that students and families are aware of the policies that govern access to financial aid records at Stevenson University as well as

the College Loan Code of Conduct, Drug Conviction and Aid Eligibility, *Financial Aid Handbook*, *Financial Aid Guide*, and various other consumer information policies. In addition, there are a variety of helpful financial aid resources available online. Direct access to their websites is available through the links listed on the Financial Aid website located at stevenson.edu/finaid.

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 their communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

Outcomes, Goal 1:

The SU graduate will be able to:

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

- Solve problems using scientific methods by formulating and testing hypotheses, analyzing data, and drawing appropriate conclusions.
- Function effectively as part of a team to solve problems by communicating in constructive ways.

SU Goal No. 2: Communication (C)

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

Outcomes, Goal 2:

The SU graduate will be able to:

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

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

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

Outcomes, Goal 3:

The SU graduate will be able to:

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

SU Goal No. 4: Experiential Learning (EL)

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

Outcomes, Goal 4:

The SU graduate will be able to:

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

SU Goal No. 5: Career Readiness (CR)

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

Outcomes, Goal 5:

The SU graduate will be able to:

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

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

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

Outcomes, Goal 6:

The SU graduate will be able to:

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

Revised Fall 2016

Stevenson Intercultural Knowledge and Competency (IKC)

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

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

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

In ENG 152: College Writing II and program courses, Stevenson University students learn to:

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

University Degree Requirements

Stevenson Educational Experience Requirements

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

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

Writing and Communication Requirement (13 - 15 credits):

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

Two writing instruction courses:

- ENG 150 and 152 (6 credits)
- ENG 151 and 152 (6 credits)
- ENG 153 (4 credits)

Two Writing Intensive (WI) courses:

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

One Communication Intensive (CI) course

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

Liberal Arts and Sciences Distribution Requirement (31

- 33 credits).

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

Humanities (HUM; 12 credits)

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

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

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

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

Social Sciences (SS; 6 credits)

Two courses in two different discipline areas are required.

Fine Arts (FA; 3 credits)

One course in the fine arts is required.

Foreign Language (6 credits)

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

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

Grade Requirements:

- The minimum passing grade for ENG 150, ENG 151, ENG 152 and ENG 153 is a "C".
- Students must earn a minimum grade of "D" in courses that are used to fulfill only SEE requirements.
- Students must earn a minimum grade of "C" in any course that fulfills both a major requirement and a SEE requirement.

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

CI – Communication Intensive

FA – Fine Arts

HUM – Humanities

QL – Quantitative Literacy

SR – Scientific Reasoning

SR-L – Scientific Reasoning-Laboratory

SS – Social Sciences

WI – Writing Intensive

Requirements for the Bachelor's Degree

Stevenson University Online offers accelerated bachelor's degree programs in the following fields of study: business administration, business communication,

computer information systems, criminal justice, cybersecurity and digital forensics, interdisciplinary studies, legal studies, professional studies, RN to BS in nursing, and RN to MS in nursing.

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. Some majors have additional GPA requirements; please consult the "Fields of Study" section for specific requirements.
- Earn at least 30 credits at Stevenson University.
- If completing a bachelor of arts degree, a student must complete two semesters of a foreign language from the point of placement or complete the 202-level of a foreign language.
- Comply with all policies, procedures, and regulations of the University.
- Submit the official Application for Graduation in accordance with published deadlines.

Minors

Discipline minors allow students to expand their professional flexibility, develop skills to be applied to graduate or professional programs, and pursue personal or intellectual interests. 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.

General guidelines for all minors appear below; any additional discipline-specific guidelines for each minor can be found in the minor descriptions within the Field of Study section of the catalog.

General Guidelines for Earning a Minor

1. A minor consists of at least six courses (for a minimum of 18 credits) in a particular discipline.
2. Up to two courses that are among a student's major requirements can be used toward a minor in another discipline. For example, up to two psychology courses that are required by the nursing major can be used toward a minor in psychology.
3. Students may declare more than one minor; however, no individual course can be counted toward multiple minors regardless of the type of minor.
4. Students must earn a grade of "C" or better in a course for it to be counted toward a minor.

Students can declare a minor by submitting a Declaration of Minor Form, which is available through the Student Menu in WebXpress under the Forms link prior to their last semester of study. Once this declaration is submitted to the Registrar's Office, students can track their progress

in their minor using "My Progress" in Student Planning. Minors may not be requested after a student has graduated. Minors are currently being offered in the following fields:

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

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

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

Second Bachelor's Degrees

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

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

Double Majors and Double Degrees

Double Majors

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

Double Degrees

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

To complete the second degree, students must have earned a minimum of 150 credits.

Bachelor's to Master's Degree Options

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

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

Master's Degrees

Stevenson University currently offers the following master's degrees.

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

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

Additional Learning Opportunities

Experiential Learning

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

International and Off-Campus Study

Stevenson University offers exciting international and domestic study opportunities for academic credit. Students can choose from SU faculty-led travel courses or approved "SU In" and affiliate programs in a variety of countries around the world, including the United States. Terms include fall and/or spring semester, Winterim, summer and spring break. Participation requires an application be submitted by stated deadlines. Costs vary, with many options allowing financial aid and scholarships to be applied. It is recommended that students confer

with their academic advisors early on in their time at SU to plan an international or domestic study experience into their overall academic program. Engaging in off-campus programs directly enhances Stevenson's mission to graduate students with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

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

SUO Student Success Resources

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

Academic Support Services Provide

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

Accessibility & Disability Services

Stevenson University provides reasonable accommodations to qualified students with documented disabilities. To establish eligibility for services, students must register with the Office Accessibility & Disability Services (ADS) and identify the specific accommodations they require. Eligibility for accommodations is determined on an individualized basis, based on the student's documented need. Office of Accessibility & Disability Services (ADS) can be reached at 443-352-5320 or ODS@stevenson.edu.

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

Courses at Another Institution

Other Institutions

After degree-seeking students have matriculated at Stevenson University, transfer of courses from other institutions requires advance approval on the "Request to Take Courses at Another Institution" form that is available through the Student Menu in WebXpress under the Forms link. Even though the course may be on the "Approved Off-Campus Course List", the request form must still be completed by the student.

Approval of these requests is based on clear evidence that such courses are comparable to the Stevenson University courses. Courses included on the Approved Off-Campus Course List located on the Registrar's Office portal page have already received thorough vetting by the appropriate academic program administrator.

Approval of courses not appearing on the list is made by the academic program administrator of the department offering the course. Students are strongly advised to consult with their advisors prior to seeking permission to take a course at another institution to determine how the course applies to their degree audit. Credit may not be given for courses that are taken at another institution when the student has not gone through the course approval process

The following guidelines apply:

1. Students may take no more than 3 courses at another institution once they have begun attendance at Stevenson. Lecture/laboratory courses count as one course. Baltimore Student Exchange (BSEP) courses and Study Abroad courses are not considered a part of the 3-course limit.
2. Courses may not be taken elsewhere during fall and spring semesters if they are being offered at Stevenson during the same semester.
3. All major requirements must be taken at Stevenson University. Any exception requires permission from the Academic Program Administrator of the student's major.
4. Only courses in which the student has earned the minimum grade as defined by the student's catalog year will be accepted.
5. Courses that are taken elsewhere will appear as transfer credit; a letter grade will not appear on the Stevenson University transcript. The letter grade will not be included in the calculation of the cumulative GPA.

StraighterLine

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

Students will find a course equivalency guide at StraighterLine. Courses taken through StraighterLine prior to enrollment at Stevenson University Online are included in the 90 undergraduate credit transfer maximum. Once a student has matriculated, StraighterLine courses must be approved following the guidelines stated in this section and are included in the 3 course transfer maximum.

Academic Grading Information

Calculation of Class Level

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

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

Undergraduate Grading Scale

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

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

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

The grading system for undergraduate students is provided below.

| Grade | Numeric Standard | Quality Awarded | Points |
|-------|------------------|-----------------|--------|
| A | 93–100 | 4.0 | |
| A- | 90–92 | 3.7 | |
| B+ | 87–89 | 3.3 | |
| B | 83–86 | 3.0 | |
| B- | 80–82 | 2.7 | |
| C+ | 77–79 | 2.3 | |
| C | 70–76 | 2.0 | |

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

Grade Point Average

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

Auditing of Online Undergraduate Courses

A student may audit an undergraduate class if it is open for enrollment. Students may change an audit to a credit course only during the drop/add period. Students may change a credit course to an audit until the last day to withdraw with a "W." A student can change a course to audit status by using the Course Audit form that is available through the Student Menu on WebXpress under the forms link. Changing a course to "audit" may have financial aid implications and will also make an athlete ineligible if the athlete is no longer full-time. The VA does not pay for audited courses for those students who receive VA benefits. Courses that are audited are the same cost as courses that are taken for credit, and no academic credit is given for an audited class. Students who change a course to audit status are expected to participate in the class.

Incompletes

A grade of incomplete (I) will only be granted by written request by the student and is subject to the approval of

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

Pass/No Credit Option

Students may take two pass/no credit courses outside of the major requirements unless otherwise stipulated by the major. Students may take only one pass/no credit course per semester for a total of two courses on the student's transcript. A passing grade in this option equates to a "C" or better, and pass/no credit courses do not have an impact on the student's GPA. Students may register for pass/no credit and may switch to credit no later than the published add/drop date. A change from credit to pass/no credit must also take place during the published add/drop date. The pass/no credit option encourages students to take electives for intellectual exploration. This option does not affect classes that already have department pass/fail or pass/no credit. Additional information is available in the Registrar's Office.

Grade Appeals

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

Academic Standing

Good Academic Standing

Earning a bachelor's degree from Stevenson University requires students to earn a minimum 2.0 cumulative grade point average on all undergraduate level work attempted at Stevenson University. At the end of each semester, student grades are reviewed. Students whose semester grade point average and cumulative grade point average are 2.0 or higher are in good academic standing. Certain majors require a higher minimum grade point average for progression and continuance in the

major, and these requirements are specified in the program's policies.

Students make adequate progress toward earning a degree when they remain in good academic standing and maintain a 2.0 or higher grade point average on all baccalaureate level work attempted at Stevenson University. Students receiving federal financial aid are held to Satisfactory Academic Progress (SAP) standards, which fall under a separate monitoring and notification process managed by the Office of Financial Aid.

As a university focused on student success, Stevenson lets students know when their academic performance is below the university's minimum required for graduation and offers guidance and support to students in improving their academic performance.

Academic Standing Notice

Students whose semester grade point average is below a 2.0 receive an academic standing notification letter after the grade review process has been completed. The notice encourages students to take appropriate action to improve their academic performance and provides guidance and requirements on how to do so. Academic standing notices are sent to students whose cumulative grade point average is 2.0 or higher, but semester grade point average falls below a 2.0.

Academic Warning

Students whose cumulative grade point average falls below 2.0 are in academic warning status. Students receive an academic warning notification letter after the grade review process has been completed. The academic warning notice encourages students to take appropriate action to improve their performance and provides guidance and requirements on how to do so. Students are in academic warning status for the semester following the issuance of the warning. Students in academic warning status are restored to good academic standing when their cumulative grade point average returns to a 2.0 or higher on all undergraduate level work attempted at Stevenson University.

Academic Probation

Students in academic warning status whose cumulative grade point average remains below 2.0 are placed on academic probation the following semester. Academic probation status is reflected on the transcript. Students receive an academic probation notification letter after the grade review process has been completed. The academic probation notice encourages students to take appropriate action to improve their performance and provides guidance and requirements on how to do so. Students on academic probation are required to earn a semester grade point average of 2.0 or higher. Students earning a semester grade point average of 2.0 or higher in their first semester of probation whose cumulative grade point average remains below 2.0 are permitted a second semester of probation to bring their cumulative grade point average to a 2.0 or higher. Students in academic probation status are restored to good academic standing when their cumulative grade point

average returns to a 2.0 or higher on all undergraduate level work attempted at Stevenson University.

Academic Suspension

Students on academic probation whose cumulative grade point average remains under 2.0 for a second consecutive semester are placed on academic suspension for one full semester, and they are not permitted to enroll in courses at Stevenson. Academic suspension status is reflected on the transcript. Students receive an academic suspension notification letter after the grade review process has been completed. If a student believes extenuating circumstances exist, then they may appeal their suspension through the Academic Review Board process. Specific instructions and deadlines for appeals to the Academic Review Board are outlined in the notification letter.

Academic Dismissal

Stevenson University affords students many opportunities to attain good academic standing. Repeated failure to maintain good academic standing may result in dismissal from the University. Students dismissed from the University may apply for reinstatement after a period of one year.

Academic Reinstatement

Students seeking reinstatement to Stevenson University following suspension or dismissal must complete the Application for Academic Reinstatement form found on the Stevenson University Admissions webpage. An application is considered complete when the form is filled out in its entirety and is accompanied by the set of required documents. Instructions on applying for reinstatement are provided in the notification letter the student receives upon suspension or dismissal. The deadline for student submission of the complete application for reinstatement is June 1 for the fall semester and January 2 for the spring semester. The deadline for student submission of the complete application for reinstatement for students in an SU Online undergraduate program is at least 3 weeks prior to the start of the session.

Applications for academic reinstatement are reviewed by the University's Academic Review Board. If the merits of the application so warrant, then students are invited to meet with the Academic Review Board to discuss their academic status. If the application does not warrant an invitation to meet with the Academic Review Board, then the students are so notified and the suspension or dismissal stands.

Following a meeting with the Academic Review Board, one of the following decisions is made:

1. The student is reinstated on continued academic probation status and must follow specific requirements outlined in the reinstatement letter provided by the Academic Review Board after the meeting.
2. The suspension or dismissal stands.

Upon reinstatement, students must earn a minimum 2.0 semester grade point average on all undergraduate level work attempted at Stevenson University. If students earn

a minimum 2.0 semester grade point average in each consecutive semester following reinstatement, then they are permitted to continue at Stevenson until they meet the university's standard for academic good standing. If students earn less than a 2.0 grade point average in any semester following reinstatement, then they are suspended or may face dismissal. Earning a bachelor's degree from Stevenson University requires students to earn a minimum 2.0 cumulative grade point average on all undergraduate level work attempted at Stevenson University.

In cases where a student is seeking reinstatement after an academic misconduct sanction of suspension, the student must complete the Application for Academic Reinstatement form and appear before the Academic Review Board.

Registration and Course Information

Credit Hour Definition

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

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

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

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

Federal credit hour definition (34 CFR §600.2)

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

- *one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the*

equivalent amount of work over a different amount of time; or

- *at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.*

For additional information please see the Academic Affairs portal page.

Course Load and Credit Hour Statement

A bachelor's degree-seeking 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 Stevenson University Online.

Registration

Registration takes place on the days scheduled in the academic calendar. Students may register on or after their assigned appointment time, and registration is done online using Student Planning, a software package designed for registration. Prior to registration, all students are strongly encouraged to meet with their student success coach.

There are several circumstances that could cause a student's registration to be blocked. 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.

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

Online Course Non-Participation Policy

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

Course Add/Drop

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

Course Withdrawal

Online bachelor's degree-seeking students should contact their student success coach to begin the process of withdrawal.

To withdraw from a course, students must complete a Course Withdrawal form that is available through the Student Menu in WebXpress under the Forms link. Students may not withdraw from courses online through Student Planning. Notice to the instructor of intent to withdraw is not sufficient. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F."

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 enrollment calendar for each semester and is found on the Registrar's Office portal page. Withdrawing from a course after the published withdrawal date results in a grade of "WF." Students may not withdraw from classes during exam week.

Traditional students who withdraw from an accelerated course that is offered any time during the semester must do so during the published drop/add period. After drop/add ends, students will be able to withdraw based on the published schedule, but no refunds of tuition will be given even if the class has not started.

A student may be administratively withdrawn from the University if their absences in a class are excessive.

There may be extraordinary cases in which serious illness, injury or another significant personal situation prevents a student from continuing their classes after the published withdrawal date. If this is the case, students should refer to the Medical/Compassionate Withdrawal Policy that is located in the *Withdrawal from the University* section of the catalog.

Repeating Undergraduate Courses

An undergraduate student may not register for the same course more than two times without prior approval of the dean of the school in which the course is offered. Withdrawals and audits count as attempts. If a student repeats a course, only the latter grade will be used in calculating the cumulative grade point average. However, all courses taken will remain on the student's transcript. If a student withdraws from a course that has already been taken, the grade of "W" does not replace the original grade in the calculation of the student's grade point average. If a student receives VA benefits, specific regulations apply to the payment for repeated courses. Please contact the school certifying official in the Registrar's Office.

Change of Catalog Year

If a student elects to move to a new catalog year, all policies of the new catalog will apply to the student, and the student must fulfill all requirements of the new catalog year. Students may not change to a prior catalog year. If a student desires to change to a new catalog year, the student should discuss this with their academic

program administrator or success coach so that all implications of the change are fully reviewed. A Change of Catalog Year form is available through the Student Menu in WebXpress under the Forms link.

Attendance

Each student is responsible for participation in an online class; this involves timely submission of all assignments, participation in Blackboard, and any other requirements set forth in the syllabus. Students who stop submitting work by the dates specified in the syllabus and fail to officially withdraw will be given a grade of "FX" which calculates as an "F" in their GPA.

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 their academic program administrator.

Leave of Absence from the University

A degree-seeking student who finds it necessary to cease enrollment at the University for one or more consecutive semesters (with the intent of returning at a later date) must complete the leave of absence section of the Withdrawal from the University form that is available through the Student Menu in the WebXpress under the Forms link. The leave of absence can be in effect for a maximum of two consecutive semesters. A student with a leave of absence on file does not need to reapply for admission to the University if they return within two consecutive semesters. Students who return to the University after a leave of absence of two consecutive semesters or fewer will return under the same catalog year in which they first enrolled at Stevenson.

Withdrawal from the University

A degree-seeking student who wishes to withdraw from the University must do so using the Withdrawal from University form that is available through the Student Menu in WebXpress under the Forms link.

Military Service Withdraw and Refund Policy

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

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

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

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

Medical/Compassionate Withdrawal Policy

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

Transcript Requests

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

Current students can print an unofficial copy of their transcript from WebXpress. Alumni or students who have withdrawn from the University must request their transcripts through National Student Clearinghouse.

FERPA: Notice to Students

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

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

- The right to file a complaint with the Department of Education about a violation of FERPA

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

Academic Integrity

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

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

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

Graduation Information

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

Degrees are conferred in May, August, or December. Students who complete degree requirements in a Winterim term will have their degrees conferred in May. 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 prior to the closure of the academic record.

Diploma Information

Diplomas are mailed to the address listed on the application for graduation. They are sent via standard U.S. mail the month following graduation. Diplomas are sent after all final grades have been received and degree requirements are confirmed complete. Diplomas include the graduate's name, degree, major, and academic honors, if earned. The date listed on the diploma reflects the end of the semester when the degree is officially considered complete rather than the commencement date.

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

Graduation Application

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

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

Failure to apply by the published deadlines may delay the evaluation and awarding of a student's degree. Students may apply online via WebXpress.

Graduation Ceremonies

Commencement ceremonies are celebrations held once each year in May. Students may only participate in one ceremony unless they are earning an additional degree. Only bachelor's, master's and doctoral degree candidates may participate in commencement exercises. Certificate program completion does not qualify a student for commencement participation. Additional information regarding commencement is available via the website stevenson.edu/commencement.

Graduation with Academic Honors

Academic honors are conferred upon those undergraduate students who achieve the following cumulative grade point average based on work done at Stevenson University. These honors will be listed on the diploma and the official academic transcript. This may differ from the academic honors announced during the commencement ceremony, which are based on the cumulative GPA prior to the final semester. A student's GPA is not rounded in the determination of graduation honors.

| | |
|------------------------|-------------|
| <i>Summa Cum Laude</i> | 3.900–4.000 |
| <i>Magna Cum Laude</i> | 3.700–3.899 |
| <i>Cum Laude</i> | 3.500–3.699 |

Honors are not awarded for graduate degrees.

Student Rights and Responsibilities and Grievance Procedure

For additional information about academic and student conduct policies, please see University Policies located on the Stevenson University website. Additional information

regarding student grievance policies and procedures can also be found there.

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 they accumulate 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. Foundational courses are not included in this calculation. A student is not eligible for the Dean's List while an incomplete grade is in effect.

Who's Who Among Students in American Colleges

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

University Awards for Graduating Students

University awards are presented at the Commencement ceremony.

The **Rosemary Elliott Harder '69 Award for Creative Leadership** may be conferred on a graduating woman who has exhibited creative leadership and aptitude in her time at Stevenson University. The successful recipient will have experience where she has encouraged, cultivated, and implemented imaginative solutions and strategies. The student must be a graduating senior with a cumulative GPA of 3.5 at the time of her selection.

The **Marion and Henry J. Knott Achievement Award** may be conferred on 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.

The **Elizabeth McWethy Award** may be conferred to one graduating student who has demonstrated exceptional creativity, manifested genuine concern for society, and has actively influenced the lives of others.

The **John Mitchell Award** may be conferred on one graduating student who has demonstrated outstanding service to their community in a way that exemplifies the values of Stevenson University's mission.

The **Dorothy Stang Award** may be conferred on one graduating senior who best exemplifies devotion to the good of the wider community as reflected in the life of Dorothy Stang, a member of the Sisters of Notre Dame de Namur, the founders of Stevenson University. Stang's commitment to bringing social justice to the underprivileged in Brazil led to her murder. The award honors integrity, courage in the face of adversity, and a willingness to act on convictions without regard to consequence. Embodying the most cherished values that an education from Stevenson University instills in its students, the recipient of the Stang Award reaches out to members of the community who have financial, spiritual, social, or cultural needs. Our recipient is a "reflective and accomplished individual committed to a lifetime of learning and contribution" (Stevenson University Mission Statement).

The **Orsia F. Young Leadership Award** may be conferred one graduating student from each academic school of the University who has performed in an outstanding manner as a leader in the University community, initiated action, motivated others to do so, and been an agent for positive change in the University.

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

The **Provost's Award for Exceptional Scholarship** is conferred from time to time on one graduating student who has performed academically in a particularly exceptional way, has demonstrated unique intellectual ability and initiative, and has contributed to the academic pursuits of their peers.

The **President's Award for Scholarly and Creative Achievement** is conferred from time to time on a graduating student whose total performance has been marked in a striking fashion by singular creativity and by the depth of their intellectual interest and performance in all subject areas.

The **SU Pin Award** is the most comprehensive honor the University may confer on one graduating student whose total personal performance is meritorious, including academic achievement, independence and integrity of thought and action, reliability, respect for others, and involvement in University or community affairs.

University Recognized Honor Societies

Alpha Chi – National College Honor Society

Alpha Chi is an honor society that promotes only the highest academic excellence and exemplary character among undergraduate Stevenson University students. As a national honor society, Alpha Chi admits only junior and senior students from all academic disciplines who have been endorsed by their faculty and who have achieved a grade point average putting them in the top 10% of their class (including their grade point average from any transferring institutions). Alpha Chi is thus

unique in that it draws its members from across all academic disciplines. In addition to recognizing students for their academic achievement, Alpha Chi also offers numerous opportunities for their further growth. The society sponsors a competition for scholarships and fellowships totaling more than \$50,000 yearly, mostly at the national level but also at the regional and local levels. Members also have the opportunity to participate in student scholarly and creative presentations and publish scholarly articles at national and regional conventions.

Alpha Epsilon Rho – National Honor Society for Electronic Media

The National Broadcasting Society–Alpha Epsilon Rho, the Honor Society for Electronic Media students, emphasizes superior scholarship and creative participation in broadcast, corporate, and digital media production and activities. Membership in Alpha Epsilon Rho exemplifies excellence of work, demonstrated leadership qualities, and service to the organization, the community, and the industry. Although open to students in any major at Stevenson, membership in Alpha Epsilon Rho is administered through the FMI (Film & Moving Image) Club and requires membership in the National Broadcasting Society; a cumulative GPA of at least a 3.25; active participation in club meetings and events; and demonstrated service to the profession.

Alpha Phi Sigma-National Criminal Justice Honor Society

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

Alpha Psi Omega – National Honorary Theatre Society

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

Beta Beta Beta – National Biological Honor Society

Beta Beta Beta was founded in 1922 as an honor and professional society for students of the biological sciences. Its purposes are to encourage scholarly attainment and cultivate intellectual interest in the life sciences. To be eligible for regular membership, a student must be at least a second year biology,

biochemistry, environmental science, or medical laboratory science major who has completed a minimum of three biology courses, at least one of which must be higher than the introductory level, with a GPA in all biology courses of 3.00 or higher. The society also welcomes associate members who are students at any level in any major who are interested in biology. Students who have multiple academic misconduct findings on their academic record or who have one academic misconduct finding on their record at any time after earning 30 credits at Stevenson University are not eligible for either regular or associate membership.

Delta Alpha Pi – International Honor Society (DAPI)

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

Delta Epsilon Iota – National Honor Society for Career Development

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

Gamma Sigma Epsilon – National Chemistry Honor Society

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

Kappa Delta Pi – International Education Honor Society

Kappa Delta Pi is an international honor society open to the top students in the field of education. This honor society promotes leadership and fellowship among educators. Scholarship, leadership and service are the pillars of KDP. Eligible students must be juniors or above,

have a minimum of 12 credits in education and a GPA of 3.30 or above, and provide supportive evidence of their commitment to education.

Kappa Mu Epsilon – National Mathematics Honor Society

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

Kappa Omicron Nu – Fashion Merchandising and Fashion Design Honor Society

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

Lambda Epsilon Chi – National Honor Society for Legal Studies

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

Lambda Pi Eta – Honor Society of the National Communication Association

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

in the major. Activities are a mix of social, academic, and community service.

Psi Chi – The International Honor Society in Psychology

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

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

Sigma Beta Delta recognizes scholarship and personal accomplishment for students of business, management, and administration. The society encourages and promotes aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Students majoring in Accounting, Business Administration, and Marketing are invited to lifetime membership if they meet the following criteria: a ranking in the top 20% of the program majors for the academic year; at least a 3.50 total GPA on a 4.0 scale; and junior status with completion of at least 30 credits towards the major.

Sigma Tau Delta – International English Honor Society

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

Sigma Theta Tau International – Honor Society of Nursing

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

Sigma Xi – The Scientific Research Society

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

Tau Upsilon Alpha – National Honor Society for Human Services

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

Upsilon Phi Delta - National Honor Society for Healthcare Management

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

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

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

Undergraduate Fields of Study

Business Administration

Description

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

The Bachelor of Science in Business Administration has now received specialized accreditation through the International Accreditation Council for Business Education (IACBE).

Outcomes

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

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

Entrepreneurship Track Description

The entrepreneurship track option is designed for students who wish to:

- Build and oversee a business venture.
- Obtain necessary skills and abilities to run a successful business enterprise.
- Enhance their knowledge in the areas of resource management, marketing feasibility, business finance, and business networking as required to run a self-owned business.
- Increase their proficiency to communicate and effectively promote innovative business ideas.

Entrepreneurship Track Outcomes

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

1. Identify specific business opportunities and construct corresponding entrepreneurial approaches.
2. Utilize the elements of the entrepreneurial process: idea generation, start-up, and growth of a small business enterprise to determine the viability of new business opportunities.
3. Identify and integrate required elements necessary to write a business plan for a new business venture.
4. Demonstrate a working knowledge of specific marketing, finance, human resources, and legal management practices necessary to be a successful entrepreneur.
5. Appraise specific entrepreneurial risks and determine alternate ways to reduce or eliminate such threats.

Finance Track Description

The finance track is designed for students who wish to:

- Enhance their knowledge of the financial aspects of business practices, personal investments, and governmental policies and procedures.
- Learn the theories and practices of finance from the perspective of organizational management, the investing community, and the regulatory agencies.
- Articulate the theories and practices of finance as they relate to the successful operation of a modern organization or to the performance of personal investments.

Finance Track Outcomes

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

1. Apply theories and fundamental principles of finance to business decision-making practices.
2. Appraise risk profiles and asset valuation of businesses using specific financial data.
3. Analyze and interpret the role and operations of the domestic and global financial markets as they relate to the development of personal, stakeholder, and corporate gains.
4. Explain the global financial environment and its processes as they relate to multinational and domestic businesses.

International Business Track Description

The international business track is designed for students who wish to:

- Develop a better understanding of the global business environment.

- Study the impact of the global economy on domestic and foreign companies, trade policy and foreign investment, and aspects of international management, production, and marketing.
- Pursue career opportunities in international business.

International Business Track Outcomes

Upon completion of the international business track, graduates will be able to:

1. Evaluate the effects of globalization on countries and businesses.
2. Assess the political, economic, financial, legal, and cultural factors impacting international business operations, transactions, marketing, and management.
3. Formulate a strategy to reduce risks of doing business in the international environment.
4. Evaluate ethical issues facing international businesses.
5. Recognize cultural differences and challenges of working in a diverse workplace.
6. Demonstrate cross-cultural communication skills.

General Track Description

The general track option is designed for students who wish to:

- Explore different functional areas of business to determine job and career possibilities.
- Enhance their knowledge in select functional area(s) of business - Accounting, Economics, Finance, Fashion Merchandising, Economics, International Business, Information Systems, Management, Marketing, Real Estate, as well as select topics in Legal Studies and Cybersecurity and Digital Forensics.
- Learn theories and practices of business from the perspective of various organizational practices.

General Track Outcomes

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

1. Apply models and fundamental principles to areas of business practices that support a wide variety of organizations.
2. Utilize specific area-based tools necessary for responsible decision-making in public, private, and non-profit sector contexts.
3. Identify the requirements for specific business-related responsibilities needed in a changing employment environment.
4. Explain applied functions carried out in specific departments of an organization.

Sport Management Track Description

The sport management track option is designed for students who wish to:

- Provide management and/or marketing support to professional, intercollegiate, or interscholastic sport organizations or resort establishments.
- Oversee and operate recreational programs in municipalities or tourism environments.

- Oversee and operate an exercise or athletic training facility.
- Own a sport-related business.

Sport Management Track Outcomes

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

1. Identify and evaluate the unique business context of the different sport and recreation industries.
2. Use and adapt specific business strategies in the application of managing a sport-related organization.
3. Apply appropriate legal and economic considerations to managing sport and recreation organizations.
4. Analyze various marketing and promotional strategies to choose appropriate approaches in support of a successful sport business plan.

Policies

Students must earn a minimum GPA of 2.00 in the major. The lowest acceptable grade is a "C" in all courses listed in the catalog under "Program Requirements" for the major, track electives, and SEE courses required by the major. No student, regardless of major, will be permitted to advance to the next course in the major 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 Dean of the School of Business and Leadership requesting permission to take a course for a third time. Those who do not successfully complete a major course with a grade of "C" or better after three attempts will not be allowed to continue in the business administration program.

Requirements

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

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

Major Requirements

Students must complete all of the program requirements and one of the following tracks.

| | | |
|----------|-----------------------------------|---|
| FYS 100 | First Year Seminar | 1 |
| ACC 140 | Financial Accounting | 3 |
| ACC 141 | Managerial Accounting | 3 |
| EC 201 | Principles of Macroeconomics | 3 |
| EC 202 | Principles of Microeconomics | 3 |
| FIN 300 | Principles of Finance | 3 |
| INBUS | Any International Business Course | 3 |
| IS 135 | MS Office Applications | 3 |
| LAW 208 | Business Law | 3 |
| MATH 136 | Introduction to Statistics | 4 |
| MGT 204 | Principles of Management | 3 |
| MGT 210 | Business Writing | 3 |

| | | |
|-----------------|----------------------------|---|
| MGT 300/MKT 301 | Applied Business Analytics | 3 |
| MGT 308 | Business Ethics | 3 |
| MGT 310 | Organizational Behavior | 3 |
| MGT 313 | Operations Management | 3 |
| MGT 422 | Strategic Management | 3 |
| MGT 430 | Business Capstone Seminar | 3 |
| MKT 206 | Principles of Marketing | 3 |

Entrepreneurship Track:

All major requirements, MGT/MKT/FIN 417, and the following:

| | | |
|---------|---------------------------------------|---|
| MGT 224 | Principles of Entrepreneurship | 3 |
| MGT 323 | Social Entrepreneurship | 3 |
| MGT 324 | Entrepreneurial Business Planning | 3 |
| MGT 413 | Project Management | 3 |
| MGT 424 | Entrepreneurial Development | 3 |
| MKT 330 | Strategic Marketing for Entrepreneurs | 3 |

Finance Track:

All major requirements, FIN 417, and four of the following electives:

| | | |
|---------|---|---|
| FIN 321 | Money & Banking | 3 |
| FIN 416 | International Finance | 3 |
| FIN 420 | Investment Theory and Practice | 3 |
| FIN 425 | Principles of Risk Management and Insurance | 3 |
| FIN 435 | Applied Corporate Finance | 3 |
| FIN 450 | Business Valuation | 3 |

General Track:

All major requirements, and MGT or MKT or FIN 417 and four business electives from the following subject areas/courses: ACC, CDF 110, EC, FIN, FMER, INBUS, IS, LAW 325, LAW 345, LAW 470, MGT, MKT, REA.

International Business Track:

All Major requirements, MGT/MKT/FIN 417, and four of the following INBUS electives:

Note: Business Administration: International Business track majors are required to take one program-required INBUS course, and up to 4 approved track electives. An INBUS course completed as a part of the program requirements cannot be double-counted towards the International Business track elective courses.

| | | |
|-------------------|---|---|
| INBUS 201 | Survey of International Business | 3 |
| INBUS 315/MGT 315 | International Business Management | 3 |
| INBUS 325/MKT 325 | International Marketing | 3 |
| INBUS 347/MGT 347 | International Human Resource Management | 3 |
| INBUS 416/FIN 416 | International Finance | 3 |
| INBUS 420 | International Operations Management | 3 |

| | | |
|-------------------|----------------------------|---|
| INBUS 430 | International Economics | 3 |
| INBUS 470/LAW 470 | International Business Law | 3 |

Sports Management Track:

All major requirements, and MGT or MKT or FIN 417 and four business electives from the following subject areas/courses: ACC, CDF 110, EC, FIN, FMER, INBUS, IS, LAW 325, LAW 345, LAW 470, MGT, MKT, REA.

All Major requirements, MGT 235, MGT/MKT 417 and three of the following electives:

| | | |
|---------|---------------------------------|---|
| EC 340 | Economics of Sports | 3 |
| LAW 345 | Sports Law | 3 |
| MGT 335 | Management of Sport Enterprises | 3 |
| MKT 315 | Sports Marketing | 3 |

Minor in Business Administration

A minor in business administration is not available; however, students majoring in other fields who have an interest in business may consider completing a minor in management or marketing. Please see a student success coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 39) section of the catalog.

Other Options

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

Business Communication**Description**

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

expanding, and dynamic workforce. Students learn the core elements of competent communication to work with or on diverse communication and creative problem-solving and decision-making teams found in today's market. Coursework is enhanced and supplemented with practical application through reflection on adult students' lived experiences. Ultimately, graduates of this program are the people that organizations and communities seek to help collaborate and connect with a myriad of individuals and audiences.

Outcomes

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

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

Policies

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

A course may be repeated twice without special permission. Students must apply in writing to the dean of the school in which the course resides requesting permission to attempt a course for the third time.

Requirements

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

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

Major Requirements:

Communication Core Required Courses - 30 credits

| | | |
|--------|-----------------------------|---|
| CM 101 | Public Speaking | 3 |
| CM 115 | Interpersonal Communication | 3 |
| CM 205 | Communication Ethics | 3 |
| CM 211 | Intercultural Communication | 3 |

| | | |
|--------|--|---|
| CM 255 | Small Group Communication | 3 |
| CM 260 | Business and Professional Communication | 3 |
| CM 275 | Principles and Practices of Public Relations | 3 |
| CM 310 | Conflict Resolution and Negotiation | 3 |
| CM 390 | Organizational Communication | 3 |
| CM 490 | Communication Capstone | 3 |

Business Core Required Courses - 13 credits

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

Writing Core Required Courses - 9 credits

| | | |
|---------|--|---|
| CM 323 | Writing for the Web | 3 |
| GEN 200 | Writing and Research for the Adult Learner | 3 |
| MGT 210 | Business Writing | 3 |

Design Core Required Courses - 6 credits

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

Technology Required Courses - 6 credits

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

Other Options

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

Computer Information Systems

Description

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

Computer information 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.

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

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.

Policies

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

A course may be repeated twice without special permission. Students must apply in writing to the dean of the school in which the course resides to attempt a course for a third time.

Requirements

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

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

Major Requirements

| | | |
|---------|---|---|
| GEN 200 | Writing and Research for the Adult Learner | 3 |
| IS 135 | MS Office Applications | 3 |
| IS 140 | Information Systems Architecture and Design | 3 |

| | | |
|---------|---|---|
| IS 150 | Relational Database Design & SQL with MS Access | 3 |
| IS 170 | Systems Development with UML | 3 |
| IS 201 | Management Information Systems | 3 |
| IS 231 | Network Technologies | 3 |
| IS 232 | TCP and IP Communication Protocols for Windows and UNIX | 3 |
| IS 235 | Advanced Windows Server Architecture & Administration | 3 |
| IS 240 | Programming Concepts | 3 |
| IS 260 | Presentation Theory and Application | 3 |
| IS 320 | Human-Computer Interaction | 3 |
| IS 345 | Java Programming | 3 |
| IS 365 | Writing for IS Applications | 3 |
| IS 431 | Exchange Server & Messaging Systems | 3 |
| IS 432 | Network Security-Firewalls, IDS, and Counter Measures | 3 |
| IS 444 | Wireless Application Development | 3 |
| IS 480 | Technology Law | 3 |
| MGT 210 | Business Writing | 3 |

Take any two of the following Business electives

| | | |
|---------|--|---|
| ACC 140 | Financial Accounting | 3 |
| MGT 204 | Principles of Management | 3 |
| MKT 206 | Principles of Marketing | 3 |
| | Any 300-400 Level INBUS, MGT or MKT course | 3 |

Minor in Information Systems

A minor in information systems is available. Students who wish to pursue a minor in information systems may choose any six IS courses from the computer information systems program. IS 135 will count toward the minor. The lowest acceptable grade is a "C" in all IS courses. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a student success coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 39) section of the catalog.

Other Options

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

Criminal Justice

Description

The criminal Justice program offers students a contemporary education by providing a comprehensive

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

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

Outcomes

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

1. Analyze the theories, practices, and policies of the branches of criminal justice including governmental agencies and other institutions of social control.
2. Apply principles of substantive criminal law and procedure to criminal justice practice.
3. Utilize appropriate oral and written communication, critical thinking, and research skills for the criminal justice discipline.
4. Demonstrate ethical decision-making practices while working in the criminal justice field.
5. Apply academic preparation to professional experience in the criminal justice field.

Policies

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

A course may be repeated once without special permission. Students must apply in writing to the dean of the school in which the course resides requesting permission to attempt a course for a third time.

Requirements

The courses listed below are required for completion of the bachelor's degree in criminal justice. Students must

also complete the requirements for the Stevenson Educational Experience (SEE).

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

Major Requirements:

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

**Select Six Criminal Justice Electives (18 credits).
At least one elective must be taken at the upper level.**

See advisor for list of program specific electives.

Minor in Criminal Justice

A minor in criminal justice is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a student success coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 39) section of the catalog.

Other Options

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

Cybersecurity and Digital Forensics

Description

The bachelor of science in cybersecurity and digital forensics will equip students with the ability to protect an organization's information technology assets from cyber-attacks, detect and respond to cyber intrusions, and

mitigate the effects of such intrusions, as well as uncover digital evidence of criminal or unauthorized activity. The program combines cybersecurity concepts and skills with those of the field of digital forensics, creating a unique degree program. The emphasis of the program is on the prevention, detection and mitigation of cyber-attacks, combined with the ability to gather digital evidence and conduct electronic crime investigations. Students who complete an associate's degree in cybersecurity or related degree, or a certificate in digital forensics will have CDF 110 (p. 69) waived.

Outcomes

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

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

Policies

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

A course may be repeated twice without special permission. Students must apply in writing to dean of the school in which the course resides requesting permission to attempt a course for a third time.

Requirements

Major Requirements

| | | |
|---------|--|---|
| CDF 110 | Cybersecurity and Digital Forensics Fundamentals | 3 |
| CDF 240 | Linux System Administration | 3 |
| CDF 251 | Network Security | 3 |
| CDF 252 | Networking II | 3 |
| CDF 261 | Digital Forensics | 3 |
| CDF 271 | Intrusion and Penetration Testing | 3 |
| CDF 281 | Advanced Network Defense | 3 |
| CDF 290 | Legal Aspects of Cybersecurity | 3 |
| CDF 391 | Incident Response and Investigation | 3 |

| | | |
|----------|---|---|
| CDF 392 | Information Systems Forensic Internals – Auditing | 3 |
| CDF 393 | Forensic Evidence Collection Tools and Techniques | 3 |
| CDF 475 | Advanced Digital Forensics | 3 |
| CDF 480 | Cybersecurity and Digital Forensics Capstone | 3 |
| IS 140 | Information Systems Architecture and Design | 3 |
| IS 231 | Network Technologies | 3 |
| IS 232 | TCP and IP Communication Protocols for Windows and UNIX | 3 |
| IS 235 | Advanced Windows Server Architecture & Administration | 3 |
| IS 240 | Programming Concepts | 3 |
| IS 350 | IS Internship | 3 |
| IS 365 | Writing for IS Applications | 3 |
| IS 432 | Network Security-Firewalls, IDS, and Counter Measures | 3 |
| MGT 210 | Business Writing | 3 |
| Elective | One course from ACC, FIN, INBUS, MGT, or MKT | 3 |

Minor in Cybersecurity

A minor in cybersecurity is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a student success coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 39) section of the catalog.

Other Options

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

Interdisciplinary Studies

Description

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

Working closely with a student success coach, students have the ability to design a tailored course of study that enables them to have two areas of content focus (program cores). Program cores that can be completed through Stevenson University Online are business administration, business communication, criminal justice, information systems, legal studies, management, and marketing. It is also possible to transfer a program core

in a content area from prior educational experiences that aligns with a major or minor offered at Stevenson University. Students should consult with an enrollment counselor for more information.

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

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.

Policies

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

A course may be repeated twice without special permission. Students must apply in writing to the dean of the school in which the course resides requesting permissions to attempt a course for the third time.

Requirements

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

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

Major Requirements:

The requirements for the program are as follows:

- GEN 200
- 36 credits 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.
- 30 credits of courses must be at the upper level.
- Six credits in INDSC courses, 300-level or above.
- INDSC 450 Senior Project: Seminar in Interdisciplinary Studies
- One 200-level WI and one 300- or 400-level WI course taken in a program core or other writing intensive courses approved by the academic program administrator. The major is comprised of 36 credits of courses selected from two disciplines, identified as

program cores (at least 18 credits of which must be at the 300- and 400-level). A minimum of 12 credits is required in one program core.

Minor in Interdisciplinary Studies

A minor in Interdisciplinary Studies is not available.

Other Options

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

Legal Studies

Description

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

- Legal research and writing
- Conduct factual investigations
- Interview clients and witnesses
- Draft pleadings and motions
- Manage trial preparation and litigation support
- Draft contracts and real estate documents
- Administer estates and guardianships
- Apply for intellectual property registrations
- Prepare bankruptcy schedules and tax forms

The ultimate goal of the legal studies program is to fully prepare students for employment by law firms, corporate law departments, government agencies, legal aid providers, and other employers in the legal profession. Students gain an extensive knowledge of numerous areas of law and practical experience to enable them to perform tasks in specific legal specialty areas. By taking a combination of law and liberal arts courses each semester, students are able to pursue their legal interests immediately and develop skills gradually. Students may select a sequence of courses that permits them to focus on a specific area within the legal studies curriculum, such as corporate law, estate administration, or litigation. Stevenson University Online offers synchronous online and asynchronous online delivery of courses. Student

must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction. The following required classes are offered in an online synchronous format:

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

Outcomes

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

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

Policies

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

Legal studies majors who do not successfully complete a LAW course with a grade of "C" or better after a third attempt will not be allowed to continue in the legal studies program. A **non-major** course may be repeated twice without special permission. Students must apply in writing to the dean of the school where the course resides requesting permission to attempt the course for a third time.

Students must take a minimum of 18 credits or the equivalent of legal specialty courses at Stevenson University to earn a degree in legal studies. A legal specialty course is a LAW course that covers substantive law or legal procedures or process, has been developed for paralegals, emphasizes practical paralegal skills, and meets the American Bar Association's instructional methodology requirements. Students must complete at least nine semester credits or the equivalent of legal specialty courses through synchronous 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 academic program administrator for SUO students reviews the description of the course content, the course syllabus (if necessary), and information about the institution before credit is transferred for equivalent law courses. A maximum of 24 credits will be accepted for equivalent law courses.

If a student successfully completes a 3-credit internship class through another ABA-approved paralegal education program, the academic program administrator for SUO will review the course to determine if transfer credit could be awarded.

The award of legal specialty credits through examination or portfolio is monitored by the academic program administrator to ensure that the quality and integrity of the legal studies program are maintained. A maximum of 6 legal specialty credits can be earned through examination or portfolio. To receive credit for prior learning for a legal specialty course through examination or portfolio, the examination or portfolio must be evaluated by a faculty evaluator, under the supervision of the academic program administrator for SUO. In conducting this evaluation, the faculty evaluator will ensure that the credit sought can be classified as legal specialty, the student meets the course objectives and practical skills to be developed for the course for which credit is sought, the student meets the needs of the legal community the program serves, and the student's work is comparable to course work offered within the legal studies program.

UPL Statement:

Paralegals may not provide legal services directly to the public, except as permitted by law.

Synchronous Instruction Statement:

Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.

Requirements

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

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

Major Requirements:

| | | |
|-----------|--|---|
| GEN 200 | Writing and Research for the Adult Learner | 3 |
| POSCI 102 | American Government: Political Institutions and Procedures | 3 |
| LAW 102 | Introduction to Legal Studies | 3 |
| LAW 112 | Torts | 3 |
| LAW 114 | Estates and Trusts | 3 |
| LAW 120 | Contract Law | 3 |
| LAW 125 | Legal Research and Writing I | 3 |

| | | |
|-----------|---------------------------------|----|
| LAW 130 | Business Organizations Law | 3 |
| LAW 204 | Constitutional Law | 3 |
| LAW 210 | Legal Research and Writing II | 3 |
| LAW 216 | Civil Litigation and Pleading | 3 |
| LAW 225A | Internship: Part I | 1 |
| LAW 225B | Internship: Part II | 3 |
| LAW 352 | Law Office Technology | 3 |
| LAW 480 | Legal Studies Capstone | 3 |
| LAW | Six Law electives, two of which | 18 |
| Electives | may be at the lower level. | |

Minor in Legal Studies

A minor in legal studies is available. The minor in legal studies is not intended to prepare students to work as paralegals and is not approved by the American Bar Association. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a student success coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 39) section of the catalog.

Other Options

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

Legal Studies Second Bachelor's Degree

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

Program Requirements:

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

Nursing - ATB

Statement of Purpose

The philosophy of the nursing program is articulated as follows:

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

Description

The Associate to Bachelor's (ATB) option is designed for students who want to be concurrently enrolled in a community college nursing program and the ATB option at Stevenson University. Currently, Stevenson University partners with the Anne Arundel Community College (AACC), Carroll Community College (CCC), College of Southern Maryland (CSM), Cecil College, Chesapeake College, Community College of Baltimore County (CCBC), Harford Community College, Howard Community College (HCC), and Wor-Wic Community College. Additional ATB partnerships are being developed, refer to the website for updated partnerships.

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

Stevenson University Online Articulated College Transfer (SUO ACT)

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

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

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.

Policies

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

Requirements

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

Major Requirements

The following courses must be taken at Stevenson University.

| | | |
|---------|--|---|
| GEN 200 | Writing and Research for the Adult Learner | 3 |
|---------|--|---|

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

Other Program Requirements

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

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

Nursing - RN to BS Option

Statement of Purpose

The philosophy of the nursing program is articulated as follows:

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

Description

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

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

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

Qualified registered nurses must successfully complete a total of 120 credits, of which 30 credits must be taken at Stevenson University. RNs may transfer prerequisite non-nursing courses and college core courses, but the RN to BS nursing program requirements must be taken at Stevenson University. Students who take community college courses are required to submit official transcripts at the completion of their courses in order to obtain credit for these courses. The RN to BS courses required at Stevenson University total 30 credits. In accordance with the Maryland Articulation Model, Stevenson University will award 30 upper-division nursing credits to the registered nurse with an active, unencumbered nursing license upon enrollment in the RN to BS Option. The RN to BS Option at Stevenson University partners with several community colleges across the state, and more partnerships are being developed. Please check the website for updates. In order to increase RNs' accessibility to baccalaureate education, partnerships are in place with the following colleges

- Anne Arundel Community College
- Baltimore City Community College
- Carroll Community College
- Cecil Community College
- Chesapeake College
- College of Southern Maryland
- Community College of Baltimore County
- Frederick Community College
- Hagerstown Community College
- Harford Community College
- Howard Community College

- Montgomery College
- Prince George's Community College
- Wor-Wic Community College

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

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

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

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

Stevenson University Online Articulated College Transfer (SUO ACT)

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

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.

Policies

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

Requirements

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

Major Requirements:

| | | |
|----------|---|---|
| GEN 200 | Writing and Research for the Adult Learner | 3 |
| NURS 312 | Physical Assessment and Pathophysiology | 3 |
| NURS 313 | Concepts of Professional Nursing Practice | 4 |
| NURS 315 | Information Technology in Nursing and Health Care | 3 |
| NURS 414 | Nursing Leadership For RNs | 3 |
| NURS 415 | Professional Seminar II | 3 |
| NURS 418 | Nursing Research for RNs | 3 |
| NURS 424 | Health in the Community | 5 |
| NURS 434 | Professional Seminar III | 3 |

Other Program Requirements

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

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

Minor in Nursing - RN to BS Option

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

Nursing - RN to MS

Statement of Purpose

The philosophy of the nursing program is articulated as follows:

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

Description

This option was designed to give registered nurses who do not yet have a baccalaureate degree in nursing the knowledge and skills necessary to earn a baccalaureate degree. They then proceed directly into the master's program to pursue a concentration in either leadership/management, education, or population-based care coordination.

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

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

RN to MS Admissions Criteria

- To be considered for the RN to MS option, applicants must have an active RN license and a cumulative

grade point average (GPA) of 3.00 or above on a four-point scale from previous academic work, and they must submit two letters of recommendation.

- Students meeting these criteria may be accepted to the RN to MS option. To be admitted to the MS program after earning the BS, students must have a GPA of 3.00 or above in the RN to BS courses, have completed all non-nursing courses, and continue to hold an active RN license.

Stevenson University Online Articulated College Transfer (SUO ACT) *

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

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.

Policies

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

Requirements

Major Requirements

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

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

Other Program Requirements

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

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

Professional Studies

Description

The bachelor of science in professional studies is a degree-completion program designed for working professionals. This degree will enable students to maximize transfer credits completed at regionally accredited institutions and complete a bachelor's degree while maintaining professional and personal responsibilities. In addition to taking online courses, students can earn credit for documented learning

acquired through work and life experiences via credit for prior learning. The goal of the professional studies degree is to prepare professionals for the 21st century workplace, regardless of their position. Students benefit from coursework that is designed to make them successful in professional setting. This degree aligns well with most of the career readiness competencies identified by the National Association of Colleges and Employers. The professional studies program is a rigorous yet flexible degree that will accommodate a wide range of individuals seeking to finish their college education with professional skills valued by 21st century employers.

Outcomes

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

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

Policies

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

A course may be repeated twice without special permission. Students must apply in writing to the dean of the school in which the course resides requesting permission to attempt a course for the third time.

Requirements

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

Major Requirements

| | | |
|---------|--|---|
| CM 205 | Communication Ethics | 3 |
| CM 390 | Organizational Communication | 3 |
| GEN 200 | Writing and Research for the Adult Learner | 3 |

| | | |
|----------|-------------------------------------|----|
| IS 260 | Presentation Theory and Application | 3 |
| MGT 210 | Business Writing | 3 |
| PRST 310 | Creative Leadership | 3 |
| PRST 495 | Professional Studies Capstone | 3 |
| | Professional Electives | 9 |
| | General Electives | 55 |

Professional electives must be at the upper level.

Other Options

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

Undergraduate Courses

ACC - Accounting

ACC 140 - Financial Accounting (3 credits)

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

Prerequisite: Eligible for ENG 151 and MATH 135.

ACC 141 - Managerial Accounting (3 credits)

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

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

CDF - Cybersecurity and Digital Forensics

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

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

Prerequisite: None.

CDF 240 - Linux System Administration (3 credits)

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

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

CDF 251 - Network Security (3 credits)

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

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

CDF 252 - Networking II (3 credits)

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

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

CDF 261 - Digital Forensics (3 credits)

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

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

CDF 271 - Intrusion and Penetration Testing (3 credits)

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

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

CDF 281 - Advanced Network Defense (3 credits)

Investigates network defense with a primary focus on intrusion detection and firewall defense mechanisms. Security issues in operating design and implementation, articulating the steps necessary for hardening the operating system with respect to various applications, and the various concepts in network defense will be

examined. Students will apply essential security practices and methods to networks and deploy security tools.

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

CDF 290 - Legal Aspects of Cybersecurity (3 credits)

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

Prerequisite: None.

CDF 391 - Incident Response and Investigation (3 credits)

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

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

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

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

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

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

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

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

CDF 475 - Advanced Digital Forensics (3 credits)

Evaluates forensics-based examination of operating systems structures, advanced applications of forensics tools, mobile device forensics, and current topics in digital forensics research. The substance of the

Department of Defense National Centers of Digital Forensics Academic Excellence (CDFAE) program form the basis for course content and assignments.

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

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

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

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

CJUS - Criminal Justice

CJUS 101 - Introduction to Criminal Justice (3 credits)

Provides students with an overview of the criminal justice system, including historical development, present status, and suggested reforms. Topics covered include the duties and functions of actors in the criminal justice system, such as victim, offender, police, prosecuting and defense attorneys, and courts and corrections. Also covered is the criminal justice process from the formation of laws to the final stages of the treatment of criminals.

Prerequisite: None. SEE Certification: Social Science.

CJUS 205 - Ethics Principles in Criminal Justice (3 credits)

Examines the field of criminal justice ethics, which broadly encompasses the history of justice and theories of morality and ethics. It includes the study of ethics from both the individual perspective and the organizational standpoint. Concrete ethical issues and dilemmas that are encountered regularly by participants in the major components of the criminal justice system are covered. Ethical decision making opportunities within the three major branches of criminal justice are analyzed. This includes law enforcement ethics, correctional ethics, and legal profession ethics.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 210 - Writing for Criminal Justice (3 credits)

Emphasizes the development of reading, writing, and critical thinking skills in criminal justice. This course provides students with the skills necessary to interpret literature in the field of criminal justice and to write and speak about criminal justice topics in an accurate, clear and concise manner. In addition to being introduced to the basics of criminal justice research and APA style, students will be taught to take notes effectively and to write reports, social histories, and scholarly essays, as well as agency and court narratives.

Prerequisite: A grade of C or better in ENG 152 or ENG 153. SEE Certification: Writing Intensive.

CJUS 265 - The Juvenile Justice System (3 credits)

Examines the juvenile justice system including its history, structure, and interrelationships among law enforcement, the courts, and corrections. This course also explores federal, state, and local laws and programs with an emphasis upon case law and statutory law, both historical and current. Issues in terms of the philosophy of *parens patriae* doctrine and constitutional procedures are also explored.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 275 - Corrections (3 credits)

Examines the history, structure, and functions of corrections, and the legal and philosophical basis for the punishment of criminal offenders including the role of corrections as one of the three major components of the criminal justice system.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 280 - Law Enforcement (3 credits)

Provides students with an understanding of the fundamental principles of law enforcement. This course presents a substantial chronology of policing in the United States, beginning with the pre-American experience and ending with recent events. A wide spectrum of law enforcement agencies, identifying the most important characteristics of city, state, and federal police work are examined. The services and importance of different police activities (patrol, traffic, and criminal investigation) are explained and particular attention is given to current issues and trends in law enforcement.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 285 - Criminology (3 credits)

Examines the nature and extent of criminology. This course places emphasis on past and current theories of crime; typologies of crime; and programs for the prevention, control, and treatment of crime. Students will explore criminal behavior from a variety of theoretical and historical perspectives. In addition, students will develop a better understanding of how crime, criminal behavior, and the criminal justice system are related.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 310 - Comparative Criminal Justice Systems (3 credits)

Examines the criminal justice systems of selected countries with comparisons, where applicable, with that of the United States. Emphasis will be on crime rates, forms of criminality, police courts, and corrections. Descriptive material on selected countries will be analyzed and compared. This course will also focus on the thematic issues common among nations worldwide and provide insight into the various methods employed by those nations in administering criminal justice.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 325 - Civil Liability in Criminal Justice (3 credits)

Examines civil liability issues at the local, state, and federal law levels. Students develop better awareness of the liability risks relative to criminal justice service by learning proactive protocols that may minimize personal and organizational liability risks related to 1983 actions, wrongful death actions, and various personnel laws including ADA, EEOC, age and sex discrimination and sexual harassment.

Prerequisite: A grade of C or better in CJUS 220, CJUS 275, and CJUS 280.

CJUS 335 - White Collar Crime (3 credits)

Examines the various forms of white-collar crime as illustrated through case studies. Students will estimate the extent and costs of these crimes which will be analyzed along with victim and offender profiles. Legal issues, including questions of corporate liability, will be reviewed as well as examination of the theoretical explanations for white-collar crimes committed by individual offenders and corporations. The problems associated with the enforcement of laws related to white-collar criminality, the investigation and prosecution of such offenses, and the sentencing of white-collar offenders will be examined.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 345 - Victimology (3 credits)

Examines the crime victim as a larger part of our society and as a participant in the criminal justice system. Students will study criminal victimization in the United States, the role the victims play in the criminal justice process, their personal victimization, and victim-targeted service programs.

Prerequisite: A grade of C or better in CJUS 101 and CJUS 285.

CJUS 350 - Special Topics (3 credits)

Examines areas of criminal justice of current interest that are not covered in other CJUS courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special criminal justice topics. The course topic will differ with each offering of the course and will be specified in the class schedule for the session offered. This course may be repeated for credit if the topics are different.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 383 - Law Enforcement and the Community (3 credits)

Examines the philosophy, tactics, problems, and solutions encountered when the community and police engage in the teamwork of community policing. Students will analyze the evolution of community policing; the community and law enforcement's relationship within this philosophy; community policing implementation; and, various community policing programs.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 385 - Research Methods in Criminal Justice (3 credits)

Examines research methods and techniques used within the field of criminal justice. Topics discussed include research design, measurements, sampling, data collection, data analysis, quantitative vs. qualitative methods, research ethics, and application. The course will provide students with the ability to conduct research and the insight to become intelligent consumers of research. Achieving these goals will ensure the ability in both the students' occupational and personal decision making skills in making informed and reasoned choices on the validity and potential utility of research findings.

Prerequisite: A grade of C or better in any 200-level CJUS course and MATH 136 or PSY 136 or by permission of the academic program administrator.

CJUS 390 - Domestic Security (3 credits)

Introduces the causes, dynamics, and history of terrorism, extremist groups and cults, and their impact on the law enforcement profession. Emphasis is placed on issues associated with the causes and goals of terrorism, the cultural phenomenon of extremist groups and cults, and the challenges presented by these to future law enforcement professionals. Discussion topics will include a historical perspective of terrorism, international and domestic terrorism, political, cultural, and religious responses to terrorism, future predictions and role of law enforcement, the militarization of a civilian law enforcement, the birth, rise and dynamics of extremist religious and political groups, and the dynamics and impacts of cults and inter- and intra-national considerations.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 430 - Law Enforcement Administration and Management (3 credits)

Provides in-depth analysis and synthesis of the various components and approaches to management and management styles within a police agency. The course emphasizes operational considerations, patrol operations, and auxiliary functions of managers within a policing agency.

Prerequisite: A grade of C or better in CJUS 383.

CJUS 495 - Criminal Justice Capstone (3 credits)

Evaluates the competence of criminal justice majors in the discipline. Students will complete an applied research project or a research paper and will deliver a professional presentation about the experience. In addition, students will write about how the curriculum prepared them for the capstone course, how they have developed as writers, and how they view their future direction as criminal justice professionals.

Prerequisite: A grade of C or better in MATH 136, CJUS 210, CJUS 385, and senior classification. SEE Certification: Writing Intensive.

CHEM - Chemistry

CHEM 113 - Food Chemistry (4 credits)

Explores chemical concepts related to food and its preparation and storage. This course focuses on the chemical composition of ingredients and the chemical changes that occur with the preparation of the food we eat and drink. Topics covered include chemical oxidation, fermentation, and the role of proteins, fats, sugars, and leavening agents in food. Hands-on exercises allow students to observe the chemical transformations involved in food preparation and storage.

Prerequisite: Eligible for MATH 135 or higher. SEE Certification: Scientific Reasoning - Laboratory.

CHS - Counseling and Human Services

CHS 101 - Family Studies (3 credits)

Explores family forms and issues across the life course in terms of current and historical trends as well as cross-cultural variations. The course addresses marriage and the family, partner selection and intimate relationships, and family crisis and social policy.

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Sciences.

CM - Communication Studies

CM 101 - Public Speaking (3 credits)

Focuses on the development of skills in the writing and presenting of various types of speeches. Students will practice and deliver several speeches with the goals to inform, persuade, and entertain audiences.

Prerequisite: None. SEE Certification: Communication Intensive.

CM 115 - Interpersonal Communication (3 credits)

Emphasizes a connection between theory and practice to comprehensively view the concepts and research in dyadic interpersonal communication. Students improve upon a wide range of interpersonal skills to apply these to personal, social, and workplace relationships. In addition, issues of cultural diversity, ethics, technology, and power are covered.

Prerequisite: None. SEE Certification: Communication Intensive.

CM 205 - Communication Ethics (3 credits)

Introduces students to the field of communication ethics. Students will critically analyze how ethics and communication intersect in contemporary public issues. Communication ethics, as a response and responsibility in all interactions, will be stressed. The course will identify the questions that ethical communication raises as a starting point for practical decision-making.

Prerequisite: None. SEE Certification: Communication Intensive and Humanities.

CM 211 - Intercultural Communication (3 credits)

Emphasizes a connection between communication theory and practice in multicultural contexts. Students learn to identify barriers that exist in communicating across cultures and to weigh strategies that help manage or overcome such obstacles in an effort at promoting effective intercultural communication.

Prerequisite: Sophomore status.

CM 255 - Small Group Communication (3 credits)

Examines theories, research, and case studies of small group and team communication. Students engage in exercises that help them to move from theoretical discussions into application and experience of the concepts presented.

Prerequisite: A grade of C or better in CM 101 and prior CM courses. SEE Certification: Social Science.

CM 260 - Business and Professional Communication (3 credits)

Focuses on practice in effective speaking and writing within the contexts of business and related professions.

Prerequisite: A grade of C or better in CM 101 and prior CM courses.

CM 275 - Principles and Practices of Public Relations (3 credits)

Examines the historical roots of public relations combined with the legal, ethical, and professional responsibilities of public relations practitioners. This course explores the process of public relations, including the research, planning, action and communication, and evaluation of public relations initiatives. Through critical analysis of contemporary public relations case studies, students will assess and interpret both the successes and failures of for-profit and non-profit public relations organizations.

Prerequisite: A grade of C or better in a 100-level CM course.

CM 310 - Conflict Resolution and Negotiation (3 credits)

Focuses on conflict as inevitable and mainly productive. Students will examine definitions of conflict and develop knowledge and skills to recognize and manage conflict. Through theory, case studies, and practice, students will be given the opportunity to understand conflict in various contexts, for example, within themselves, in relationships, and in organizations.

Prerequisite: A grade of C or better in CM 101 and prior CM courses.

CM 323 - Writing for the Web (3 credits)

Develops skills in writing for online media, with a focus on the Internet's non-linear, visual, and collaborative possibilities. Students analyze a variety of web texts, learn the basic steps of developing a target audience, and produce personal, expository, and collaborative texts tailored to specific areas of interest through the development of a consistent voice and style.

Prerequisite: A 200-level Writing Intensive course. SEE Certification: Writing Intensive.

CM 390 - Organizational Communication (3 credits)

Explores the connections between organizations and communication. Organizational communication will be introduced to students at philosophical, theoretical, and practical levels through discussions, papers, oral presentations, and group projects. Topics to be covered include, but are not limited to, supervisor-employee communication, networks, leadership, power, organizational cultures, and diversity in organizational processes.

Prerequisite: A grade of C or better in CM 260.

CM 490 - Communication Capstone (3 credits)

Provides an academic capstone for business communication majors and generally will focus on the practical application of knowledge and skills gained throughout the program. The communication concepts will be investigated thoroughly in research based projects. Through written projects, students will demonstrate their mastery of the business communication curriculum by applying communication constructs in real world, career based contexts and develop solutions for current ethical and professional issues.

Prerequisite: Senior Status. SEE Certification: Writing Intensive.

EC - Economics

EC 201 - Principles of Macroeconomics (3 credits)

Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation, national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153 (may be taken concurrently) and placement in MATH 135 or higher. SEE Certification: Social Science.

EC 202 - Principles of Microeconomics (3 credits)

This course examines the basic economic principles governing the decisions of the economic agent. Topics include product and factor markets, as well as pricing decisions. In addition, government policies and the trade-off between efficiency and equity are examined.

Prerequisite: A grade of C or better in ENG 150, ENG 151, or ENG 153 (may be taken concurrently) and placement in MATH 135 or higher. SEE Certification: Social Science.

ENG - English

Note: SAT verbal scores, college placement tests, and high school transcripts determine a student's first

semester English requirements. Advanced placement credit may be given based on the Advanced Placement tests given by the College Entrance Examination Board. (See "Placement" in the *Admissions* (p. 24) section of this catalog.) All students must establish evidence of writing competence by achieving a minimum grade of "C" in ENG 151 or presenting AP credit before proceeding to other English courses or graduating from the University. Except in the case of students who enter as transfers with writing and literature course credits from previous semesters, all writing courses must be taken at Stevenson University.

ENG 150 - College Writing I (3 credits)

Focuses on sentence and paragraph construction in order to help students write clear, coherent, and well-developed expository prose. Students will review grammar and effective writing practices as they construct essays that respond to one or more sources of information. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources. Note: Students are placed into this course on the basis of college entrance exams and placement test results.

Prerequisite: Placement.

ENG 151 - College Writing I (3 credits)

Develops the ability to write clear, coherent, and well-developed expository prose. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources.

Prerequisite: By placement .

ENG 152 - College Writing II (3 credits)

Develops the ability to write clear, coherent, and well-developed arguments. This course requires close reading of poetry, drama, and fiction and includes instruction in argumentation.

Prerequisite: A grade of C or better in ENG 150 or ENG 151.

ENG 281 - Topics in Literature (3 credits)

Studies selected topics that recur in literature across time and/or across cultures. Students read texts closely and analyze them as representative samples of the literary treatment of the topic. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in ENG 152 or ENG 153. SEE Certification: Humanities.

ENG 286 - Literary Genres: The Short Story (3 credits)

Studies the development and/or the form of the short story. Students read texts closely and analyze them according to the conventions and definitions of the genre.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities.

FMI - Film and Moving Image

FMI 101 - Cinema I: Storytelling (3 credits)

Introduces knowledge of basic video production equipment, crew functions, and techniques. Students learn and practice the foundational vocabulary of digital filmmaking and direct and shoot various short films of their own, working individually and in groups. Students also learn the principles of basic digital editing. Course includes studio and lecture.

Prerequisite: None. SEE Certification: Fine Arts.

FIN - Finance

FIN 300 - Principles of Finance (3 credits)

Studies the financial tools and techniques used to manage money and investments in the modern business enterprise. Topics include financial analysis and planning, money and capital market instruments, risk analysis, and the time value of money.

Prerequisite: A grade of C or better in ACC 141, EC 201, EC 202, IS 135, and MATH 136.

FSCI - Forensic Science

FSCI 100 - Survey of Forensic Science (3 credits)

Introduces the various aspects of forensic investigations in solving crimes. Topics include drugs and toxicology, explosives, forensic biology (DNA), forensic chemistry (trace evidence analysis), firearms and toolmark identification, and questioned document examination. Evidence collection and processing in a manner that allows its use in court proceedings will be covered. Restricted to non-science majors.

Prerequisite: Placement into MATH 135 or higher and ENG 151 or higher. SEE Certification: Scientific Reasoning.

GDES - Graphic Design

GDES 124 - Introduction to Computer Graphics (3 credits)

Introduces students to the Macintosh computer and the major software programs that will be used in subsequent design classes: Adobe InDesign, Adobe Illustrator, and Adobe Photoshop. Students will need to purchase supplies/materials for this course.

Prerequisite: None.

GDES 125 - Fundamentals of Digital Media (3 credits)

Introduces basic skills and key concepts in computer graphics using industry-standard software. Students develop the ability to create, control, and manipulate digital images for print, interactive, and motion media using a Macintosh platform in a studio environment. In-class demonstrations and exercises are supplemented by research-based projects incorporating historic and contemporary visual culture and digital design references. Students are required to apply the appropriate newly

learned tools in the creation of original imagery. Emphasis is placed on selecting and utilizing software and hardware in accordance with professional standards and practices. Course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite: None.

GDES 270 - Introduction to Corporate Communication Design (3 credits)

Builds on technology skills introduced in GDES 124. This course gives non-designers the skills they need to produce professional publications, including writing, editing, designing, and printing. Emphasis is placed on communicating ideas effectively in a variety of media, understanding basic design and typographic principles, and using publishing software to create print-ready documents. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Restricted to non-graphic design majors.

Prerequisite: A grade of C or better in GDES 124.

GDES 370 - The Relationship of Design and Business (3 credits)

Analyzes the client/designer relationship from both design and business perspectives while seeking to develop a mutual appreciation. Emphasis will be placed on analyzing case studies, writing a design brief, understanding and communicating responsibilities, and addressing ethical and legal questions. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in GDES 211 or GDES 270.

GEN - Stevenson University Online

GEN 200 - Writing and Research for the Adult Learner (3 credits)

Examines the way in which perceptions of the human experience influence life choices. Students will critically analyze theories of adult learning, behavioral changes, goal setting, and self-efficacy through the investigation of language and texts. Ethical and moral reflections will be exhibited through journals, discussions and debates. The course focuses on thinking critically, learning to learn, managing stress, planning time, conducting research, writing effectively, and evaluating language and texts. A scholarly research paper will be completed. The course prepares learners for the rigor of academia and increases their confidence that they can be successful.

SEE Certification: Writing Intensive.

HE - Health

HE 101 - Introduction to Stress Management (1 credit)

Provides students with a basic understanding of the concepts of stress management and the application of these concepts to personal stress management. Students will be presented with various tools and strategies both

to assess personal areas of stress and to manage stress culminating in the development of an individual stress management plan.

Prerequisite: None.

HIST - History

HIST 110 - The United States: 1877 to Present (3 credits)

Surveys the major events, ideas, and personalities critical to the development of the United States from 1877 to the present. This course will examine the consequences of the Civil War and Reconstruction, Populism, Progressivism, the two World Wars, the Roaring Twenties, the Great Depression, the Cold War, and the post-Cold War world.

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Humanities.

HIST 337 - The United States: The Sixties (3 credits)

Emphasizes primary sources to explore the fast-paced social, political, and cultural changes that occurred in America from 1960 to 1974. This course explores major trends in society, the economy, and politics. Topics include the presidencies of Kennedy, Johnson, and Nixon; the civil rights and black liberation movements; the Vietnam War; the rise and fall of the New Left; and the counter-culture.

Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or ENG 153.

INBUS - International Business

INBUS 315 - International Business Management (3 credits)

Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign labor, and effects of natural events on management decisions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: MGT 315.

INBUS 470 - International Business Law (3 credits)

Examines various aspects of international business law, including multinational enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.

Prerequisite: A grade of C or better in LAW 130 and LAW 210 (for Legal Studies majors) or LAW 208 or LAW 308 (for business and accounting majors) and senior status. Cross-Listed as: LAW 470.

INDSC - Interdisciplinary Studies

INDSC 260 - Introduction to Interdisciplinary Studies (3 credits)

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

Prerequisite: A grade of C or better in ENG 152 or ENG 153 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive.

INDSC 350 - Topics in Interdisciplinary Studies (6 credits)

Examines selected issues or themes that can be approached from at least two academic disciplines. Rotating topics may be developed within the following categories: social phenomena and events, ideas and applications, or area studies.

Prerequisite: Third-year status or permission of the academic program administrator of Interdisciplinary Studies.

INDSC 360 - Interdisciplinary Research and Writing (3 credits)

Provides an opportunity for students to examine a topic of personal interest through independent interdisciplinary research. Continues practice in problem solving, oral and written communication, and integration of diverse perspectives, the skills featured in INDSC 260.

Prerequisite: A grade of C or better in INDSC 260 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive.

INDSC 450 - Senior Project: Seminar in Interdisciplinary Studies (3 credits)

Supports research-based projects presented by Interdisciplinary Studies majors in partial fulfillment of the requirements for the bachelor's degree. Each senior investigates a special interest or problem incorporating selected approaches and perspectives of the core disciplines of his or her unique interdisciplinary program.

Prerequisite: Senior status and permission of the Interdisciplinary Studies academic program administrator.

IS - Information Systems

IS 135 - MS Office Applications (3 credits)

Provides students the opportunity to design professional quality business and technical documentation using basic and advanced features of MS Excel including integration with MS Word and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace.

Prerequisite: None.

IS 140 - Information Systems Architecture and Design (3 credits)

Examines the component technologies of information system architectures. The course will cover the design principles behind computer hardware and peripheral devices, network components, and network operating systems. Students will explore topics in computer hardware design from handheld devices to large-scale super computers.

Prerequisite: None.

IS 150 - Relational Database Design & SQL with MS Access (3 credits)

Explores relational database architecture and provides hands-on instruction in SQL using Microsoft Access. Students will evaluate the business requirement and design an effective relational database solution. Students will perform common workplace SQL tasks such as creating databases, tables and reports; inserting, updating, and selecting rows; designing queries, views, and data entry forms; and importing and exporting of data.

Prerequisite: None.

IS 170 - Systems Development with UML (3 credits)

Addresses the processes and methodologies of systems development to include project management; systems analysis; and modeling of systems, data, processes, and applications. Object Oriented Analysis and Design Methodologies using Unified Modeling Language (UML) are explored.

Prerequisite: None.

IS 201 - Management Information Systems (3 credits)

Introduces effective and efficient use of information technology (IT) to support the mission of the organization which is critical. Strategic use of IT and the ability to manage information systems enables organizations to reduce or remove distance barriers, reduce time for processing and decision making, and support effective and efficient use of scarce resources. In this course students will learn skills and techniques used to implement and operate marketplace IT tools to support organizational objectives and strategies. This course is a broad survey of IT-related topics and introduces students to business information systems, IT infrastructure and emerging technologies, security, telecommunications, the Internet and the Web, decisions making systems, and ethical and social issues in IT.

Prerequisite: A grade of C or better in IS 135.

IS 231 - Network Technologies (3 credits)

Prepares the student to perform key network configuration and troubleshooting skills used by IT professionals. Students will learn the functional concepts of leading network architectures. Students examine in detail the TCP and IP family of communication protocols,

structured cabling systems, fiber optic and wireless systems.

Prerequisite: A grade of C or better in IS 140.

IS 232 - TCP and IP Communication Protocols for Windows and UNIX (3 credits)

Prepares the student in the planning, installation, configuration, and management of a TCP- and IP-based network. Students will learn to monitor, optimize, diagnose, and resolve problems on the network using standard tools and utilities found in the workplace. The internal process of TCP will be examined along with the classic hacking attacks and countermeasure techniques.

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

IS 235 - Advanced Windows Server Architecture & Administration (3 credits)

Examines the management tools essential for creating, designing, and maintaining a Windows Server Active Directory. Students will learn planning, installation, configuration, and administration of Windows Active Directory. Students will create from the ground up a network infrastructure using Windows Advanced Server. Domain Name System (DNS), forest designs, site topology and replication, organizational unit structure, group policy and delegation of control are just a few of the essential topics covered in this course.

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

IS 240 - Programming Concepts (3 credits)

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

Prerequisite: None.

IS 241 - C# Object Oriented Programming (3 credits)

Applies principles of object-oriented programming using C#. Key topics include the .NET Integrated Development Environment, control structures, methods, properties, classes, inheritance, polymorphism, data abstraction, arrays, data structures, collections, ADO .NET, GUI forms, controls, events, multimedia, graphics, and web services. Students will build a series of database connected business applications.

Prerequisite: A grade of C or better in IS 240.

IS 252 - Advanced SQL Query Design with Oracle & SQL Server (3 credits)

Develops proficiency in effective database and query design. Students will learn the underlying concepts of complex SQL Queries, the key to writing serviceable code, the normalization of data to minimize duplication and errors, the design of stored procedures and triggers to improve system performance, optimization techniques

using cursors and join statements, transaction control, techniques for securing data, and tools for testing data integrity. Students will design a multi-table, normalized, relational business database and advanced SQL queries.

Prerequisite: A grade of C or better in IS 240.

IS 260 - Presentation Theory and Application (3 credits)

Covers the design of effective and dynamic audio and visual presentations, examining both theoretical and practical aspects of audio and visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. Students will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A capstone presentation will also be required.

Prerequisite: None.

IS 280 - Data Management (3 credits)

Explores data storage, data archiving, quality assurance, data warehousing, data mining, and data security from a technology management perspective.

Prerequisite: A grade of C or better in IS 150.

IS 301 - Principles of E-Commerce (3 credits)

Introduces students to various technologies, applications, and issues associated with electronic commerce. There is a focus on understanding how organizations can adopt and integrate e-commerce in pursuit of organizational goals and to gain competitive advantage. Students learn about the background and history of e-commerce, e-commerce business models, online security and payment systems, e-marketing, online retailing and services, and the ethical, social, and political issues in e-commerce. Students will also conceptualize and create a basic business-focused website using popular free and low-cost web design tools.

Prerequisite: A grade of C or better in IS 201.

IS 320 - Human-Computer Interaction (3 credits)

Addresses the practical principles and guidelines needed to develop high quality interface designs for interactive systems, specifically ones that users can understand, predict, and control. The course covers theoretical foundations of human-computer interaction and design processes such as expert reviews and usability testing. Students will assess design considerations with respect to how humans act and react when confronted with a variety of interfaces, with balanced emphasis on mobile devices, Web, and desktop platforms.

Prerequisite: A grade of C or better in IS 201.

IS 331 - CISCO TCP and IP Routing (3 credits)

Examines techniques for deployment of quality of service features, route distribution, and route cost determination, all of which improve performance and guarantee delivery of the business' most important data. Students will gain hands-on experience in the configuration and management of CISCO routers and switches. Best

practices in the design of an effective routed infrastructure will be addressed.

Prerequisite: A grade of C or better in IS 232.

IS 332 - High Speed Broadband Networks (3 credits)

Provides an in-depth examination of leading broadband network technologies including ATM, xDSL, Cable Modem, Gigabit Ethernet, T-Carrier Systems, SONET and SDH, Frame Relay, SMDS, VOIP, Internet2, and GEANT. The course will also explore topics in fiber optic systems including Wavelength Division Multiplexing (WDM) and Dense WDM (DWDM). Students will learn how to design and cost out global network connections, and compare the leading product offerings from the top tier vendors in each area of broadband network technology.

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

IS 335 - Wireless LANS and Mobile Communication Systems (3 credits)

Examines the concepts and implementation of wireless technologies to include the IEEE 802.11 family of wireless local area network standards, IEEE 802.16 Wi-MAX, Local Multipoint Distribution Service (LMDS), satellite networks (GEO, MEO, LEO), microwave and laser links, and Mobile IP. Students will explore technologies such as the cellular communications system, General Packet Radio Services (GPRS), Global System for Mobile communication (GSM), Specialized Mobile Radio (SMR), Universal Mobile Telecommunications Service (UMTS), and 4G Wireless systems.

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

IS 343 - Web Architecture & Design Technologies (3 credits)

Explores the art and architecture of web design. Students will learn the concepts of creating dynamic and interactive web pages with graphics, video, sound and animation using advanced Dynamic HTML techniques. JavaScript and ASP.NET will be introduced. Using popular web design tools, students will create several business-focused websites.

Prerequisite: A grade of C or better in IS 240 and IS 301.

IS 345 - Java Programming (3 credits)

Creates JAVA applications and Applets using the command line and WebSphere. The course will cover the use control structures, custom classes, design methods, manipulate arrays, use OOP design principles to develop reusable components, processing, handle errors with exception code, create multithreaded applications, create networked applications, and leverage JDBC for improved database connectivity.

Prerequisite: A grade of C or better in IS 240.

IS 348 - Advanced Business Applications (3 credits)

Develop applications and components, apply inheritance and polymorphism to objects, organize code using name-spaces, handle errors, access data using ADO.NET,

create Windows applications and controls, create transactional and queuing components, create web services, and use assemblies to organize and deploy applications and libraries. Students will build a series of database connected, business applications.

Prerequisite: A grade of C or better in IS 241 and IS 252.

IS 349 - Service-Oriented Architecture and Dynamic Web Development (3 credits)

Implements a Service-Oriented Architecture, and develops Web Services and Web Services clients. Utilizes XML-based open standards-WSDL, SOAP, and UDDI-to support Web Services. Students will also build several dynamic Web sites implementing advanced features including Web forms, XML, database connectivity, client side and server side scripting, and electronic payment.

Prerequisite: A grade of C or better in IS 343 and IS 348.

IS 350 - IS Internship (3 credits)

Allows students to earn credit for an internship. Open to students who are currently working in an IT position during the semester enrolled or to students who have worked an internship during a preceding semester. Students will reflect on the ways in which their course work prepared them for the workplace. They will demonstrate the ability to articulate, verbally and in writing, how they applied IT skills and knowledge learned in specific courses to the tasks performed during their internship.

Prerequisite: Junior status.

IS 361 - E-Collaboration and Social Networking (3 credits)

Examines various technologies, applications, and issues associated with electronic collaboration and social networking. There is a focus on understanding how organizations can adopt and integrate e-collaboration and social networking in pursuit of internal and external organizational goals and to gain competitive advantage. Students learn about the background and history of e-collaboration and social networking, cloud computing, social computing, electronic word-of-mouth, viral marketing, and the ethical, personal, organizational, and political issues in e-collaboration and social networking. Students will also conceptualize and create a business-focused social network using free and low-cost web-based applications.

Prerequisite: A grade of C or better in IS 301.

IS 365 - Writing for IS Applications (3 credits)

Focuses on effective writing of deliverables typical in the information systems profession. A major theme will be crafting messages with technical content for a non-technical audience. Students will practice developing communications products that they will encounter in their careers, such as instruction manuals, project proposals, managerial briefings, and IT policies.

Prerequisite: MGT 210. SEE Certification: Writing Intensive.

IS 380 - Information Security for the Organization (3 credits)

Addresses top security issues and surveys tools to detect threats and protect valuable organization resources. Key topics including threat and risk assessment, viruses, worms, Trojan horses, port scans spyware, and denial of service attacks will be covered along with discussion of free security tools available to help uncover vulnerabilities. Students will write a security policy for their organization. Checklists for protecting business resources will be covered in detail and provided.

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

IS 385 - Management of Business Networks (3 credits)

Examines components of the business network, emphasizing the strategic selection and configuration of components to solve specific organizational problems. This course introduces students to file servers, application servers, database servers, transaction processing, and groupware. The use of wide-area network services and the Internet to interconnect global business units is reviewed. Students learn the essential concepts of each technology and the interrelationships between the technologies to achieve an understanding of the business network environment.

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

IS 386 - E-Commerce Business Solutions (3 credits)

Surveys the most common technologies employed to electronically link businesses with their partners, suppliers, distributors and customers. Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Electronic Payment Systems and other Business to Business (B2B) systems will be surveyed and compared.

Prerequisite: A grade of C or better in IS 301.

IS 387 - Wireless Technology Solutions for the Office (3 credits)

Examines and compares the various wireless technologies available for the office environment at home or at work. Competing wireless technologies are compared and contrasted based on function, cost, security, and performance. Products implementing technologies such as Bluetooth, 802.11a, 802.11b, 802.11g, and the cellular phone system will be examined and their niche areas of usefulness in the workplace detailed.

Prerequisite: A grade of C or better in IS 201.

IS 391 - Incident Response and Investigation Methods (3 credits)

Examines the role of the computer forensics investigator as a member of an Incidence Response Team and explores the nature of the threat to organizations, the indicators that an incident is underway, the policies and procedures to be followed when an incident is detected, and the investigation methods used to collect evidence for prevention or prosecution. The course will explore the

best practices used to create, organize and deploy an incident response team for malicious activity.

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

IS 392 - Information Systems Forensics 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: A grade of C or better in IS 231.

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

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

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

IS 431 - Exchange Server & Messaging Systems (3 credits)

Enables students to install, configure, and manage Microsoft's Exchange Server, a leading technology solution for enterprise wide collaboration. The course will examine in detail the components of the messaging infrastructure; key support tasks in configuration, optimization, and data protection; and competing messaging solutions.

Prerequisite: A grade of C or better in IS 232 and IS 235.

IS 432 - Network Security-Firewalls, IDS, and Counter Measures (3 credits)

Examines the types of attacks launched by intruders and the system components that offer intrusion prevention, protection, and detection. Students will learn to configure firewalls, Intrusion Prevention, and Intrusion Detection Systems. Hacking exploits and the countermeasures to defeat them will be examined in detail.

Prerequisite: A grade of C or better in IS 232.

IS 443 - XML E-Business Applications (3 credits)

Develops in-depth knowledge in writing well-formed XML Syntax, creating richer documents using namespaces to distinguish XML vocabularies, leveraging DTD's and Schemas to improve compatibility with externally designed applications, designing cascading style sheets to improve the expression of XML data, using the XPath querying language and XSLT style sheets to enable applications to extract components of an XML document. Students build an XML application that translates data from dissimilar databases in a web-based application.

Prerequisite: A grade of C or better in IS 301.

IS 444 - Wireless Application Development (3 credits)

Develops hands-on experience in the design of wireless applications using Microsoft's .NET Compact Framework and the Mobile Internet Toolkit development environment for mobile applications. Students will create several applications for handhelds.

Prerequisite: A grade of C or better in IS 345.

IS 462 - Current Topics in E-Commerce (3 credits)

Explores current topics in electronic commerce through reading and discussion of the primary literature and examination of existing and emerging theories, tools, and applications. Related ethical, cultural, social, organizational, and political issues are also discussed. Students will conduct research and propose extensions and improvements to existing e-commerce business models.

Prerequisite: Senior status, and a grade of C or better in IS 301 and IS 320.

IS 475 - Special Topics in Information Systems (3 credits)

Offers topics which vary each year to reflect new and emerging computer-related technologies and techniques in business and industry.

Prerequisite: Fourth year status or permission of the instructor.

IS 480 - Technology Law (3 credits)

Outlines the legal requirements of businesses to preserve electronic data, ensure privacy, protect intellectual property, and ensure electronic information is accessible to people with disabilities. A survey of the legislation used to implement the law is covered. Pertinent sections of the federal regulations are examined to determine impact on procedures and policies.

Prerequisite: Senior status.

IS 481 - Project & Knowledge Management (3 credits)

Enhances the knowledge, skills, and tools required to deliver projects on time and within budget. Students will explore the reasons for failed projects, the competencies of successful project managers, the functions all project managers perform, the tools project managers use to keep projects on time and within budget, and the project management life cycle.

Prerequisite: Junior or senior status.

LAW - Legal Studies

LAW 102 - Introduction to Legal Studies (3 credits)

Provides an overview of the functions of our legal system and the sources and nature of our laws. This course introduces many substantive and procedural areas of law. This course also examines the legal profession, the role of the paralegal, and the regulation of attorney and

paralegal conduct. Students will begin identifying career goals. This course provides an in-depth examination of legal ethics and introduces students to the types of ethical dilemmas they may face in the work force and to methods for researching the answers to and resolving ethical dilemmas. Legal specialty course (LSC)

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 112 - Torts (3 credits)

Provides an introduction to the broad area of civil wrongs and their appropriate remedies. Tort Law principles of liability for personal, property, and economic harm, negligence (including professional malpractice), strict liability (including products liability), and intentional torts will be covered. Affirmative defenses and limitation of duties including assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners will also be reviewed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 114 - Estates and Trusts (3 credits)

Introduces students to the laws governing wills and estates. Topics covered include will drafting, inheritance through testacy and intestacy, the role of personal representatives in estate administration, formal and informal probate procedures, and tax ramifications of estate planning. The course also provides an overview of techniques for gathering facts, listing assets, and drafting probate documents and reports. Students will also gain first-hand knowledge of preparing wills and applying probate procedures in opening and closing an estate. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 120 - Contract Law (3 credits)

Provides a detailed introduction to the common law of contracts and the Uniform Commercial Code. Examines such topics as the bases for enforcing promises, the bargaining process, contract formalities, enforcement, breach, defenses, remedies, and assignment and delegation. Drafting skills are introduced and developed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 125 - Legal Research and Writing I (3 credits)

Provides an introduction and overview to the methods of legal research and legal writing. Students will examine the various sources of law and categories of research materials. Students will be introduced to writing citations and learn how to develop a research plan, how to analyze cases and statutes, and how to use the law library. Basic legal writing skills will be covered as well as

computer-assisted legal research. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 130 - Business Organizations Law (3 credits)

Examines the nature of sole proprietorships, partnerships, limited partnerships, limited liability companies, corporations, and S corporations. Emphasis will be placed on the drafting of articles of incorporation and articles of organization, partnership agreements, certificates of limited partnership, corporate minutes and consents, and preparation of various governmental filings that accompany corporate, LLC and partnership formation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 204 - Constitutional Law (3 credits)

Introduces the Constitution with an emphasis on the Bill of Rights. Examination of criminal and civil constitutional rights, including the underlying legal principles governing searches and seizures, self-incrimination, due process, and equal protection of the law, will be included.

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 208 - Business Law (3 credits)

Examines the legal aspects of business relationships, contracts, sales and Uniform Commercial Code, agency, and business organizations law. **Restricted to non-legal studies majors.**

Prerequisite: None.

LAW 210 - Legal Research and Writing II (3 credits)

Continues the examination of the methods of legal research and legal writing. Students will examine in depth the primary and secondary state and federal materials. Students will learn to update and validate their research. Emphasis will be placed on creating a successful research strategy. Advanced computerized legal research will be incorporated into research assignments. Students will analyze and synthesize the results of their research and incorporate their research into forms of persuasive legal writing. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 125. SEE Certification: Writing Intensive.

LAW 215 - Criminal Law (3 credits)

Examines crimes and offenses, criminal procedures and constitutional guarantees of accused persons, jurisdiction of courts, preparation for trial, and appellate and post-conviction procedures.

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 216 - Civil Litigation and Pleading (3 credits)

Provides a basic understanding of civil litigation and the functions and operations of the state and federal court

systems. Includes selection of the proper court, court jurisdiction, pleadings and other court documents, discovery, rules of evidence, trial tactics, and principles of litigation. Students will study of the rules of procedure for Maryland courts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 112, LAW 120 and LAW 125.

LAW 225A - Internship: Part I (1 credit)

Constitutes on-campus workshops and seminars in preparation for student workplace internships. Legal specialty course (LSC) Restricted to legal studies majors.

Prerequisite: A grade of C or better in ENG 150 or ENG 151 and ENG 152 or ENG 153 and LAW 125.

LAW 225B - Internship: Part II (3 credits)

Consists of 120 hours of supervised work in a law office or legal department as a paralegal. Includes the preparation of an internship portfolio based on professional experience. Legal specialty course (LSC)

Restricted to legal studies majors.

Prerequisite: A grade of C or better in LAW 225A and LAW 210, and 15 additional LAW credits.

LAW 260 - Juvenile Justice (3 credits)

Examines the legal problems faced by children within the family, at school, and in the criminal justice system. An in-depth analysis will be made of the issue of delinquency, including theories of delinquency, the impact of gender, family, peers, schools and drug use on delinquency, and policies and programs designed to prevent delinquency. Students will develop a working knowledge of the juvenile justice system, including police, court and corrections processes and procedures.

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153.

LAW 302 - Pre-Law Seminar (3 credits)

Provides students with assistance preparing for law school and the law school application process. Students will learn how to research and evaluate prospective law schools. Students will understand the application process and the role of the Law School Admission Council (LSAC) in law school admissions. Students will study the types of questions on the Law School Admission Test (LSAT), practice LSAT examination questions, and compare commercial LSAT preparation courses and other LSAT review materials. Students will draft case briefs and experience instruction using the Socratic method by participating in a "mock" law school class. Students will draft personal statements for inclusion in their law school applications. Legal specialty course (LSC).

Prerequisite: A grade of C or better in LAW 210, and junior or senior status. Offered: Spring (as needed).

LAW 305 - Special Topics in Law (3 credits)

Examines areas of law of current interest not covered in other LAW courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special legal topics. Special topics will be selected based on current events, developments in

technology, changes in the law, and employer needs. The course topic will vary, and will be specified in the class schedule for the term offered. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in LAW 210.

LAW 312 - Advanced Business Organizations (3 credits)

Examines the essential documentation of business entity formation and operation including organizational documents, limited partnership agreements, articles of transfer, articles of dissolution, articles of merger, various tax elections, buy-sell agreements, and various types of minutes. Further, students will examine the fiduciary relationships both within various entities and their management's relationships with and duties toward others, including investors, lenders, employees, the government, consumers and society. Practical and intellectual appreciation of business forms is gained through an approach that considers the impact of current events on public confidence in business organizations and their management. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130.

LAW 315 - Advanced Estate Administration (3 credits)

Examines the administration of a complex decedent's estate, preparation of all probate documents, including inventory and accounts, problems of valuation and appraisal of assets, preparation of federal estate tax return, and study of Maryland inheritance and estate taxation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114.

LAW 320 - Bankruptcy Law (3 credits)

Examines voluntary and involuntary proceedings, functions of the trustee, secured and unsecured debts and claims, exemptions, and discharge of debts, voidable transactions, preparation of petitions, schedules and other documents, and comparison with insolvency proceedings and compositions of creditors. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130.

LAW 322 - Criminal Investigation and Procedure (3 credits)

Provides students the opportunity to study the principles and procedures employed in the investigation of crime. Emphasis is placed on the investigation of specific crimes, identification of information sources, and the procedures required for the proper handling of evidence.

Prerequisite: A grade of C or better in LAW 204.

LAW 325 - Employment Law (3 credits)

Provides an overview of the law of the workplace. This course examines the impact on the employer-employee relationship and provides guidance within the environment of employment law. It also examines employment law as the crossroads of several legal disciplines: contract, tort, and agency, common law,

regulatory, and statutory law, as well as social, economic, and political policy. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130.

LAW 330 - Advanced Estate Planning (3 credits)

Examines the entire estate planning process (as opposed to estate administration) using a step-by-step approach. Various aspects of estate planning are covered including the topics of wills, will substitutes, trusts, estate and gift tax planning, business succession planning, asset protection, estate and trust administration, and death taxation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114.

LAW 340 - Income Taxation (3 credits)

Examines the general principles of taxation of individuals, corporations, partnerships, and estates and trusts, with emphasis on points of tax law relating to individuals.

Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 352 - Law Office Technology (3 credits)

Introduces specialty applications software for law office management and case management. Examines computer applications in the legal field by studying the fundamentals of computer technology in the practice of law and reviewing the building blocks of law-related applications software including word processing, spreadsheets, electronic databases, and other tools. Instructs students on conducting e-discovery and related computer applications for litigation, such as the electronic courtroom, presentation and trial graphics, and electronic trial preparation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216.

LAW 356 - Domestic Relations (3 credits)

Studies the law regarding matters related to the family, including adoption, child support, custody, spousal support, guardianship, marital property, and the requirements for the formation and termination of a marriage. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153.

LAW 361 - Immigration Law (3 credits)

Examines the laws, policies and procedures pertaining to immigration, naturalization and citizenship. Topics include legal entry into and residence in the United States, qualifying for citizenship, Visas, amnesty, asylum and refugees, deportation, and post 9/11 issues. Course topics are designed to meet specific employer needs in the field of immigration law, both in the private and public sectors. Preparation of legal documents and immigration forms is emphasized. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216.

LAW 365 - Health Care Law (3 credits)

Studies the framework of regulation of the health care arena, including the credentialing of health care

professionals and how health insurance can define access to health care. Analysis of fraud and abuse legislation and regulations, including application of the law to hypotheticals, is covered. A review of the effect of antitrust legislation on health care business transactions is also included. The laws of birth and death will be examined.

Prerequisite: A grade of C or better in LAW 210.

LAW 380 - Mediation and Negotiation (3 credits)

Studies the role of mediation in resolving conflicts. This course includes an introduction to the skills and procedures needed to settle disputes and an examination of the dimensions and benefits of mediation and its use within the field of alternative dispute resolution.

Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153.

LAW 404 - Advanced Constitutional Law (3 credits)

Analyzes the Fourteenth Amendment rights of due process and equal protection. This course also includes examination of principles involving the Commerce Clause and Commercial Free Speech and review of recent decisions by the Supreme Court that significantly impact the major areas of criminal and civil law.

Prerequisite: A grade of C or better in LAW 204.

LAW 450 - Administrative and Government Law (3 credits)

Examines administrative law and policy at the federal and state levels. This course emphasizes how the administrative process functions in theory and in practice from the perspective of the lawyer and the paralegal. This course also includes rule-making, both informal and formal, adjudication at the administrative level, judicial review, Freedom of Information and Public Information Act, and Federal and Maryland Administrative Procedure Acts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216.

LAW 462 - Advanced Contract Drafting (3 credits)

Instructs students in the skill of contract drafting. Students will learn the different parts of a contract and how to draft each part, to write provisions that are clear and unambiguous, then to organize the parts into a cohesive contract. Reviewing and commenting on contracts drafted by others will be studied. Students will consider ethical issues in drafting contracts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 120 and LAW 210.

LAW 470 - International Business Law (3 credits)

Examines various aspects of international business law, including multi-national enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.

Prerequisite: A grade of C or better in LAW 130 and LAW 210 (for legal studies majors) or LAW 208 or LAW 308 (for business or accounting majors) and senior status. Cross-Listed as: INBUS 470.

LAW 480 - Legal Studies Capstone (3 credits)

Serves as a capstone course employing a broad range of substantive legal skills including legal research, legal writing, analytical reasoning, oral communication, professionalism, and technology. Through student projects in transactional law and/or litigation practice, students demonstrate their mastery of the legal studies curriculum by performing legal and administrative tasks required for paralegal employment. Students' professional portfolios are completed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 210 and senior status. SEE Certification: Writing Intensive.

MATH - Mathematics

MATH 135 - Introduction to Mathematical Reasoning (3 credits)

Surveys applications of various fields of mathematics to everyday life. Topics to be covered include calculation, measurement, and number sense; recognition and interpretation of growth patterns; mathematics in financial decisions; elementary statistics and probability and their uses in decision-making; and other applications.

Prerequisite: A grade of C or better in MATH 005# or by placement. SEE Certification: Quantitative Literacy.

MATH 136 - Introduction to Statistics (4 credits)

Introduces the student to basic data analysis. Methods include data collection and packaging, discriminating between valid and invalid uses of statistics, and elementary methods for decision making. Topics include measures of central tendency and dispersion, elementary probability, probability distributions, interval estimates of parameters, hypotheses testing, correlation, and regression. Course activities include elementary applications of statistics to a variety of disciplines. A TI-83, TI-83 Plus, or TI-84 calculator is required for the course. Credit will not be granted for more than one of the following statistics courses: MATH 115, MATH 136, MATH 140, MATH 210, and MATH 235.

Prerequisite: By placement. SEE Certification: Quantitative Literacy.

MGT - Management

MGT 204 - Principles of Management (3 credits)

Examines theories and principles underlying the management process. Students discuss fundamental management activities including planning, organizing, leading, controlling, and decision making.

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Science.

MGT 210 - Business Writing (3 credits)

Focuses on the purposes, principles, and techniques of business writing. The course provides students with a review of the basics in writing while using a variety of operational workplace writing exercises. Students will apply advanced critical thinking ability and analytical competencies to develop overall writing ability.

Prerequisite: A grade of C or better in ENG 152 or ENG 153. SEE Certification: Writing Intensive.

MGT 300 - Applied Business Analytics (3 credits)

Discovers how applied business analytics is used to support business decisions, solve problems and add value to a business. Students will learn the basic concepts, tools and techniques of applied business analytics and data mining, formulate evidence-based decisions and solutions to business problems, and communicate their findings and recommendations in a form of effective business reports and presentations. Emphasis on building, interpreting, and applying statistical and algebraic linear decision models using Excel and other business software.

Prerequisite: A grade of C or better in IS 135, MATH 136 or MATH 312, ACC 141, and EC 202.

MGT 308 - Business Ethics (3 credits)

Explores ethical theories, critically and historically, as they relate to contemporary business conduct and issues. Students who have taken PHIL 415 or PHIL 416 are not eligible to take MGT 308.

Prerequisite: A grade of C or better in MGT 204 and MGT 210. SEE Certification: Writing Intensive.

MGT 310 - Organizational Behavior (3 credits)

Examines human resource problems and the integration of management theory and behavioral concepts as they relate to modern organizations. Topics discussed include leadership and motivation, job satisfaction, conflict resolution, power and politics, group dynamics, and managerial skills.

Prerequisite: A grade of C or better in MGT 204 or CHS 340.

MGT 313 - Operations Management (3 credits)

Investigates effective operating control in businesses and the interrelationship between operations and other functions of an organization. Topics include operating strategy, production planning, quality management, inventory management, project management, and technology assessment.

Prerequisite: A grade of C or better in IS 135, MATH 136, and MGT 204. Corequisite: FIN 300.

MGT 315 - International Business Management (3 credits)

Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign

labor, and effects of natural events on management decisions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: INBUS 315.

MGT 408 - Human Resource Management (3 credits)

Examines human resource management and the role of line managers and HR professionals in recruiting, developing, and retaining a competent work force. Discussion will also include job analysis and design, human resource planning, compensation, benefits, labor relations, equal opportunity employment laws, work force diversity, and global competitiveness. This course prepares students to sit for the Professional in Human Resources (PHR) exam.

Prerequisite: A grade of C or better in MGT 310 or CHS 340.

MGT 413 - Project Management (3 credits)

Examines the tools and techniques necessary to manage resources to meet project objectives. Topics include project scheduling, time-cost trade-offs, budgeting, cost control, and project monitoring, as well as project organization, team development, and risk management.

Prerequisite: A grade of C or better in MGT 313 and ACC 141.

MGT 422 - Strategic Management (3 credits)

Investigates the theories, techniques, and models of organizational strategy formulation and implementation. Students will examine all facets of the strategic planning process including the impact and implications of: the current competitive position of an organization, emerging trends affecting the success of an organization, alternate strategic options, the development of a formal strategic plan, and implementation and evaluation of new strategies.

Prerequisite: A grade of C or better in FIN 300 or FIN 303, MGT 210, MGT 310, and MKT 206.

MGT 430 - Business Capstone Seminar (3 credits)

Develops the ability to recognize, analyze, and define problems within and outside the organization, to identify management choices, and to implement appropriate strategic action. This course stresses the assessment of the short- and long-term implications of taking certain actions. This course uses a broad range of research methodologies, traditional and electronic data sources, and primary research in investigating and solving business problems.

Prerequisite: A grade of C or better in FIN 300 or FIN 303, MGT 308, MGT 310, MGT 313, and MKT 206. . Corequisite: MGT 312 or MGT 422.

MKT - Marketing

MKT 206 - Principles of Marketing (3 credits)

Examines the relationship between an organization and the market for its goods and services. Topics covered

include the marketing concept, marketing planning, consumer behavior, research, product development, and the marketing mix. Social, ethical, and international aspects of marketing are emphasized.

Prerequisite: ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

MKT 315 - Sports Marketing (3 credits)

Examines the application of marketing strategy and activity to a sports enterprise setting, including leagues, teams, events, and individuals. Topics include the impact of external, uncontrollable environments; the application of targeting and positioning strategies; the sport product and branding; event pricing and distribution strategies; and the use of appropriate, effective promotion tools.

Prerequisite: A grade of C or better in MKT 206.

MKT 316 - Principles of Negotiation and Sales (3 credits)

Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206.

MKT 410 - Strategic Marketing Cases (3 credits)

Develops the student's ability to identify, analyze, and resolve marketing problems using the case analysis method. Topics include target market selection, new product introduction, use of research, branding and promotion activity, and financial implications of alternatives under consideration.

Prerequisite: A grade of C or better in MKT 206 plus one additional MKT course.

MUS - Music

MUS 201 - Introduction to Music in History (3 credits)

Surveys music literature from the late Renaissance to the present day. This course examines how music has evolved through the centuries by studying works by the most influential composers while relating the music to the corresponding historical eras. Students will be introduced to the finest representative musical examples in live and video performance.

Prerequisite: A grade of C or better in ENG 150, ENG 151 or ENG 153. SEE Certification: Fine Arts.

NATB - Nursing Associate's to Bachelor's

NATB 312 - Physical Assessment and Pathophysiology (3 credits)

Explores the role of the nurse in physical assessment and data collection utilizing an organizing framework. Gaining

competence in the application of assessment skills and interviewing prepares the registered nurse for enhanced clinical practice. Physical examination across the life span and with diverse populations is included, as well as application of knowledge within the context of pathophysiological conditions. Restricted to RN to BS majors.

Prerequisite: Acceptance into the ATB option.

NATB 313 - Concepts of Professional Nursing Practice (4 credits)

Includes discussion of the philosophy of nursing, perspectives of nursing theorists, and historical foundations. Expansion of nursing roles, development of learning goals, and professional values are discussed. The principles of scholarly writing and critical thinking are applied throughout the course. Restricted to RN to BS majors.

Prerequisite: Acceptance into the ATB option. SEE Certification: Writing Intensive.

NATB 315 - Information Technology in Nursing and Health Care (3 credits)

Presents nursing informatics as a combination of computer science, information science, and nursing science. Nursing informatics assists in the management and processing of nursing data, information, and knowledge in the practice of nursing and delivery of health care. This course addresses how technology shapes nursing practice, nursing education, and access to health care information and examines informatics as an area of nursing specialization. Restricted to ATB majors.

Prerequisite: A grade of C or better in NATB 313.

NATB 330 - Health Assessment (3 credits)

Develops data collection and physical assessment skills across the life span. Clinical application in the clinical lab setting will be emphasized.

Prerequisite: Acceptance into the ATB option.

NATB 414 - Nursing Leadership For RNs (3 credits)

Provides opportunities for registered nurse students to explore a variety of topics essential to facilitation of nursing leadership in health care environments. Nurses learn about theories of organizational behavior, leadership, and management. Dialog centers on topics of group facilitation, delegation, motivation, collaboration, team building, empowerment, conflict management, and negotiation as experienced in the context of nursing practice. Restricted to ATB majors.

Prerequisite: A grade of C or better in NATB 315 and senior status.

NATB 415 - Professional Seminar II (3 credits)

Explores the process of empowerment and self-actualization in the nursing profession. During the first segment of the course, the focus is on the nurse as a professional. The second segment examines the context of professional nursing practice, the health care delivery system. The remaining segment provides opportunities to explore professional activism within nursing organizations

and state/federal governmental agencies. Restricted to ATB majors.

Prerequisite: A grade of C or better in NATB 315, 200+ Writing Intensive course, and senior status. SEE Certification: Writing Intensive.

NATB 418 - Nursing Research for RNs (3 credit)

Introduces registered nurse students to the research process in nursing. Methods of gathering, analyzing, and interpreting data commonly used in nursing research are discussed. The focus of this course is the critical evaluation of nursing research studies and the utilization of research findings. Restricted to ATB majors.

Prerequisite: A grade of C or better in MATH 136, NATB 414 and NATB 415.

NATB 424 - Health in the Community (5 credits)

Immerses the registered nurse student in community-focused health care. The first portion of the course explores nursing care provided to groups within the community setting, based on nursing research and using the nursing process, community assessment, goal setting, and community planning. The second portion of the course includes concepts associated with epidemiology, informatics, economics, environmental health, health promotion, vulnerable populations, and global health. Theoretical concepts will be applied in a mentored clinical experience; the setting will be selected under the guidance of the faculty and will be one where public or community health concerns can be identified and where nursing roles are present. 45 hours of mentored clinical practice required. Restricted to ATB majors and licensure as a registered nurse.

Prerequisite: A grade of C or better in NATB 418.

NATB 434 - Professional Seminar III (3 credits)

Assists the RN to BS student in synthesizing concepts and experiences from their course work into an integrated whole. Students will analyze implications for change in nursing practice and the delivery of health care. The students will explore ways in which they can individually and collectively become engaged in advancing the quality of nursing practice.

Prerequisite: A grade of C or better in NATB 424.

NURS - Nursing

NURS 312 - Physical Assessment and Pathophysiology (3 credits)

Explores the role of the nurse in physical assessment and data collection utilizing an organizing framework. Gaining competence in the application of assessment skills and interviewing prepares the registered nurse for enhanced clinical practice. Physical examination across the life span and with diverse populations is included, as well as application of knowledge within the context of pathophysiological conditions. Restricted to RN to BS majors.

Prerequisite: Acceptance into RN to BS option.

NURS 313 - Concepts of Professional Nursing Practice (4 credits)

Includes discussion of the philosophy of nursing, perspectives of nursing theorists, and historical foundations. Expansion of nursing roles, development of learning goals, and professional values are discussed. The principles of scholarly writing and critical thinking are applied throughout the course. Restricted to RN to BS majors.

Prerequisite: Acceptance into RN to BS option. SEE Certification: Writing Intensive.

NURS 315 - Information Technology in Nursing and Health Care (3 credits)

Presents nursing informatics as a combination of computer science, information science, and nursing science. Nursing informatics assists in the management and processing of nursing data, information, and knowledge in the practice of nursing and delivery of health care. This course addresses how technology shapes nursing practice, nursing education, and access to health care information and examines informatics as an area of nursing specialization. Restricted to RN to BS majors.

Prerequisite: A grade of C or better in NURS 312 and NURS 313.

NURS 414 - Nursing Leadership For RNs (3 credits)

Provides opportunities for registered nurse students to explore a variety of topics essential to facilitation of nursing leadership in health care environments. Nurses learn about theories of organizational behavior, leadership, and management. Dialog centers on topics of group facilitation, delegation, motivation, collaboration, team building, empowerment, conflict management, and negotiation as experienced in the context of nursing practice. Restricted to RN to BS majors.

Prerequisite: A grade of C or better in NURS 315 and senior status.

NURS 415 - Professional Seminar II (3 credits)

Explores the process of empowerment and self-actualization in the nursing profession. During the first segment of the course, the focus is on the nurse as a professional. The second segment examines the context of professional nursing practice, the health care delivery system. The remaining segment provides opportunities to explore professional activism within nursing organizations and state/federal governmental agencies. Restricted to RN to BS majors.

Prerequisite: A grade of C or better in NURS 315, 200+ Writing Intensive course, and senior status. SEE Certification: Writing Intensive.

NURS 418 - Nursing Research for RNs (3 credits)

Introduces registered nurse students to the research process in nursing. Methods of gathering, analyzing, and interpreting data commonly used in nursing research are discussed. The focus of this course is the critical evaluation of nursing research studies and the utilization of research findings. Restricted to RN to BS.

Prerequisite: A grade of C or better in MATH 136, NURS 414, and NURS 415.

NURS 424 - Health in the Community (5 credits)

Immerses the registered nurse student in community-focused health care. The first portion of the course explores nursing care provided to groups within the community setting, based on nursing research and using the nursing process, community assessment, goal setting, and community planning. The second portion of the course includes concepts associated with epidemiology, informatics, economics, environmental health, health promotion, vulnerable populations, and global health. Theoretical concepts will be applied in a mentored clinical experience; the setting will be selected under the guidance of the faculty and will be one where public or community health concerns can be identified and where nursing roles are present. 45 hours of mentored clinical practice required. Restricted to RN to BS majors.

Prerequisite: A grade of C or better in 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: A grade of C or better in NURS 424.

PHOTO - Photography

PHOTO 141 - Basic Digital Photography (3 credits)

Introduces digital photography including the operation of a DSLR camera and introductory level digital photography techniques. Attention will be given to the technical aspects of manual camera control, editing, digital image processing, inkjet printing, and image presentation. Students will learn exposure, digital image enhancement, and preparation of images for print and online viewing. Aesthetic and creative concerns will be emphasized, using photography as a tool for documentation, communication, expression, and emotional appeal. This course also explores making informed choices in composition, subject matter, and framing. Students will need to purchase supplies/materials for this course.

Prerequisite: None. SEE Certification: Fine Arts.

POSCI - Political Science

POSCI 102 - American Government: Political Institutions and Procedures (3 credits)

Examines the structures that comprise the American political system, how they interact, how they affect an individual member of the political system, and how they are changed by individuals and groups. This course covers federal, state, and local government.

Prerequisite: ENG 151 or equivalent (may be taken concurrently). SEE Certification: Social Science.

POSCI 205 - State & Local Government (3 credits)

Examines how local communities and states are governed in the United States. The course balances its emphasis on metropolitan areas by examining key aspects of state policy, such as education, crime, growth, and taxation. Students explore comparisons between Maryland political institutions and those of other states.

Prerequisite: ENG 152 or equivalent. SEE Certification: Social Science.

PRST - Professional Studies

PRST 310 - Creative Leadership (3 credits)

Explores creativity concepts as they relate to leadership. Topics explored include thinking tools for leaders, creative problem solving as a framework for creative leadership, leading people with different creativity styles, and building a creative organizational culture.

Prerequisite: None.

PRST 495 - Professional Studies Capstone (3 credits)

Provides opportunities for students to demonstrate mastery of program objectives via completion of a culminating portfolio that will include reflection on growth as a professional using signature assignments as evidence, a professional organizational audit, and a statement of future directions as a professional.

Prerequisite: A grade of C or better in CM 205, CM 390, GEN 200, IS 260, MGT 210, PRST 310 and senior standing. SEE Certification: Writing Intensive.

PSY - Psychology

PSY 101 - Introduction to Psychology (3 credits)

Introduces students to the main theories, methods, and major findings that characterize psychology as a science. The course presents the scientific basis of psychology and asks students to think critically about the various topics presented. The course addresses psychology's application to issues of everyday life.

Prerequisite: A grade of C or better in ENG 151 (may be taken concurrently). SEE Certification: Social Science.

REL - Religion

REL 265 - Comparative Thought in Religion (3 credits)

Explores, examines, and compares a targeted religious issue, such as transcendence, mortality, sexuality, humanity, transitions, justice, and evil in selected world religions.

Prerequisite: A grade of C or better in ENG 152 or be equivalent (may be taken concurrently), or permission of the academic program administrator. SEE Certification: Humanities.

REL 270 - Contemporary Religion in the U.S. (3 credits)

Studies contemporary religious expressions in America. This course examines the origins, development, and current status of both mainline and peripheral movements, with discussions on attendant problems of national interest and addresses issues in which religion, politics, and community values influence each other across the contemporary landscape.

Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently), or permission of the academic program administrator. SEE Certification: Humanities.

to create the dramatic experience. Students further investigate the nature of this experience by critiquing Stevenson University productions.

Prerequisite: None. SEE Certification: Fine Arts.

SOC - Sociology

SOC 101 - Introduction to Sociology (3 credits)

Introduces building blocks of knowledge in the discipline of sociology, a discipline that examines how humans interact and how their interactions are influenced by social forces.

Prerequisite: A grade of C or better in ENG 151 or equivalent (may be taken concurrently). SEE Certification: Social Science.

SUO

SUO 100 - Orientation to Online Learning (0 credits)

Provides an introduction to online learning for students enrolled in Stevenson University Online programs. The course prepares students for the online learning experience and includes topics such as academic integrity, time management, skills for academic success, support resources, and online learning best practices. The course also orients students to using SU-specific technologies and platforms such as Blackboard and BlueJeans.

SUO 101 - Online Learning Strategies and Success (0 credits)

Provides an introduction to online learning for students enrolled in traditional face-to-face academic programs. The course prepares students for the online learning experience and includes topics such as academic integrity, time management, skills for academic success, support resources, and online learning best practices. The course also orients students to using SU-specific technologies and platforms such as Blackboard and BlueJeans.

THEA - Theatre

THEA 121 - Introduction to Theatre (3 credits)

Examines, through readings, lecture and discussion, the responsibilities and techniques of theater artists (playwrights, actors, directors, designers) who collaborate

Directory

Board of Trustees of Stevenson University

T. Scott Pugatch
Chair of the Board
Greenhill Properties, Inc.

Paul Mark Sandler, Esq.
Secretary of the Board
Shapiro Sher Guinot & Sandler

Robert C. Brennan
Treasurer of the Board
Maryland Economic Development Corporation (Retired)

Arthur F. Bell, Jr., CPA
Belltower LLC

Sandra R. Berman
Sandra & Malcolm Berman Charitable Foundation

Robert D. Biagiotti, P.E.
Exelon Business Services Company, LLC

Barbara M. Bozzuto

David A. Burrows, Jr. '92 '94 '94 '95 '99M
Visual Integrators

Samuel M. Dell III
ExxonMobil, Retired

Karen P. Gibbs
The Gibbs Perspective

Herbert J. Hoelter
National Center on Institutions and Alternatives

Nancy C. Hubble, GRI, CRS, ABR
Long & Foster Real Estate, Christie's International,
The Hubble Bisbee Group

Sean A. Isaac M.D.
US Anesthesia Partners

Brenda Bowe Johnson, Ph.D.
The Language House, Inc.

Donna L. Kahoe '99
Maryland Board of Town Commissioners

Blaire Miller '05
Constellation, ex officio

Meredith A. Mowen '95
1919 Investment Counsel

Jennifer Ward Reynolds, CFA
Ward Properties

Margaret "Meg" Sheetz

Kathleen Sher
K Sher Consulting

James B. Stradtner, CFA

Century Private Investments, LLC

Judith S. Waranch, Esq.
The Waranch Group LLC

Orsia Foudos Young, Esq. '79

Office of the President

Elliot Hirshman (2017)

President
B.A., Yale University
M.A., Ph.D., University of California, Los Angeles

Sue B. Kenney (2008)
Vice President and Chief of Staff

B.S., Towson University
M.L.A., Johns Hopkins University

Antionette J. Marbray (2020)

*Vice President, Legal Affairs, State and Federal Relations,
and Strategic Planning*

B.A., University of South Florida, Tampa

M.Ed., University of Florida, Gainesville

J.D., Duke University

Office of the Provost

Susan T. Gorman (1991)

Executive Vice President, Academic Affairs and Provost

B.A., Kenyon College;

Ph.D., Johns Hopkins University

Meredith C. Durmowicz (2002)

*Senior Associate Vice President for Academic Affairs and
Research*

B.S., Marquette University

Ph.D., Johns Hopkins University

Ali Eskandarian (2020)

Vice Provost, Online Learning

B.S., George Washington University

Ph.D., George Washington University

Amanda Hostalka (1998)

Vice Provost, Outreach

B.F.A., Maryland Institute College of Art

M.A., M.F.A., University of Baltimore

Virginia N. Iannone (2002)

Interim Vice Provost, Student Success

B.S., University of Scranton

M.A., Ph.D., The Catholic University of America

Academic Affairs Division

Career Services

Matthew D. Seiler (2017)
Director, Career Services
B.S., Stevenson University

Institutional Research and Assessment

May P. Hser (2018)
Director, Institutional Research and Effectiveness
B.A., Rangoon University
M.E., Ph.D., The State University of New York, Buffalo

Library

Sara G. Godbee (2008)
Director, Library Services
B.A., College of Charleston
B.S., University of South Carolina Upstate
M.L.S., University of Maryland

Online Learning

Ali Eskandarian (2020)
Vice Provost, Online Learning
B.S., George Washington University
Ph.D., George Washington University

Outreach

Amanda Hostalka (1998)
Vice Provost for Outreach
B.F.A., Maryland Institute College of Art
M.A., M.F.A., University of Baltimore

Registrar

Rhonda S. Stokes (2021)
University Registrar
B.B.A., Radford University
M.Ed., Marymount University

Sponsored Programs and Research

Meredith C. Durmowicz (2002)
Senior Associate Vice President for Academic Affairs and Sponsored Research
B.S., Marquette University
Ph.D., Johns Hopkins University

Student Success

Virginia N. Iannone (2002)
Interim Vice Provost for Student Success
B.S., University of Scranton
M.A., Ph.D., The Catholic University of America

Enrollment Management Division

Mark J. Hergan (1993)
Vice President, Enrollment Management
B.A., St. Mary's College of Maryland

Christina Dutcher (2011)
Director, Student Accounts
B.S., Towson University

Melanie Mason (2017)
Director, Financial Aid
B.S., University of North Carolina
M.S., M.B.A., University of Maryland

Financial Affairs Division

Melanie M. Edmondson, CPA (1996)
Vice President, Administration and Finance and Chief Financial Officer
A.S., Lasell College
B.S., Florida Institute of Technology

Athletics

Brett C. Adams (1994)
Director
B.S., York College of Pennsylvania

Auxiliary Services

James Mustard (2022)
Assistant Vice President of Facilities and Campus Safety
B.S., M.S., Duquesne University

Robert A. Reed (1998)

Assistant Vice President Property Management/Campus Services
B.S., Towson University

Business Office (2002)

Virginia R. Perkins
Assistant Vice President Finance & Administration
B.S., University of Baltimore

Conference Services

Brooks Edman (2007)
Interim Manager, Conference Services
B.S., Lebanon Valley College

Facilities

Michael J. Campbell, Jr. (2008)
Director of Facilities, Greenspring campus and Owings Mills North campus

Information Technology

John "Karl" Bantillo (2014)
Chief Information Officer

Mail Room and Materials Management

Raymond Smith (2015)
Manager

Security

Steve Gossage (2004)
Director of Security

University Store

LaShaun Calderone (2004)
Manager
B.S., Stevenson University

Human Resources Division

David C. Jordan (2019)
Vice President, Human Resources
B.S., University of Maryland
M.S., University of Baltimore

Marketing and Digital Communications Division

John Buettner (2009)
Vice President, Marketing and Digital Communications
B.A., Washington College
M.A., Villanova University

Student Affairs Division

Eric M. Rivera (2022)
Interim Vice President, Student Affairs
B.S., University of the State of New York
M.P.A., Baruch College

Jeff M. Kelly (2005)
Associate Vice President and Dean of Students
B.S., University of Scranton
M.S., Northeastern University
Ed.D., Widener University

Britney Campbell (2019)
Director, Diversity and Inclusion
B.A., M.A., Hollins University
M.S., Concordia University, Irvine

Linda S. Reymann, RN (1992)
Assistant Vice President, Wellness Center
B.S.N, M.S., University of Maryland, Baltimore
M.S., Ph.D., Loyola University Maryland

University Advancement

Christopher R. Vaughan (2018)
Vice President, University Advancement
B.A., Loyola College of Maryland
M.B.A., Loyola University of Maryland

Emeriti

Dyer P. Bilgrave
Professor Emeritus
B.A., Towson University
M.P.S., New York Theological Seminary
M.A., American International College
M.F.A., Brandeis University
M.A., Ph.D., University of Maryland, Baltimore County

Helen Rose Dawson
Vice President and Dean Emerita
B.A., Trinity College
M.S., Fordham University
D.Ed., Nova Southeastern University

Judith A. Feustle, RN (1991)
Professor Emerita, Nursing
B.S.N, M.S., University of Maryland, Baltimore
M.Ed., Sc.D., Johns Hopkins University

Kevin J. Manning
President Emeritus
B.A., Webster University
M.S., Shippensburg University
Ph.D., The Ohio State University

Mary Diane Payne
Assistant Vice President and Professor Emerita

B.S., Brescia College
M.S., University of Cincinnati

Robert J. Suggs
Professor Emeritus
B.M.E., Wichita State University
M.M., Catholic University of America
D.M.A., University of Maryland, College Park

Nanette C. Tamer (1989)
Professor, English
B.A., Syracuse University
M.A., M.A.T., State University of New York, Binghamton
Ph.D., University of Delaware

Gerald N. Van Aken (1988)
Professor, English
B.A., Trinity College
M.A., Ph.D., University of Maryland, College Park

Schools of the University

School of Business and Leadership; Howard S. Brown School of Business and Leadership

Sharon Buchbinder (2011)
*Dean, and Professor School of Business and Leadership
and Professor, Healthcare Management and Business
Administration*
A.A.S., Maria College
B.A., University of Connecticut
M.A., University of Hartford
Ph.D., University of Illinois

Department of Business Administration

Zamira Simkins (2009)
*Chair, Business Administration, Information Systems and
Professor, Finance*
B.S., Kyrgyz-Russian Slavic University
M.I.A., Missouri State University
Ph.D., American University

Department of Information Systems

Zamira Simkins (2009)
*Interim Chair, Business Administration, Information
Systems and Professor, Finance*
B.S., Kyrgyz-Russian Slavic University
M.I.A., Missouri State University
Ph.D., American University

Program in Accounting

Victoria J. Doby (1995)
*Program Coordinator, Accounting and Professor,
Accounting*
B.A., M.B.A., Loyola College in Maryland
D.B.A., George Washington University

Program in Fashion Merchandising

Holly Lentz-Schiller (2012)
Program Coordinator and Associate Professor, Marketing
B.A., MA., University of North Carolina at Wilmington
Ph.D., University of North Carolina at Greensboro

Program in Healthcare Management

Sharon Buchbinder (2011)

Graduate Program Director, SUO Program Coordinator, and Professor, Healthcare Management and Business Administration

A.A.S., Maria College
B.A., University of Connecticut
M.A., University of Hartford
Ph.D., University of Illinois

Program in Marketing

Takisha Toler (2013)

Program Coordinator and Associate Professor, Marketing

B.B.A., University of Memphis
M.B.A., Ph.D., Saint Louis University

School of Design

Amanda Gingery Hostalka (1998)

Dean and Professor School of Design, and Professor, Design

B.F.A., Maryland Institute College of Art
M.A., M.F.A., University of Baltimore

Department of Art and Graphic Design

George M. Moore (2006)

Chair, Art & Graphic Design and Professor, Art & Graphic Design

B.A., Hampshire College
M.F.A., Maryland Institute College of Art

Department of Communication

Lee Krähenbühl (2019)

Chair, Communication and Associate Professor, Communication

B.A., Linfield College
M.A., Pacific School of Religion
Ph.D., University of Oregon

Department of Film and Moving Image

Christopher Llewellyn Reed (2006)

Chair, Film and Moving Image and Professor, Film and Moving Image

B.A., Harvard University
M.A., Yale University
M.F.A., School of the Arts, New York University

Program in Fashion Design

Leslie Simpson (2011)

Program Coordinator, Fashion Design and Associate Professor, Fashion Design

B.S., Simmons College
M.S., Philadelphia University
Ph.D., Iowa State University

Department of Music

Mark Lortz (2011)

Director and Professor, Music

B.A., M.M., M.M., Peabody Conservatory of Music, Johns Hopkins University
Ph.D., Temple University

Beverly J. Gandolfo (2017)

Choral Director and Adjunct Instructor, Music
B.A., McDaniel College

Harlan Parker (2017)

Orchestra Conductor and Adjunct Professor, Music
B.A., Emporia State University
M.A., Ph.D., University of Kansas

Program in Theatre and Media Performance

Ryan Clark (2015)

Program Coordinator, Theatre and Media Performance and Professor, Theatre

B.S., Towson University
M.F.A., Florida State University

Christopher T. Crostic (2009)

Technical Director and Associate Professor, Theatre
B.S., Frostburg State University
M.F.A., Indiana University

School of Education

Department of Education

Beth Kobett (1998)

Associate Dean, Education and Professor, Education; Director, First Year Seminar; Faculty Teaching Fellow

B.S., Lesley College
M.A., Webster University
Ph.D., Saint Louis University

Program in Graduate Education

Lisa A. Moyer (2017)

Graduate Program Director and Program Coordinator, SUO and Assistant Professor, Graduate Education

A.A., Germana Community College
B.A., M.Ed. University of Mary Washington
Ph.D., Virginia Polytechnic Institute and State University

School of Humanities and Social Sciences

Ricardo M. Phipps (2022)

Dean and Associate Professor, School of Humanities and Social Sciences

B.A., Rice University
M.Div., Notre Dame Seminary
M.S., Jackson State University
Ph.D., University of Mississippi

Department of Applied Liberal Arts

Glenn Johnston (2007)

Chair, Applied Liberal Arts, Program Coordinator, 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

Esther Horrocks (1983)

Program Advisor, Interdisciplinary Studies, and Professor, Sociology & Anthropology

B.A., University of Minnesota
M.A., M.A., Ph.D., Ohio State University

Department of Counseling and Human Services

John Rosicky (2012)
Chair and Professor, Counseling and Human Services
B.S., Brown University
Ph.D., University of Oregon

Department of English

Laura T. Smith (2010)
Chair and Professor, English
B.A., College of William and Mary
M.A., Ph.D., University of Texas at Austin

Department of Applied Liberal Arts

Glenn Johnston (2007)
Chair, Applied Liberal Arts, Program Coordinator, 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

Department of Law and Justice Studies

Hillary Michaud, Esq. (2004)
Chair, Law and Justice Studies and Professor, Law
B.S., Miami University of Ohio
J.D., University of North Carolina, Charlotte

Department of Psychology

Jeffrey Elliott (2001)
Chair, Psychology and Professor, Psychology
B.A., M.A., Salisbury University
Ph.D., University of Maryland

Marie Christine McGrath (2020)
Graduate Program Director, Doctor of Clinical Psychology (Psy.D.) and Professor, Psychology
B.A., Villanova University
M.Ed., Ph.D., Temple University

Programs in Forensic Accounting, Forensic Investigations, and Forensic Studies

Carolyn H. Johnson, Esq. (1998)
Graduate Program Director and Professor, Forensic Studies
B.A., Dickinson University
J.D., University of Maryland, Baltimore

Program in Interdisciplinary Studies

Esther D. Horrocks (1983)
Program Advisor, Interdisciplinary Studies and Professor, Sociology and Anthropology
B.A., University of Minnesota
M.A., M.A., Ph.D., The Ohio State University

Program in Theatre and Media Performance

Ryan Clark (2015)
Program Coordinator, Theatre and Media Performance and Associate Professor, Theatre
B.S., Towson University
M.F.A., Florida State University

School of Nursing and Health Professions: Sandra R. Berman School of Nursing and Health Professions

Marie E. Barry, RN (2022)

Dean, Sandra R. Berman School of Nursing and Health Professions and Professor, Biological Sciences
A.A., Catonsville Community College
B.S.N., College of Notre Dame
M.S.N., Stevenson University
D.N.P., Chatham University
Ph.D., Johns Hopkins University

Department of Nursing

Jamie R. Carter, RN, AG, ACNP (2022)
Chair, Nursing and Associate Professor, Nursing
B.S., High Point University
M.S., D.N.P., University of Maryland, Baltimore

Program in Graduate Nursing

Vanessa Velez, DNP, RN (2022)
Program Director and Assistant Professor, Graduate Nursing
B.S.N., Notre Dame University of Maryland
M.S.N., Notre Dame University of Maryland

Program in Medical Laboratory Science

Lara Biagiotti, MLS(ASCP) (2011)
Program Coordinator, Medical Laboratory Science and Adjunct Professor, Medical Laboratory Science
B.S., University of Maryland, Baltimore
M.S., Johns Hopkins University

School of the Sciences: Beverly K. Fine School of the Sciences

Ellen M. Roskes (1996)
Dean, Beverly K. Fine School of the Sciences and Professor, Chemistry
B.A., M.A., Ph.D., Johns Hopkins University

Department of Biological Sciences

Wendy L. Kimber-Louis (2005)
Chair, Biological Sciences, and Professor, Biological Sciences
B.S., Wolverhampton Polytechnic
Ph.D., Edinburgh University

Department of Chemistry and Biochemistry

Jeremy R. Burkett (2015)
Chair, Department of Chemistry and Biochemistry and Professor, Chemistry
B.S., Huntington University
Ph.D. Purdue University

Tracey Mason (2008)
Graduate Program Director, Forensic Science and Professor, Chemistry
B.S., Longwood College
Ph.D., Virginia Commonwealth University

Department of Mathematics and Physics

Mark A. Branson (2013)
Chair and Professor, Mathematics
B.A., B.S., University of Oklahoma
M.Phil., Ph.D., Columbia University

Program in Forensic Science

Tracey Mason (2008)
Graduate Program Director, Forensic Science, and Professor, Chemistry
B.S., Longwood College
Ph.D., Virginia Commonwealth University

Stevenson University Online

Ali Eskandarian (2020)
Dean Stevenson University Online and Professor, Physics
B.S., Ph.D., George Washington University

Amanda Millar (2008)
Director, SUO Recruitment and Admissions
B.S., M.S., Stevenson University

Doctoral Program

Doctor of Clinical Psychology (Psy.D.)

Marie Christine McGrath (2020)
Graduate Program Director and Professor, Psychology
B.A., Villanova University
M.Ed., Ph.D., Temple University

Soonhee Lee (2022)
Director of Clinical Training and Associate Professor, Psychology
B.A., Seoul National University
M.A., Seoul National University
M.A., University of Rochester
Ph.D., University of Rochester

Faculty of the University

Laurel Abell (2018)
Adjunct Professor, English
B.S., Towson University
M.F.A., Vermont College of Fine Arts

Shelly Esi Aboagye (2021)
Adjunct Professor, Psychology
B.S. Lincoln University
M.S., Bowie State University
Ed.D., Marymount University

Moronke "Nikki" Adepoju, RN (2012)
Assistant Professor, Nursing
A.A., B.S.N., Marymount University
M.S., Johns Hopkins University

Heidi Adams (2016)
Adjunct Instructor Nursing
B.A., University of Maryland, Baltimore
B.S., Stevenson University
M.S., Stevenson University

Ebenezer Afful (1985)
Associate Professor, Religion
Dip., University of Ghana
M.Div., Reformed Theological Seminary

Gigi Biabo Ajavon (2020)
Adjunct Instructor, Counseling & Human Services
B.F.A., Kutztown University
M.Div., Westminster Theological Seminary

Inna S. Alesina (2014)
Associate Professor, Graphic Design
B.F.A., Parsons New School for Design
M.F.A., Maryland Institute College of Art

Carli Allison (2019)
Adjunct Instructor, Chemistry
B.S., M.S., Stevenson University

Mohamed Abdelsalam Ali (2019)
Adjunct Professor, Business Administration and Healthcare Management
B.S., Towson University
M.S.F.S., M.B.A., Johns Hopkins University
MHEA., George Mason University

Chanel M. Anderson, PA, MLS(ASCP) (2014)
Adjunct Instructor, Medical Laboratory Science
A.A.S., B.S., Stevenson University
M.S., University of Maryland, Baltimore

Darrell Anderson (2021)
Adjunct Instructor, Information Systems
B.S., Morgan State University
M.S., Stevenson University

Gary Anderson (2019)
Adjunct Instructor, Business Administration
B.S., Towson University
M.S., Loyola University Maryland

Tiffany Anderson (2019)
Adjunct Professor, Psychology
B.A., Texas Southern University
M.S., Drexel University;
Ph.D., Loyola University Maryland

Brian L. Andrews (1989)
Adjunct Instructor, Political Science
B.A., Eastern Nazarene College
M.A., American University

Lea Alexa Andrus (2010)
Adjunct Instructor, Management
B.A., Hollins University
M.A., Washington College

Nic Anstett (2021)
Adjunct Professor, English
B.A., Washington College
M.F.A., University of Oregon

Cynthia Appleby (2014)
Adjunct Instructor, Education
B.A., University of North Carolina - Asheville
M.Ed., University of North Carolina - Chapel Hill

Trina G. Armstrong (2012)
Adjunct Professor, Healthcare Management
B.B.A., M.B.A., Loyola University, New Orleans
D.H.A., Phoenix University

Wynne Aroom, RN (2010)
Adjunct Instructor, Nursing
B.S.N., Northeastern University
M.S., University of Maryland

Mark Arvais (2011)
Adjunct Professor, Management
B.S., Ithaca College;
MBA, Rochester Institute of Technology
Ph.D., George Washington University

Susan Jeanne Avillio-Scherr
Associate Professor, Graduate Nursing
B.S., University of Delaware
M.S., University of Maryland,, Baltimore
DRNP., University of Maryland, Baltimore

Lawrence Baird (2008)
Adjunct Professor, Business Administration
B.A., Loyola University Maryland
M.B.A., Walden University

Candace Baker (2014)
Human Services Supervisor
B.S., Stevenson University
M.S., University of Maryland, Baltimore

Cary B. Barker (2006)
Adjunct Instructor, Business and Technology Management
B.A., Shippensburg University
M.S., Capitol College

Robert Bauserman (2011)
Adjunct Professor, Psychology
B.A., University of Pennsylvania
M.A., Ph.D., Syracuse University

Jesse Baxter (2018)
Adjunct Professor, Theatre
B.A., Messiah College
M.F.A., Towson University

Jennifer Baxter-Roshek (2011)
Adjunct Professor, Biological Sciences
B.S., University of Pittsburgh at Johnstown
Ph.D., University of Maryland, College Park

Laura Bearsch (2021)
Adjunct Professor, Legal Studies
B.S., Towson University
J.D., University of Maryland, Baltimore

Joyce K. Becker (1995)
Adjunct Professor, Forensic Studies
B.A., Notre Dame of Maryland University
J.D., University of Maryland, Baltimore

Joan P. Beemer (1983)
Adjunct Professor, Mathematics
B.S., Towson University
M.S., Johns Hopkins University

Carmela Bell (2006)
Adjunct Professor, Law
A.A., Stevenson University
B.A., J.D., University of Baltimore

Leeanne M. Bell McManus (2007)
Professor, Business Communication
B.A., University of Pittsburgh
M.A., West Virginia University
Ph.D., Duquesne University

Colleen Berry (2021)
Adjunct Instructor, Biology

B.S., Loyola University, Maryland
M.S., University of Maryland

Lara Biagiotti, MLS(ASCP) (1981)
Adjunct Professor, Medical Laboratory Science
B.S., University of Maryland, Baltimore
M.S., The Johns Hopkins University

Christopher Biddle (2014)
Adjunct Professor, Criminal Justice
B.A., Western Connecticut State University
M.A., John Jay College of Criminal Justice
Ph.D., Northcentral University

Misty Biggs (2021)
Adjunct Instructor, Medical Laboratory Science
B.S., Texas Tech University

Christopher Blackwood (2020)
Adjunct Professor, Biology
B.S., Clark Atlanta University
Ph.D., Cornell University

Sarah Grace Cotter Blanset (2015)
Associate Professor, Mathematics
B.A., Amherst College
M.S., Ph.D., University of Notre Dame

Christopher Blocker (2021)
Adjunct Instructor, Philosophy
B.A., St. Mary's College
M.A., George Washington University

Richard E. Boardman (2013)
Adjunct Professor, Film and Moving Image
B.A., University of South Carolina
M.A., University of Kansas

Noni L. Bodkin, RN (2005)
Adjunct Professor, Nursing
B.S., Indiana University
M.S., University of Illinois, Chicago
Ph.D., University of Michigan, Ann Arbor

Margaret Bodley (2019)
Adjunct Instructor, Business Communication
B.A., McDaniel College
J.D., University of Baltimore

Fred Bolt (2007)
Adjunct Instructor, Religion
A.A., Anderson College
B.A., Southern Wesleyan University
M.A., Southern Baptist Theological Seminary

Betsy Book (2020)
Adjunct Instructor, Education
B.S., Towson University
M.Ed., Towson University

James Borrelli (2021)
Assistant Professor, Biomedical Engineering
B.S., M.S., Ph.D., University of Maryland

Stephen Bossom (2019)
Adjunct Professor, Graphic Design
B.F.A., Sheppard University
M.F.A., University of Baltimore

Mark A. Branson (2013)
Professor, Mathematics
B.A., B.S., University of Oklahoma
M.Phil., Ph.D., Columbia University

Elizabeth M. Brogran Tore (2022)
Adjunct Instructor, Business Communication
 B.A., University of Cincinnati
 M.Ed., Tiffin University

Darlene Anne Brothers-Gray (2019)
Adjunct Instructor, Forensic Science
 MSPH., M.F.S., University of Florida

Jakie Brown, Jr. (1997)
Assistant Professor, Information Systems
 A.A., Community College of Baltimore County
 B.A., Arlington Bible College
 M.A.B.L., M.Div., Faith Theological Seminary

Michael Brown (2018)
Adjunct Instructor, French
 B.A., SUNY College at Fredonia
 M.A., West Virginia University

Monica Brown, MLS(ASCP) (2017)
Adjunct Instructor, Medical Laboratory Science
 B.S., Stevenson University

Nathanael Adam Brown (2016)
Adjunct Professor, English
 B.A., Cornell University
 MFA, University of Wisconsin-Madison

Jeffrey Browne (2022)
Visiting Senior Lecturer, Communication
 B.A., University of Nebraska
 M.E.D., University of Florida

Brittney Bryant (2021)
Adjunct Instructor, Forensic Science
 B.S., M.S., Stevenson University

Sharon Buchbinder (2011)
Professor, Healthcare Management
 A.A.S., Maria College;
 B.A., University of Connecticut
 M.A., University of Hartford
 Ph.D., University of Illinois

Thomas Buck (2021)
Adjunct Instructor, English
 B.A., Washington University in St. Louis
 M.S., Johns Hopkins University

Brandon L. Buckingham (2022)
Adjunct Professor, Graduate Nursing

Charles E. Buehrle (2017)
Adjunct Professor, Mathematics
 B.S., LaSalle University
 M.S., Ph.D., Lehigh University

Lynn Marie Bullock (2013)
Adjunct Professor, Graduate Nursing, RNBS Nursing
 B.S., Syracuse University
 M.S., Towson University
 DNP., Johns Hopkins University

Justin Buonomo (2019)
Adjunct Instructor, Healthcare Management
 B.S., M.S., Stevenson University

Jeremy Russell Burkett (2015)
Professor, Chemistry
 B.S., Huntington University
 Ph.D., Purdue University

Damon L. Burman (2007)
Adjunct Professor, Forensic Sciences
 B.S., West Virginia Wesleyan College
 M.F.S., George Washington University

Andrew Burns (2020)
Adjunct Professor, Psychology
 B.S., M.S., American University
 Ph.D., Illinois Institute of Technology

Katherine A. Buvoltz (2017)
Adjunct Professor, General Education
 B.S., Houghton College
 M.B.A., Regis University
 Ph.D., Regent University

Beverly Bye, RN (2011)
Adjunct Professor, Nursing
 B.S., Ed.D., Towson University
 M.Ed., Loyola University Maryland
 M.S., University of Maryland, Baltimore

Ronald Bynion (2020)
Adjunct Instructor, Business Administration
 B.S., University of Baltimore
 MBA., College of William & Mary

Walter Calahan (2010)
Adjunct Instructor, Art
 B.S., Syracuse University
 M.A., McDaniel College

Collin Campbell (2020)
Adjunct Professor, Business Communication
 B.A., Hofstra University
 M.S., Columbia University
 MBA., University of Phoenix
 Ph.D., Howard University

Diane Campbell (2010)
Adjunct Instructor, Nursing
 A.A., Harford Community College
 B.S., M.S., Notre Dame of Maryland University

Joseph Carr (2015)
Adjunct Instructor, Education
 B.A., University of Maryland, Baltimore County
 M.A., McDaniel College

Angela Carroll (2017)
Adjunct Professor, Film and Moving Image
 B.A., University of Maryland Baltimore County
 MFA., University of California, Santa Cruz

Patrick M. Carroll, Jr. (2005)
Adjunct Instructor, Information Systems
 B.S., University of Maryland University College
 M.S., George Washington University

Corinna Carter (2019)
Lecturer, Chemistry
 B.S., M.S., Stevenson University

Jamie Carter, DNP, RN (2021)

Associate Professor, Nursing
B.S., High Point University
M.S., D.N.P., University of Maryland, Baltimore

Robert W. Carter (2015)
Adjunct Instructor, Forensic Studies
B.S., Stevenson University
M.S., University of Baltimore

Elizabeth Caruso (2019)
Adjunct Instructor, English
B.A., University of Georgia
M.A.T., Loyola University Maryland

Louise M. Carwell (2009)
Adjunct Professor, Law
B.A., University of Rochester
J.D., Case Western Reserve University

Alexander Cavallo (2019)
Adjunct Professor, Forensic Studies
B.A., M.S., Towson University

Aaron D. Chandler (2010)
Associate Professor, English
B.A., Roanoke College
M.A., Hollins University
Ph.D., University of North Carolina, Greensboro

Pamela R. Chaney (2006)
Adjunct Professor, Law
B.S., Virginia Commonwealth University
J.D., University of Maryland, Baltimore

Shaunta Chapple (2022)
Assistant Professor, Nursing
B.S., Coppin State University
M.S., Stevenson University
D.N.P., University of Maryland

Courtney Chase (2021)
Adjunct Professor, Graphic Design
B.F.A., Towson University
M.F.A., Maryland Institute College of Art

Samuel Cheney (2021)
Adjunct Professor, English
B.A., Pomona College
M.F.A., Johns Hopkins University

Jason Cherubini (2021)
Lecturer, Business Administration
B.S., M.S., M.S., Tulane University

Min Cheung (2015)
Adjunct Instructor, Fashion Design
B.S., Philadelphia University

Mark Chmielewski (2021)
Adjunct Instructor, Medical Laboratory Science
B.S., Stevenson University
M.B.A., West Chester University of Pennsylvania

Thomas L. Christianson (2012)
Adjunct Professor, Philosophy and Religion
M.A., Regent University

Sandra Clabough (2021)
Lecturer, Biology
B.S., Louisiana State University
M.S., Towson University

Ryan Clark (2015)
Associate Professor, Theatre
B.S., Towson University
M.F.A., Florida State University

Stacey Coffey-Moreau (2018)
Adjunct Professor, Psychology
B.S., James Madison University
M.A., Ph.D., University of Virginia

Darlene Cohen (2004)
Adjunct Professor, Information Systems
A.B., University of Chicago
M.S., Villa Julie College
J.D., University of Maryland School of Law
L.L.M., S.J.D., National Law Center, George Washington University

Jeffrey Comen (2001)
Adjunct Professor, Law
B.A., Johns Hopkins University
J.D., University of Baltimore

James L. Condron (2008)
Adjunct Professor, Art
B.A., Colby College
MFA, Maryland Institute College of Art

Farah Connelly (2020)
Adjunct Instructor, Education
B.S., M.Ed., Towson University

Thomas D. Coogan (1988)
Adjunct Professor, Forensic Studies
B.A., Hamilton College
M.A., Antioch College
J.D., Antioch School of Law

Amber Cook (2021)
Adjunct Instructor, Education
B.S., Stevenson University
M.Ed., Goucher College

Dean E. Cook (1984)
Adjunct Professor, Information Systems
B.A., Loch Haven State College
M.A., Indiana State University
M.A.S., Johns Hopkins University
Ph.D., University of Missouri

Linda Cook, RN (2008)
Adjunct Professor, Nursing
A.S., Monroe Community College
B.S.N., Alfred University
M.S., Ph.D., University of Maryland, Baltimore

Michael B. Cooney (2015)
Adjunct Instructor, Education
B.S., Stevenson University
M.S., Johns Hopkins University

Sienna Cordoba (2021)
Adjunct Instructor, History
B.A., New York University
M.A., University of California, Santa Barbara

Ian Coyle (2014)
Adjunct Instructor, Political Science
B.A., Saint Bonaventure University
M.P.A., State University of New York, Albany

Victoria Cozad, RN (2018)

Lecturer, Nursing
Women's Hospital Foundation Distinguished Professor
 B.A., Valparaiso University
 M.A., University of Maryland, Baltimore County

Rachel Craig (2021)
Adjunct Professor, Biology
 B.S., Mount St. Mary's University
 D.P.T., University of Maryland, Baltimore

Christina Cramer (2018)
Adjunct Professor, Psychology
 B.A., St. Mary's College of Maryland
 M.S., Loyola University Maryland
 Ph.D., Brigham Young University

Naomi Cross (2021)
Adjunct Instructor, Nursing
 B.S.N., M.S., Notre Dame of Maryland University

Christopher T. Crostic (2009)
Associate Professor, Theatre
 B.S., Frostburg State University
 M.F.A., Indiana University

Alexander Crowley (2012)
Adjunct Instructor, Marching Band

Laura Culbertson, RN (2010)
Adjunct Instructor, Nursing
 B.S.N., M.S., University of Maryland, Baltimore

Karen M. Cunigan (2022)
Adjunct Instructor, Information Systems
 M.S., Central Michigan University

Suzanne Curtis (2021)
Adjunct Professor, Criminal Justice
 B.S. University of Maryland
 J.D., Tulane University

Michelle A. D'Alessandro, RN (2013)
Adjunct Professor, Nursing
 B.S.N., Villanova University
 M.S.N., Johns Hopkins University
 D.N.P., University of Maryland, Baltimore

Christopher Michael Daley (2015)
Adjunct Instructor, Business Communication
 B.S., Towson University
 M.S., Stevenson University

Carolyn Danna (2014)
Senior Lecturer, Biological Sciences
 B.S., Wheaton College
 Ph.D., University of Maryland, Baltimore

David Davis (2021)
Adjunct Professor, Graphic Design
 B.S., Southern Connecticut State University
 M.F.A., Rochester Institute of Technology

Emmet Davitt (2005)
Adjunct Professor, Forensic Studies
 B.A., University of Virginia
 J.D., University of Maryland, College Park

Rana DellaRocco (2019)
Adjunct Instructor, Forensic Science
 B.S., University of Maryland, Baltimore County
 M.S., University of Florida

David Deluliis (2021)

Adjunct Professor, Business Communication
 B.A., M.A., Pennsylvania State University
 Ph.D., Duquesne University

Stuart Denrich (2019)
Lecturer, Cybersecurity & Digital Forensics
 B.A., University of Maryland, Baltimore County
 M.S., University of Maryland, Global University

Justin DePrima (2021)
Adjunct Instructor, English
 B.A., McDaniel College
 M.S., Towson University

Rebecca A. Diaz, RN (2002)
Adjunct Professor, Nursing
 B.S., Villa Julie College
 M.S.N., Drexel University

Rachel Celia Didovicher (2015)
Adjunct Professor, English
 B.A., M.A., Case Western Reserve University
 M.F.A., University of Baltimore

Emily Dillon (2021)
Adjunct Professor, English
 B.S., M.Ed., University of Maryland
 M.F.A., Fairfield University

Victoria J. Doby, CPA (1995)
Professor, Accounting
 B.A., M.B.A., Loyola College in Maryland
 D.B.A., George Washington University

Ian Dombrowski (2021)
Adjunct Professor, Criminal Justice
 B.A., College of the Holy Cross
 J.D., University of Baltimore

Patrick Donohue (2016)
Adjunct Instructor, Religion
 B.S., Lancaster Bible College
 M.A., Reformed Theological Seminary

Daniel Dregier, Jr. (2010)
Adjunct Professor, Business Administration and Law
 B.A., Loyola University Maryland
 J.D., University of Baltimore, School of Law

David C. Drewer (1996)
Adjunct Professor, Physics
 B.A., M.A., Ph.D., Johns Hopkins University

Ira S. Dubey (2022)
Adjunct Professor, Forensic Science

Jeffrey F. Dudley (2005)
Adjunct Instructor, Marketing
 B.S., Towson University
 M.S., McDaniel College

Rebecca Dufendach (2021)
Adjunct Professor, History
 B.A., M.A., Northeastern University
 Ph.D., University of California, Los Angeles

Hilda Dunkwu (2014)
Adjunct Professor, Legal Studies
 L.L.B., University of Benin, Nigeria
 L.L.M., University of San Diego
 Ph.D., Nova Southeastern University

Meredith C. Durmowicz (2002)

Professor, Biological Sciences
B.S., Marquette University
Ph.D., Johns Hopkins University

Timothy M. Dwyer (2006)
Professor, Chemistry
B.S., Regis College
Ph.D., Dartmouth College

Bermesola Dyer (2018)
Assistant Professor, Nursing
B.A., University of California, Berkeley
M.S., University of Baltimore
M.S., Bowie State University
B.A., D.N.P., Johns Hopkins University

Shannon Dyson (2014)
Adjunct Instructor, Graphic Design
B.S., Stevenson University
M.A., University of Baltimore

Helaina Ebling (2011)
Adjunct Professor, Counseling & Human Services and Supervisor II
A.A., Villa Julie College
B.A., Towson University
M.S., University of Maryland Baltimore County

Candice Edwards (2015)
Adjunct Instructor, Human Services
B.S., Stevenson University
M.P.A., University of Baltimore

Jeffrey D. Elliott (2001)
Professor, Psychology
B.A., M.A., Salisbury State University
Ph.D., University of Maryland, Baltimore County

Robert A. Ellis (2006)
Adjunct Professor, Business Communication
B.A., Towson University
M.A., University of Baltimore

Steven R. Engorn (1989)
Assistant Professor, Information Systems
A.A., Catonsville Community College
B.S., American University
M.B.A., Loyola College in Maryland

Roxanne Epps (2011)
Adjunct Professor, Counseling & Human Services
B.A., Morgan State University
M.S.W., Howard University

Christopher William Ernst (2015)
Associate Professor, Film and Moving Image
B.A., Hampshire College
M.F.A., University at Buffalo

Ali Eskandarian (2020)
Professor, Physics
B.S., Ph.D., George Washington University

Joy Arit Emmanuela Etukudo (2022)
Adjunct Professor, Film and Moving Image
B.A., University of Maryland, Baltimore County
M.F.A., Nottingham Trent University

Shannon Familetti (2014)
Adjunct Instructor, Chemistry
B.A., College of the Holy Cross

M.A., University of Virginia

Steven Falk
Adjunct Instructor, Biomedical Engineering
B.S.E., University of Pennsylvania
M.E.S., Catholic University of America

Laura Farkas
Adjunct Instructor, History
B.A., M.S., North Carolina State University

Judith A. Feustle, RN (1991)
Professor Emerita, Nursing
B.S.N., M.S., University of Maryland, Baltimore
M.Ed., Sc.D., Johns Hopkins University

Eva Feldman (2020)
Adjunct Instructor, Nursing, RNBS Nursing
A.A., Catonsville Community College
B.S., M.S., Stevenson University

Dina Fiasconaro (2010)
Professor, Film and Moving Image
B.S., Syracuse University
M.F.A., Columbia University

Elizabeth Fields (2016)
Librarian, Research & Instruction
B.A., Goucher College
M.L.S., University of Pittsburgh

Maya August P. Finkenberg (2005)
Professor, Human Services
B.A., Syracuse University
M.S.W., University of Maryland, Baltimore
Ed.D., Nova Southeastern University

Brian Fitzsimmons (2021)
Adjunct Instructor, Business Administration
B.S., Towson University
M.B.A., Hood College

Arlene K. Fleischmann (2010)
Adjunct Professor, English
B.A., University of Maryland, College Park
M.Ed., McDaniel College

William E. Folsom (2006)
Adjunct Instructor, Forensic Studies
A.A.S., Community College of the Air Force
B.S., M.S., University of Maryland University College

Fluerette F. Forbes (2022)
Adjunct Instructor, Counseling
B.S., Morgan State University
M.S.W., University of Maryland, Baltimore

Nick Franck (2018)
Adjunct Instructor, Marching Band
B.S., Towson University

Janel Frazier (2019)
Adjunct Instructor, Education
B.S., Stevenson University
M.A., National University

Jennifer Fritzges (2021)
Adjunct Professor, Graduate Nursing
B.S., Mercer University
M.S., Benedictine University
D.N.P., Duquesne University

Kristina Fuller (2009)
Adjunct Instructor, Biology
 B.S., Stevenson University
 M.S., Pennsylvania State University- World Campus

Elise Gallagher (2018)
Adjunct Professor, English
 B.S., Washington College
 M.F.A., University of Baltimore

Philip J.B. Gallagher (2007)
Visiting Lecturer, Mathematics
 B.A., M.A., Christ's College, University of Cambridge

Beverly J. Gandolfo (2017)
Adjunct Instructor, Music
 B.A., McDaniel College

Stacie Gentzler (2018)
Adjunct Instructor, Film and Moving Image
 B.A., Pennsylvania State University

Marry Gessel (2020)
Adjunct Instructor, Biology
 B.S., Arizona State University
 M.S., University of Minnesota
 M.N.A.S., Idaho State University

James H. Gibson (2006)
Adjunct Professor, Information Systems
 B.S., Valley Forge Christian College
 M.S., Towson University

Megan Gitterman (2019)
Adjunct Instructor, Master's in Teaching
 B.B.A., Hofstra University
 M.A., University of Maryland, Baltimore County

Rivka L. Glaser (2006)
Professor, Biological Sciences
 B.A., Goucher College
 Ph.D., Johns Hopkins University

Sara Godbee (2008)
*Librarian, Instruction & Learning Services
 and Adjunct Instructor, Information Systems*
 B.S., University of South Carolina
 B.A., College of Charleston
 M.L.S., University of Maryland, College Park

Elizabeth A. Goodier (2022)
Adjunct Instructor, Business Administration
 B.B.A., Roanoke College
 M.B.A., Loyola University

Marco Goicochea (2022)
Assistant Professor, Biology
 B.S., Washington Lee University
 Ph.D., University of Maryland, Baltimore

Michael Gordon (2011)
Adjunct Professor, Criminal Justice
 B.S., Northeastern University
 M.S., Shippensburg University
 D.P.A., University of Baltimore

Susan Gordan (2018)
Adjunct Professor, Counseling and Human Services
 B.S., Wake Forest University

M.S., Johns Hopkins University
 M.S., American University

Susan T. Gorman (1991)
Professor, Biological Sciences
 B.A., Kenyon College
 Ph.D., Johns Hopkins University

Katherine Greco (2011)
Adjunct Instructor, Marching Band

Morris Greenberg (2010)
Adjunct Instructor, Criminal Justice
 B.S., M.S., Johns Hopkins University

Deric M. Greene (2004)
Professor, Business Communication
 B.S., James Madison University
 M.A., Norfolk State University
 Ph.D., Howard University

Vivi-Anne Griffey, MLS(ASCP) (1981)
Adjunct Professor, Medical Laboratory Science
 B.S., University of Maryland, Baltimore
 M.S., Thomas Jefferson University

John Grimes (2013)
Adjunct Professor, Forensic Studies
 A.A., Essex Community College
 B.A., Notre Dame of Maryland University
 M.S., Stevenson University

Paul Grimm (2012)
Adjunct Professor, Biological Sciences
 B.S., Ph.D., University of Nebraska Medical Center

David Grow (2019)
Adjunct Professor, Psychology
 B.S., University of Maryland Global Campus
 Ph.D., Argosy University

Judith Grunwald (2022)
Adjunct Professor, Business Communication
 B.A., Queens College
 M.S., Towson University
 Ph.D., University of Maryland

Lynn Habicht (2021)
Adjunct Instructor, Mathematics
 B.A., M.S., McDaniel College

Kathryn E. Hall (2008)
Adjunct Instructor, History
 B.S., Frostburg State University
 M.A., James Madison University

Soncheray Hall (2019)
Adjunct Instructor, Counseling & Human Services
 B.A., Eastern Connecticut State University
 M.S.W., Morgan State University

Erika Harden (2011)
Adjunct Instructor, Forensic Science
 B.S., M.S., Stevenson University

Ethan Harden (2022)
Adjunct Instructor, Political Science
 B.A., M.S., McDaniel College

William Harrell (2015)
Associate Professor, Chemistry
 B.S., Virginia Tech Center for Teacher Education

M.S., Ph.D., University of Maryland, College Park

Benjamin Harris (2009)
Adjunct Professor, Criminal Justice and Legal Studies
B.A., Johns Hopkins University
J.D., Yeshiva University

Heather E. Harris (2003)
Professor, Business Communication
B.A., Concordia University
M.A., Ph.D., Howard University

Starr I. Harris (2017)
Adjunct Professor, Film & Moving Image
B.A., St. Augustine's College
M.F.A., Howard University

Morgan Hassler (2012)
Adjunct Instructor, Criminal Justice
A.A., Catonsville Community College
B.S., University of Phoenix
M.S., Johns Hopkins University

Lynne Heighton (2022)
Adjunct Professor, Chemistry
B.S., James Madison University
M.S., Ph.D., University of Maryland College Park

George Hermina (2015)
Adjunct Professor, Law
A.A., Hudson Valley Community College
B.S., M.B.A., Russell Sage College
J.D., University of Baltimore

Rodney E. Hill (2007)
Adjunct Professor, Law
B.S., University of Maryland, College Park
J.D., University of Baltimore

Christina Hipsley (2000)
Librarian, Collections Development and Electronic Resources
B.A., University of Maryland, Baltimore County

Elliot Hirshman (2017)
Professor, Psychology
B.A., Yale University;
M.A., Ph.D., University of California, Los Angeles

Stacey Hittle, RN (2016)
Senior Lecturer, Nursing
B.S., M.S., Stevenson University

Patricia Hodge (2021)
Adjunct Instructor, Mathematics
B.S., University of the Virgin Islands
M.S., Johns Hopkins University

Nancy Hoffman (2009)
Adjunct Professor, Interdisciplinary Studies, Criminal Justice
B.A., University of Maryland, College Park
M.S., Loyola University Maryland
Ph.D., University of Maryland, College Park

Timothy R. Holland (2002)
Senior Lecturer, Economics
B.A., Wake Forest University
M.S., Stevenson University
M.B.A., Washington University in St. Louis

Alexander E. Hooke (1978)

Professor, Philosophy
B.S., Towson University
M.A., West Chester State College
Ph.D., University of Missouri

Esther D. Horrocks (1983)
Professor, Sociology and Anthropology
B.A., University of Minnesota
M.A., M.A., Ph.D., Ohio State University

Dean Horvath (2009)
Adjunct Professor, Business Administration
B.S., State University of New York
M.S., University of Maryland
M.S., Towson University

Amanda Gingery Hostalka (1998)
Professor, Design
B.F.A., Maryland Institute College of Art
M.A., MFA, University of Baltimore

Dixie Hoyle (2021)
Adjunct Instructor, Biology
B.S., Stevenson University
M.S., Johns Hopkins University

Richard Huberfeld (2011)
Adjunct Professor, Criminal Justice
B.A., M.A., Brooklyn College

Matthew Hudson (2022)
Assistant Professor, Chemistry
B.A., SUNY Potsdam
Ph.D., M.Phil., Syracuse University

Sasha Hudson (2019)
Adjunct Instructor, Accounting
B.S., Morgan State University
M.S., MBA, University of Maryland, Global Campus

Sughra Husain (2021)
Adjunct Professor, Psychology
B.A., University of Lucknow
B.S., Ed., M.Phil., Ph.D., Aligarh Muslim University

Christopher Hutchinson (2021)
Adjunct Professor, Art
B.A., University of Alabama, Huntsville
M.F.A., Savannah College of Art and Design

Theresa Iacarina (2022)
Adjunct Instructor, Music
B.S., M.S., Towson University
M.Ed., Goucher College

Virginia N. Iannone (2002)
Professor, Psychology
B.S., University of Scranton
M.A., Ph.D., Catholic University of America

Ikenna Ikpeama (2019)
Adjunct Instructor, Forensic Science
B.S., Delaware State University
M.F.S., Stevenson University

Paul Insley (2010)
Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University

Michelle Ivey (2013)
Professor, Chemistry
B.S., Harvey Mudd College

M.S., Ph.D., University of California, Irvine

Asad Jabbar (2021)

Adjunct Instructor, Business Administration

B.A. Loyola University Maryland

M.S., Georgetown University

MBA, University of Maryland

Robert A. Jackson (2017)

Adjunct Instructor, Graduate Education

B.S. and M.S., Stevenson University

D'Andrea Jacobs (2014)

Adjunct Professor, Graduate Education

B.A., University of California, Los Angeles

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

Helena Jenkins, RN (2019)

Assistant Professor, Nursing

B.S., Hunter College

M.S., University of Maryland, Baltimore County

DNP., University of Maryland, Baltimore

Carolyn H. Johnson, Esq. (1998)

Professor, Forensic Studies

B.A., Dickinson College

J.D., University of Maryland, Baltimore

Edwin Johnson (2021)

Adjunct Professor, History

B.A., M.A., Ph.D., Morgan State University

Jody Johnson (2016)

Adjunct Professor, Physics

B.A., Dickinson College

M.S., University of Maryland

Ph.D., University of Maryland, Baltimore

Kabrina Johnson (2021)

Adjunct Professor, Graduate Nursing

B.S., M.S., York College of Pennsylvania

M.S., Morgan State

D.N.P., University of Maryland, Baltimore

Keith Johnson (2012)

Professor, Biological Sciences

B.S., Central College

Ph.D., Texas A & M University

Mirma Johnson-Majors (2019)

Adjunct Professor, History

B.S., Howard University

M.S., Bank Street College of Education

Ed.D., Morgan State University

Suzzane Johnson (2020)

Adjunct Professor, Chemistry

B.S., Bradley University

M.S., Ph.D., Northwestern University

Craig Johnston (2010)

Adjunct Professor, Film and Moving Image

B.S., Stevenson University

MFA, Maryland Institute College of Art

Glenn Johnston (2007)

Assistant Professor, History

B.A., St. Lawrence University

M.A., State University of New York, Buffalo

M.Ed., Niagara University

Ph.D., University of North Texas

Darrin Jones (2020)

Adjunct Instructor,, Criminal Justice

B.S., University of Maryland

M.A., Arizona State University

Heather Jones (2020)

Adjunct Instructor, Criminal Justice

B.A., Sacred Heart University

M.A., John Jay College of Criminal Justice

Eric Jorgensen (2010)

Adjunct Professor, Philosophy

B.S., University of Idaho

M.D.I., Nazarene Theological Seminary

Christopher Justice (2019)

Adjunct Professor, Business Communication

A.A., Middlesex County College

B.A., Rutgers University New Brunswick

M.A., Loyola University Maryland

Ph.D., University of Maryland, Baltimore County

Geetha Kada, RN (2013)

Adjunct Professor, Nursing

B.S., M.S.N., Omayal Achi College of Nursing

M.A., University of Chennai, India

Ph.D., Capella University

Jonah Kappraff (2022)

Adjunct Instructor, Music

B.M., Oberlin Conservatory

M.M., Boston University

Alexandra Katzoff (2013)

Adjunct Instructor, Marching Band

B.A., University of Maryland, College Park

Anna B. Kayes (2006)

Professor, Management

B.A., Catawba College

M.A., Ed.D., George Washington University

Steven Kcenich (2022)

Adjunct Instructor, Math

B.S., M.S., Penn State University State College

Lee Kennedy (2021)

Adjunct Instructor, History

B.S., Washington & Lee University

M.A., Loyola University Maryland

Gregory T. Keplinger (2006)

Professor, Film and Moving Image

A.A., Montgomery College

B.S., Towson University

MFA, American University

Pamela Kessler (2005)

Adjunct Professor, Legal Studies

B.A., University of Maryland, College Park

J.D., University of Baltimore

Ernest C. Kiehne (2017)

Adjunct Instructor, English

B.A., Vassar College

M.A., City College of New York

Diane Kilcoyne (2018)

Adjunct Professor, Law

B.A., University of Virginia
J.D., University of California, Davis

Wendy L. Kimber-Louis (2005)
Professor, Biological Sciences
B.S., Wolverhampton Polytechnic
Ph.D., Edinburgh University

Deborah E. King, RN (2009)
Adjunct Professor, Nursing
B.S.N., City University of New York
M.S., M.A., Ph.D., University of Maryland

Ashley Anne Kniss (2015)
Assistant Professor, English
B.A., Eastern Mennonite University
M.A., Ph.D., Catholic University of America

Jason Knowles (2021)
Adjunct Instructor, English
B.A., University of Maryland Baltimore County
M.A., University of Arizona

Courtney Koerber (2019)
Adjunct Instructor, Education
B.S., Stevenson University
M.S., McDaniel College

Beth M. Kobett (1998)
Professor, Education
B.S., University of Missouri
M.S., Johns Hopkins University
Ed.D., Johns Hopkins University

Jason Kolowski (2012)
Adjunct Professor, Forensic Sciences
B.A., Cornell College
M.S., John Jay College of Criminal Justice
M.P.H., Ph.D., City University of New York

William Branson Hay Kommalan (2018)
Adjunct Instructor, Fashion Design and Merchandising
B.A., Rhode Island School of Design

Don Koonce, Sr. (2012)
Adjunct Instructor, Information Systems
B.F.A., Temple University
M.B.A., Strayer University, Washington

Caleb Kortokrax (2014)
Adjunct Professor, Art
B.F.A., Valparaiso University
M.F.A., Maryland Institute College of Art

Lee Krähenbühl (2018)
Associate Professor, Communication
B.A., Linfield College
M.A., Pacific School of Religion
Ph.D., University of Oregon

Stephanie Kratzen, RN (2015)
Adjunct Professor, Nursing
B.S.N., Towson University
M.S., D.N.P., University of Maryland, Baltimore

James Kucher (2014)
Adjunct Professor, Business Administration
B.A.; Keen University
M.B.A., D.P.A.; University of Baltimore

Jennifer S. Landon (2006)
Adjunct Instructor, English
B.A., Coppin State University

M.A., University of Maryland, College Park

Romas Laskauskas (2001)
Adjunct Professor, Management
B.S., Mount Saint Mary's College
M.B.A., Virginia Commonwealth University

Mary Laurents (2014)
Adjunct Instructor, History
B.S., M.A., University of Maryland, Baltimore County

George E. Lauterbach (2003)
Adjunct Professor, Chemistry
B.S., University of Maryland, College Park
M.A., Johns Hopkins University
D.D.S., University of Maryland, Baltimore

Sonya A. Lawyer (2017)
Associate Professor, Design
B.S., Howard University
M.F.A., University of Florida

George Leary (2014)
Adjunct Professor, Psychology
A.A., Community College of Baltimore County
B.S., George Washington University
M.S., Pennsylvania State University
Ph.D., University of Maryland, Baltimore County

Deborah J. Leather (2009)
Adjunct Professor, Management
A.B., College of St. Elizabeth
M.L.S., University of Hawaii
MBA, Marymount College of Virginia
D.B.A., George Washington University

Sean Leavy (2018)
Adjunct Instructor, Mathematics
B.S., University of Maryland, Baltimore County
M.A.T., University of Maryland, Baltimore County

Soonhee Lee (2022)
Associate Professor, Psychology
B.A., M.A., Seoul National University
M.A., Ph.D., University of Rochester

Diane Lehmann (2019)
Assistant Professor, Nursing
B.S.N., Notre Dame Maryland University
M.S.N., Wilmington University

Anne Lefter (2016)
Adjunct Professor, Theatre
B.A., University of Minnesota
M.A., Ph.D., Cornell University

Michele Lenhart (2019)
Adjunct Instructor, SUO
B.S., M.S.E., State University of New York Geneseo
M.S., Buffalo State College

Thomas Lentz, Jr. (2008)
Adjunct Professor, Information Systems
B.S., M.S., Stevenson University
M.B.A., University of Baltimore

Holly Lentz-Schiller (2012)
Professor, Marketing
B.A., M.A., University of North Carolina at Wilmington
Ph.D., University of North Carolina at Greensboro

Ryan Lessans (2021)

Adjunct Instructor, Business Administration

B.S., Ohio State University

MBA, Purdue University

Loryn S. Lesser (2004)

Adjunct Professor, Counseling & Human Services and Psychology

B.A., College of Staten Island, City University of New York

M.A., Montclair State University

M.S., Towson University

Ph.D., Walden University

Martin Lev (2019)

Adjunct Professor, Business Administration

B.S., Towson University

MBA, University of Baltimore

D.B.A., Argosy University

Barry Levine (2012)

Adjunct Professor, Forensic Sciences

B.S., Loyola University Maryland

Ph.D., Virginia Commonwealth University

Kenneth Levine (2011)

Adjunct Professor, Mathematics

B.A., University of Maryland, Baltimore County

M.Ed., Johns Hopkins University

Jane Lewty (2017)

Adjunct Professor, English

B.A., Ph.D., University of Glasgow

MFA, University of Iowa

Sigmund Libowitz (2017)

Adjunct Professor, Film and Moving Image

B.F.A., University of Richmond

M.S., College of William & Mary

Jerome D. Lindauer (2005)

Adjunct Instructor, Business Administration

B.S., Virginia Polytechnic Institute and State University

MBA, Loyola College in Maryland

Joshua L. Littlefield (2022)

Adjunct Professor, Art

B.F.A., Savannah College of Art Design

M.F.A., Maryland Institute College of Art

Irvin B. Litofsky (2005)

Adjunct Professor, Forensic Sciences

B.A., Johns Hopkins University

M.S.F.S., George Washington University

Elizabeth Long (2022)

Adjunct Professor, Community Based Education and Leadership

B.A., University of Richmond

M.S., College of William & Mary

Lisa Lorden, RN (2010)

Assistant Professor, Nursing

B.S., Stevenson University

M.S., ACNP, University of Maryland, Baltimore

Mark Lortz (2011)

Associate Professor, Music

B.A., M.M., M.M., Peabody Conservatory of Music, Johns

Hopkins University

Ph.D., Temple University

Sandra Lucci, RN (2008)

Adjunct Professor, Nursing

B.S., Rutgers-Newark State University

M.S., University of Maryland, Baltimore

Ph.D., Capella University

Barbara Lutz (2012)

Adjunct Instructor, Education

B.S., Bowie State University

M.S., McDaniel College

Robyn Lyles (2011)

Adjunct Professor, Criminal Justice

B.S., University of Missouri, St. Louis

M.S., University of Baltimore

Kimberly Lynne (2021)

Adjunct Professor, English

B.A., Loyola University Maryland

MFA, University of Baltimore

Michael A. MacFee (2017)

Adjunct Instructor, Business Communication

B.S., M.S., Stevenson University

Shradha Maheshwari (2013)

Lecturer, Mathematics

B.Com., Shri Shikshayatan College

B.S., MBA, Wilmington College

Stephen Malan (2018)

Adjunct Instructor, Biology

B.S., M.S., University of Maryland

Jennifer Male (2018)

Adjunct Professor, Theatre

B.A., University of Mississippi

MFA, Virginia Commonwealth University

Barry Malin, CPA (1983)

Adjunct Professor, Accounting

B.A., Ner Israel Rabbinical College

B.A., Loyola University Maryland

John Mancini (2021)

Adjunct Professor, English

B.F.A., Rhode Island School of Design

M.A., University of Southern Mississippi

MFA, San Francisco State University

James Marmer (2019)

Adjunct Instructor, Business Administration

B.A., California State University of Los Angeles

M.P.A., University of Southern California

Nicholas Marrocco (2004)

Adjunct Instructor, Forensic Studies

B.A., M.S., Loyola University Maryland

Olivia Leigh Martin (2019)

Adjunct Professor, Art

B.A., Dartmouth College;

MFA, Southern Methodist University

Meggen Marx (2009)

Associate Professor, Art

B.F.A., University of Wisconsin, Eau Claire

MFA, University of Maryland, Baltimore County

Tracey M. Mason (2008)

Professor, Chemistry

B.S., Longwood College

Ph.D., Virginia Commonwealth University

Joseph "Joe" C. Matanoski (2006)

Professor, Biological Sciences
B.S., University of Maryland, Baltimore County
Ph.D., University of Maryland, College Park

Leah Matthews (2014)

Adjunct Professor, Art
B.A., Elon University
M.F.A., University of Baltimore

Colin May (2010)

Adjunct Professor, Criminal Justice, Forensic Science, and Forensic Studies
B.S., Siena College
M.S., Stevenson University

Jeremiah Maytum (2022)

Adjunct Instructor, Music
B.M., M.M., Colorado State University

Selena Maytum (2014)

Adjunct Professor, Art
B.M.; Furman University
M.M.; Indiana University
D.M.A., University of Colorado

Deirdre C. McAllister (2017)

Adjunct Professor, Theatre
B.A., Suffolk University
M.F.A., Towson University

Theodore McCadden (2019)

Adjunct Professor, Counseling & Human Services
B.A., M.A., Towson University
Ed.D., Pennsylvania State University, Harrisburg

Clint McCallum (2018)

Adjunct Professor, English
B.M., Oberlin College
M.A., Ph.D., University of California, San Diego

Gian McCann (2018)

Adjunct Instructor, English
B.A., M.A., University of Maryland, Baltimore County

Christina McComb (2021)

Adjunct Instructor, English
B.A., George Washington University
M.A., St. John's College of Maryland

Ja'Ara McCoy (2021)

Adjunct Instructor, Counseling & Human Services
B.S., Stevenson University
M.A., University of Baltimore

Patrick McDowell (2011)

Adjunct Instructor, Criminal Justice
B.S., M.S., Johns Hopkins University

Melanie McEntee (2012)

Adjunct Professor, Psychology
B.A., M.A., Ph.D., Loyola University Maryland

Marie Christine McGrath (2020)

Professor, Psychology
B.A., Villanova
M.Ed., Ph.D., Temple University

Joseph G. McGraw, Jr. (1998)

Adjunct Professor, History
B.A., M.A., University of Virginia
J.D., University of Baltimore

Ronald McGuire (2013)

Adjunct Instructor, Cyber Forensics
B.S., Western Carolina University
M.S., University of Maryland Global Campus

Cornelia H. McKenna (2015)

Adjunct Professor, Mathematics
B.A., Bryn Mawr College
M.B.A., University of Baltimore

Celeste McNulty (2012)

Adjunct Professor, Nursing
B.S., M.S., Stevenson University

Rebecca McPherson (2019)

Adjunct Professor, Biology
B.S., Kansas State University
M.S., Texas Tech University
Ph.D., University of the Sciences in Philadelphia

John McQuitty (2016)

Adjunct Professor, Religion
B.A., Oklahoma Baptist University
M.A., M.Div., Southwestern Baptist Theological Seminary
M.A., Syracuse University
Ph.D., Golden Gate Baptist Theological Seminary

Susan Medghalchi (2011)

Adjunct Professor, Biological Sciences
B.S., State University of New York, Buffalo
Ph.D., Johns Hopkins University

Jason Medinger (2011)

Adjunct Professor, Forensic Studies and Legal Studies
B.A., University of Notre Dame
J.D., Emory University

Christopher James Metzger (2015)

Associate Professor, Art and Graphic Design
B.A., Lafayette College
M.F.A., M.A., Maryland Institute College of Art

Richard Metzger (2013)

Adjunct Professor, Psychology
B.S., Muskingum University
M.S., Ph.D., University of North Dakota

Hillary J. Michaud (2004)

Chair, Law and Justice Studies and Professor, Law
B.S., Miami University of Ohio
J.D., University of North Carolina Chapel Hill

Doshelle Miller (2019)

Adjunct Instructor, Forensic Science
B.S., Virginia State University
M.S., George Mason University

Kari-Ann Miller (2018)

Adjunct Instructor, Art
B.F.A., Baylor University

Kendra Miller (2021)

Adjunct Instructor, Arts
B.A., Northwestern University
M.A., School of the Art Institute of Chicago

Neal Miller (2013)

Professor, Physics
A.B., Princeton University
M.S., University of Pennsylvania
M.S., Ph.D., New Mexico State University

Rose Miller, RN (2007)

Adjunct Professor, Nursing
A.A., George C. Wallace State Community College;
B.S., Troy State University
M.P.A., Auburn University
M.S.N., University of Alabama

Victoria Miller (2021)

Associate Professor, Business
B.A., Iowa State University
M.B.A., Morgan State University
Ph.D., Georgia State University

Pamula Mills (2021)

Adjunct Professor, Psychology
B.S., M.S., Barry University

William Mills (2019)

Adjunct Instructor, Chemistry
B.S., University of Virginia

Phyllis Evelyn Mills-Greene (2015)

Adjunct Instructor, Criminal Justice
A.A., Community College of Baltimore County
B.S., M.S., University of Baltimore

Mindy Milstein (2016)

Adjunct Professor, Psychology, Human Services
B.A., Ph.D., University of Maryland Baltimore County
M.A., Towson University

Deborah Mims (2018)

Adjunct Instructor, Forensic Studies
B.S., M.S., Stevenson University

James Von Minor (2000)

Adjunct Professor, Art
B.F.A., Colorado State University
M.F.A., Pennsylvania State University, University Park

Christine A. Mister-Ward, RN (2017)

Adjunct Instructor, Nursing
B.S., Coppin State University
M.S., Morgan State University

Meghan E. Mitchell (2017)

Adjunct Instructor, Biological Sciences
B.S., Cornell University
M.P.H., Columbia University in the City

Diana Molavi (2014)

Adjunct Professor, Medical Laboratory Science
B.S., Pennsylvania State University
M.D., Washington University
Ph.D., Johns Hopkins University

Anthony Moll (2010)

Adjunct Professor, Communication and English
B.A., University of Maryland Global Campus
M.F.A., University of Baltimore

Anthony Montcalmo (2010)

Adjunct Professor, Business Administration
B.A., University of Delaware
M.B.A., University of Maryland, College Park

Laurel Moody, RN (2012)

Assistant Professor, Nursing
B.S.N., University of Maryland
M.S., Stevenson University
M.S., University of Maryland University College

George M. Moore (2006)

Professor, Art & Graphic Design
B.A., Hampshire College
M.F.A., Maryland Institute College of Art

Mary Moorhouse, MLS, SBB(ASCP) (2013)

Adjunct Instructor, Medical Laboratory Science
B.S., Stevenson University
M.S. Rush University

Jeannine Morber (2016)

Lecturer, Marketing
A.A., Carroll Community College
B.S., M.B.A., Hood College

Stacey Moreau (2018)

Adjunct Professor, Psychology
B.S., James Madison University
M.A., Ph.D., University of Virginia

Amber Moser, MLS(ASCP) (2018)

Adjunct Instructor, Medical Laboratory Science
B.S., Stevenson University

Lisa A. Moyer (2017)

Assistant Professor, Education
A.A., Germanna Community College
B.A. and M.Ed., University of Mary Washington
Ph.D., Virginia Polytechnic Institute and State University

Steven Mrozinski (2009)

Adjunct Professor, Biological Sciences
B.S., M.S., Stevenson University

Sam Mullinix (2021)

Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University

Sorsah-Maria Tiglao Mulroe (2022)

Adjunct Instructor, Education
B.S., University of Maryland, College Park
M.Ed., Johns Hopkins University

David Murphy (2019)

Adjunct Professor, Business Administration
A.A.S., Community College of the Air Force
B.A., University of Maryland Global Campus
M.L.A., Johns Hopkins University
Ph.D., Northcentral University

Kathryn Mychailyszyn (2014)

Adjunct Professor, Graphic Design
B.A., Loyola University Maryland
M.F.A., University of Baltimore

Brandon Myers (2019)

Adjunct Instructor, Mathematics
B.S., Grand Canyon University
M.S., Towson University

Abdallah Naanaa (2013)

Adjunct Instructor, Forensic Science
B.S., M.S., Stevenson University

Michelle Natale (2021)

Adjunct Instructor, Political Science
B.A., La Salle University
M.A., Villanova University

Kellie Natrin (2007)

Adjunct Instructor, Legal Studies

B.S., M.S., Stevenson University

Elizabeth Nelson (2021)

Adjunct Instructor, Literacy Education

B.A., Elon University

M.Ed., Vanderbilt University

Ashley Nelson-Raut (2021)

Adjunct Professor, Law

B.S., Stevenson University

J.D., University of Baltimore

David W. Nicholson (2006)

Professor, Education

B.A., James Madison University

M.A., M.Ed., Ohio University

Ph.D., University of Virginia

Lea Nolan (2012)

Adjunct Instructor, Healthcare Management

A.B., Georgetown University

M.A., George Washington University

Mark Norris (2013)

Professor, Biological Sciences

B.S., Allegheny College

M.S., Kansas State University

Ph.D., University of Minnesota, Twin Cities

Randi Norris (2018)

Adjunct Instructor, Community-Based Education and Leadership

B.A., York College Pennsylvania

M.A.T., Johns Hopkins University

Meagan Nyland (2010)

Senior Lecturer, English

B.S., B.A., Southern Illinois University

M.F.A., University of Baltimore

Samuel Obae (2013)

Associate Professor, Biological Sciences

B.S., University of Nairobi, Kenya

M.S., Frostburg State University

Ph.D., West Virginia University

Sandra O'Connor (1986)

Adjunct Professor, Law

B.S., J.D., Indiana State University

Timothy O'Donald (2018)

Adjunct Instructor, Business Administration

B.S., Kennesaw State University

M.A., Luther Rice University Seminary

Steven O'Dell (2014)

Adjunct Professor, Forensic Sciences

M.S., University of Alabama at Birmingham

M.B.A., University of Phoenix

John J. O'Neill (1976)

Adjunct Professor, Information Systems

B.S., M.B.A., Loyola College in Maryland

M.S., Villa Julie College

Stephen W. Oliner (2004)

Adjunct Instructor, Forensic Studies

B.S., University of Maryland, College Park

Don Osborn (2016)

Librarian, Public Service

B.S., Frostburg State University

M.S., Drexel University

Jeffrey Ostrow (2022)

Adjunct Instructor, Business Administration

M.E.T., Towson University

Jessica Ostendarp (2019)

Adjunct Instructor, Nursing

B.S.N., James Madison University

M.S., Stevenson University

Samuel Page (2021)

Affiliate Instructor, Education

B.S., Towson University

M.A., Notre Dame of Maryland University

M.Ed., University of Massachusetts, Boston

Alexandra Palmer (2018)

Adjunct Instructor, Marching Band

B.S., University of Maryland, College Park

Lisa Paris, RN (2013)

Adjunct Professor, Nursing

B.S.N., University of Maryland, Baltimore County

M.A., Hood College

D.N.P., Johns Hopkins University

Tamara Parisi, MLS(ASCP) (2014)

Adjunct Instructor, Medical Laboratory Science

B.S., Salisbury University

Harlan Parker (2017)

Adjunct Professor, Music

B.A., Emporia State University

M.A., Ph.D., University of Kansas

Amy Parlette (2017)

Adjunct Professor, Graduate Education

B.S., University of Maryland

M.S., Johns Hopkins University

Ph.D., Capella University

David E. Patrick (2004)

Adjunct Instructor, Information Systems

B.S.E., Loyola College in Maryland

M.S., Towson University

Sheila S. Pearlman (2010)

Adjunct Professor, Mathematics

B.S., Temple University

M.A., CAGS, University of Pennsylvania

Ph.D., University of Rochester

Robert P. Pelton (2000)

Professor, Education

B.S., M.S., State University of New York, Cortland

Ed.D., Nova Southeastern University

Bernard Penner (2009)

Adjunct Professor, Law

B.A., University of Maryland, Baltimore County

M.A., Towson University

J.D., University of Maryland School of Law

Darren Peyton (2019)

Adjunct Instructor, Business Administration

B.S., Towson University

M.S., Aalborg University

Ricardo M. Phipps (2022)

Associate Professor
B.A., Rice University
M.Div., Notre Dame Seminary
M.S., Jackson State University
Ph.D., University of Mississippi

Monika Piccardi (2021)

Adjunct Instructor, Healthcare Management
B.S., University of Maryland, Baltimore
M.S., Stevenson University

Lucy Pierre (2019)

Adjunct Professor, Biology and Medical Laboratory Science
B.S., York College of New York
M.B.A., Florida Institute of Technology
D.H.S., Nova Southeastern University

Adam Pincus (2021)

Adjunct Professor, Legal Studies
B.A., University of Pittsburgh
J.D., Nova Southeastern University

Rebecca Pisano (2015)

Adjunct Professor, Community-Based Education and Leadership
B.A., Miami University, Oxford
M.A., George Washington University
Ph.D., University California Los Angeles

Dixie Poe, RN (2008)

Adjunct Professor, Nursing
B.S.N., Medical College of Georgia
M.S.N., Bowie State University
M.G.A., University of Maryland University College

Morris A. Pondfield (2001)

Adjunct Professor, Information Systems
B.A., University of Maryland, College Park
M.I.M., American Graduate School of International Management
M.S., University of Maryland University College

Laura M. Pope (2008)

Adjunct Professor, English
B.A., Goucher College
M.A., St. Mary's University

Gary Popoli (2010)

Adjunct Professor, Psychology
B.A., M.A., Loyola University Maryland
Ph.D., University of Maryland, College Park

Larry Poston (2018)

Adjunct Professor, Religion
B.A., Grace University
M.A., Trinity Evangelical Divinity School
M.A., Ph.D., Northwestern University

Veronica Powell (2011)

Adjunct Professor, Psychology and Sociology
B.S., University of Central Texas
M.A., University of Maryland, College Park
Ph.D., Capella University

Colleen A. Pullis (2007)

Adjunct Professor, English
B.A., Colgate University
M.A., Binghamton University

Ph.D., University of Georgia

Shelley Pumphrey (2012)

Senior Lecturer, Business Administration
B.A., University of Maryland
M.A.S., Johns Hopkins University
Ph.D., North Central University

Sue Pugh (2018)

Adjunct Instructor, Nursing
B.S., University South Florida
M.S.N., University Cincinnati

Kelly Purtell (2020)

Adjunct Instructor, English
B.A., University of Maryland Baltimore County
M.A., George Mason University

Nicholas Ramsel (2011)

Adjunct Professor, Business Technology Management
B.A., West Virginia University
B.S., M.S., Stevenson University

Tonia M. Ramsel (2010)

Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University

Christopher Llewellyn Reed (2006)

Professor, Film and Moving Image
B.A., Harvard University
M.A., Yale University
M.F.A., Tisch School of the Arts, New York University

David Reed (2019)

Adjunct Instructor, Information Systems
B.S., B.S., B.S., High Point University
M.B.A., Kent State University

Milland Reed (2015)

Adjunct Instructor, Criminal Justice
B.S., University of Maryland, University College, Asia
M.S., Johns Hopkins University

Christin Reuter, M.S., MB, MLS (ASCP) (2018)

Adjunct Instructor, Medical Laboratory Science;
B.S., Stevenson University
M.S. Rutgers University

Laura Riley (2018)

Adjunct Professor, Biology
D.V.M., Virginia Polytechnic Institute State University

Joseph Ritsch (2018)

Adjunct Professor, Theatre
B.A., University of Maine
M.F.A., Towson University

Kelsie Rites (2019)

Adjunct Instructor, Education
B.S., Stevenson University
M.S., Towson University

Samantha Roche (2021)

Adjunct Instructor, Psychology
A.A., Community College of Baltimore County
B.S., Towson University
M.S., Lynn University

Maureen Roecker, RN (2015)

Adjunct Instructor, Nursing

B.A., B.S.N., Notre Dame of Maryland University
M.S., Stevenson University

Mark Rohde (2022)
Adjunct Instructor, Music
B.M., Ithaca College
M.M., New England Conservatory

Brittney Rollinson (2010)
Adjunct Instructor, Forensic Science
B.S., M.S., Stevenson University

Joseph Rosalski (2011)
Adjunct Instructor, History
B.A., University of Baltimore
M.A., University of Maryland, Baltimore County

Cynthia Rosenberg (2015)
Adjunct Professor, Legal Studies
A.A., Community College of Baltimore
B.A., M.A., J.D., University of Baltimore

John Rosicky (2012)
Professor, Human Services
B.S., Brown University
Ph.D., University of Oregon

Ellen M. Roskes (1996)
Professor, Chemistry
B.A., M.A., Ph.D., Johns Hopkins University

Neil Rothman (2019)
Professor, Biomedical Engineering
B.S., M.S., Rensselaer Polytechnic Institute
Ph.D., Johns Hopkins University

Timothy Rualo (2021)
Adjunct Instructor, Master's in Teaching
B.S., Loyola University Maryland
M.S., Johns Hopkins University

Lori L. Rubeling (1997)
Professor, Art and Graphic Design
B.F.A., Corcoran School of Art
M.A., St. John's College

Laurie Rubin (2013)
Adjunct Professor, Forensic Studies
B.S., Towson University
M.S., Stevenson University

Keith S. Safford (2007)
Adjunct Instructor, Information Systems
B.S., University of Kansas, Lawrence
M.E.S., Loyola College in Maryland

Monibo Sam (2010)
Professor, Sociology
B.Sc., M.Sc., University of Port Harcourt
Ph.D., University of Connecticut

Alejandro Sanchez Aizcorbe Carranza (2019)
Adjunct Professor, Spanish
B.H., Pontifical Catholic University of Rio Grande Do Sul
M.A., University of Kentucky: Lexington

Patrick Sanderson (2019)
Adjunct Professor, Business Administration
A.A.; Iowa Western Community College
B.A., Northwest Missouri State University
M.A., M.S., Central Michigan University
Ph.D., Regent University

James Sanford (2011)
Adjunct Instructor, Business and Technology Management
A.A.S., York College
B.S., Albright College
M.S., Stevenson University

Nick Sbrockey (2018)
Adjunct Instructor, Chemistry
B.S., University of Cincinnati
Ph.D., Northwestern University

Lisa Scarbath (2009)
Adjunct Professor, Law
B.A., University of Delaware
J.D., University of Baltimore

Rachel Schaaf (2021)
Adjunct Instructor, Business Administration
B.S., Towson University
M.S., Stevenson University

James Schaeffer (2022)
Assistant Professor, Psychology
B.S., Ferris State University
M.A., New Mexico State University
Ph.D., University of Texas

Howard Schindler (2012)
Adjunct Professor, Forensic Science
A.A.S., State University of New York - Cortland
B.S., State University of New York - Cortland
M.S., Johns Hopkins University

Inex Alwida Scholler-Jaquish (2007)
Adjunct Professor, Graduate Nursing
B.S.N., Arizona State University
M.A., University of California Los Angeles
M.S., Loyola University Maryland
Ph.D., University of Maryland, College Park

Carol Schmidhauser (1997)
Senior Lecturer, Biological Sciences
B.S., University of Rochester
M.S., Clemson University

Jennifer Schneider (2011)
Adjunct Instructor, Forensic Studies
B.S., M.S., Stevenson University

Karl Schroeder (1999)
Adjunct Instructor, Information Systems
B.S., M.S., Virginia Polytechnic Institute and State University

Ryan Schurtz (2011)
Professor, Psychology
B.S., M.A., Towson University
Ph.D., University of Kentucky

Charles V. Schuster (2017)
Adjunct Instructor, Mathematics
B.S., Stevenson University
M.S., Southern New Hampshire University

Stephen Schuyler (2021)
Adjunct Professor, English
B.F.A., Brooklyn College
M.F.A., University of Maryland

Sarena R. Schwartz (2000)
Senior Lecturer, Information Systems
B.S., M.S., Stevenson University

Eric Segall (2022)
Adjunct Professor, Health Care Management
M.S., Johns Hopkins University
D.P.T., Long Island University

Robyn Segall, RN (2019)
Adjunct Instructor, Nursing
B.S., Towson University
M.S., Stevenson University

Reshmi Sen (2016)
Adjunct Professor, Business Communication
B.A., University of Calcutta, India
M.A., Worcester State University
Ph.D., Duquesne University

Trevor Setvin (2021)
Adjunct Instructor, Psychology
B.S., Western Oregon University
M.S., Illinois State University
M.S., University of Oregon

Angela Setzer (2014)
Senior Lecturer, Psychology
B.A., Loyola University Maryland;
M.A., Towson University;
Ph.D., American University

Ronald L. Shaffer, Jr. (2007)
Adjunct Instructor, Information Systems
B.S., Strayer University
M.S., Capitol College

Alison Shao (2010)
Adjunct Instructor, Chemistry
B.S., University of Connecticut
M.S., State University of New York, Albany

Brenda Shell-Eleazer (2011)
Adjunct Instructor, Criminal Justice
B.S., M.S., Coppin State University

Sarah Shellow (2018)
Adjunct Professor, English
B.A., University of Oregon
M.S., Bank Street College of Education
M.F.A., Goddard College

Nancy P. Sherman (2005)
Adjunct Instructor, Film & Moving Image
B.A., Towson University
M.A., University of Maryland, College Park

Zamira Simkins (2016)
Professor, Business Administration
B.S., Kyrgyz-Russian Slavic University
M.I.A., Missouri State University
Ph.D., American University

Joshua Simmons (2019)
Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University

Leslie Simpson (2011)
Associate Professor, Fashion Design
B.S., Simmons College
M.S., Philadelphia University
Ph.D., Iowa State University

Sharni Singh, M.D. (2018)
Adjunct Professor, Biology
M.B.B.S., Rashtrasant Tukadoji Maharaj Nagpur University

Meghan Skaggs (2020)
Adjunct Professor, Criminal Justice
B.S., Salisbury University
J.D., University of Baltimore

Vayia Skinner (2021)
Adjunct Instructor, Business Communication
A.A., Community College of Baltimore County
B.S., University of Baltimore
M.S., Stevenson University

Mary Skipper (2008)
Adjunct Instructor, English
B.S., East Carolina University
M.Ed., Goucher College

Algis Skudzinskas (2019)
Adjunct Professor, Business Administration
B.A., University of Maryland
M.B.A., Johns Hopkins University
Ed.D., Gwynedd Mercy University

Mary Smikle Peoples (2019)
Adjunct Instructor, Business Administration
B.A., Canisius College
M.A., Notre Dame of Maryland University

Caprice Monique Smith (2015)
Lecturer, Criminal Justice
B.S., Coppin State University
M.Ed., University of Maryland University College

Ciara Smith (2021)
Adjunct Instructor, Biology
B.S., Stevenson University
M.P.H., University of New England

Claude Smith (2021)
Adjunct Professor, Biology
B.S., M.S., University of Sierra Leone
M.Ed., Bowie State University

Deondra Smith (2018)
Assistant Professor, Psychology
B.A., Albion College
M.A., Ph.D., Argosy University

Laura T. Smith (2010)
Chair, English Language and Literature and Professor, English
B.A., College of William & Mary
M.A., Ph.D. University of Texas at Austin

Patricia Smith (2020)
Adjunct Professor, Criminal Justice
B.A., University of Maryland Baltimore County
M.A., Indiana University Bloomington
J.D., University of Maryland

Neil Smuckler (2020)
Adjunct Instructor, Accounting
B.A., University of Maryland
M.A.D.S., Johns Hopkins University

Kenneth L. Snyder, Jr. (1996)
Adjunct Professor, Information Systems

A.A., Catonsville Community College
 B.S., Villa Julie College
 M.S.E.S., Loyola College in Maryland

Laura Snyder (2008)

Professor, English
 B.A., M.A., Ball State University
 Ph.D., Loyola University, Chicago

Melanie K. Snyder (2000)

Professor, Law
 B.A., Miami University
 J.D., University of Baltimore

Becky Socha, MLS,BB(ASCP) (2016)

Adjunct Instructor, Medical Laboratory Science
 B.S., Merrimack College
 M.S., University of Massachusetts

Kaitlin Solomon (2019)

Adjunct Professor, Theatre
 B.A., Towson University
 M.F.A., Case Western Reserve University

Colleen Spada (2010)

Assistant Professor, Psychology
 B.S., Catholic University of America, D.C.
 M.S., Psy.D., Loyola University Maryland

Diane Speelman (2008)

Adjunct Professor, RNBS Nursing
 B.A., University of Maryland Baltimore County
 Ph.D., University of Maryland, Baltimore

Kerry Lynn Spencer (2015)

Assistant Professor, Writing
 B.A., M.A., Brigham Young University
 Ph.D., University of Wales, Bangor

Lauren Speiser (2021)

Adjunct Instructor, Education
 B.S., Stevenson University
 M.S., National University

Christopher Sperling (2009)

Adjunct Instructor, History
 B.A., M.A., George Mason University

Heather Stackus (2021)

Adjunct Instructor, Psychology
 B.S., Stevenson University
 M.Ed., Loyola University

Scott Stallcup (2016)

Adjunct Instructor, Mathematics
 B.S., M.S., Old Dominion University
 M.S., Johns Hopkins University

Cary D. Stanger (2005)

Adjunct Professor, History
 B.A., State University of New York, Fredonia
 M.A., George Washington University
 M.L.S., Columbia University

Dennis Starliper (2009)

Adjunct Professor, Finance
 B.S., Benjamin Franklin University
 M.B.A., Southeastern University

Michael Stavish (2018)

Adjunct Instructor, Education
 B.S., Stevenson University

M.A., University of Maryland, Baltimore County

Frank Stearns (2022)

Assistant Professor, Biology
 B.S., Washington Lee University
 M.S., University of Delaware
 Ph.D., University of Maryland College Park

Pavle Stojanovic (2019)

Adjunct Professor, Philosophy
 B.A., University of Belgrade
 M.A., Ph.D., Johns Hopkins University

Jennifer Strasbaugh (2009)

Adjunct Professor, Art
 B.A., Stevenson University
 M.A., Notre Dame of Maryland University

Gabrielle Allysondoloeres Styles (2018)

Adjunct Professor, Psychology
 B.A., Millersville University Pennsylvania
 M.S., California University Pennsylvania

Shawn Sullivan (2014)

Adjunct Professor, Legal Studies
 B.A., J.D., University of Mississippi
 L.L.M., University of Cambridge

Benjamin Sutley (2013)

Adjunct Professor, History
 B.A., Denison University
 M.A., University of Maryland, Baltimore County
 J.D., University of Baltimore

Megan Sutton (2019)

Adjunct Instructor, Business Communication
 B.A., Manchester University
 M.A., Purdue University Fort Wayne

Jonathan Swann (2019)

Adjunct Instructor, Education
 B.S., Towson University
 M.S., McDaniel College

Thomas K. Swisher (2006)

Professor, Counseling & Human Services
 B.S., University of Virginia
 J.D., University of Baltimore
 M.S., Ph.D., Loyola University Maryland

Donna R. Swope, RN (1994)

Adjunct Professor, Nursing
 B.S.N., M.S., University of Maryland, Baltimore

Daniela Syed (2014)

Adjunct Professor, Psychology
 B.A., Ph.D., University of South Dakota

Furkan Tari (2011)

Adjunct Instructor, Business and Technology Management
 B.S., Marmara University, Turkey
 M.S., University of Baltimore

William Tawes (2014)

Adjunct Instructor, Business Administration
 B.S., Towson University
 M.S., Stevenson University

Barry Thomas (2012)

Adjunct Instructor, Sociology and Human Services & Counseling

B.S., Towson University
M.S., Johns Hopkins University
M.Ed., Loyola University Maryland

Kathryn J. Thomas, RN (1991)
Adjunct Professor, Psychology
B.S.N., M.S., M.S., University of Maryland, Baltimore
Ph.D., Institute for the Study of Human Sexuality

Brian Thompson (2019)
Adjunct Instructor, Marching Band
B.S., Towson University
M.S., McDaniel College

William Tignanelli (2014)
Adjunct Professor, Accounting
B.S., Towson University
M.B.A., George Washington University
J.D., University of Maryland, Baltimore

John J. Tobin, Jr. (1994)
Associate Professor, Forensic Sciences
A.A., Harford Community College;
B.S., University of Maryland, College Park
M.S.F.S., George Washington University
Ph.D., University of Maryland, Baltimore County

Amy Tucker (2022)
Lecturer, Mathematics
B.A., Buffalo State College
M.S., Towson University
M.S., University of Delaware

Takisha Toler (2013)
Associate Professor, Marketing
B.B.A., University of Memphis
M.B.A., Ph.D., Saint Louis University

Christopher Toth (2016)
Adjunct Instructor, Chemistry
B.S., Stevenson University
P.A., Toledo University Graduate School of Physician Assistant

Lainie Troutman (2017)
Adjunct Instructor, Graphic Design
B.F.A., Carnegie Mellon University

Ingrid Tulloch (2012)
Adjunct Professor, Psychology
B.S., Hunter College
Ph.D., City University of New York

Kateryna Turkot (2022)
Adjunct Instructor, Business Administration
M.B.A., Stony Brook University, New York

Harry B. Turner (1993)
Professor, Law
B.A., University of Pennsylvania
J.D., University of Maryland, Baltimore

Hailey Turney (2021)
Adjunct Instructor, English
B.S., Frostburg State University
M.S., University of Maryland Baltimore County

Maya Tyler (2017)
Adjunct Instructor, Business Communication
B.S., Stevenson University
M.S., Towson University

George K. Umanah (2017)
Adjunct Professor, Biological Sciences
B.S., University of Ghana
M.R., University of Essex, UK
Ph.D., University of Tennessee

Valerie Valdez (2022)
Lecturer, Education
B.A., University of California, Berkeley
M.A., University of the Pacific
Ph.D., University of California, Santa Barbara

Gerald N. Van Aken (1988)
Professor Emeritus, English
B.A., Trinity College
M.A., Ph.D., University of Maryland, College Park

Philip van Berten (2010)
Professor, Marketing
B.A., M.S., CNAM, Paris
Ph.D., Telecom and Management Sudparis

Henderika "Rika" Van Huizen (2012)
Adjunct Professor, Biological Sciences
M.S., Wageningen Agricultural University
Ph.D., University of Alberta

Magdeleine M. Vandal (2017)
Adjunct Instructor, SUO
B.A., Mount Saint Mary's College
M.F.A., Trinity-Washington University

Diana VanRoom (2003)
Adjunct Instructor, Nursing Graduate
B.S., University of Rochester
B.S., B.S.N., Johns Hopkins University
M.S., Towson University

Dianna Vass (2021)
Adjunct Professor, Business Administration
B.S., University of Delaware
M.S., North Carolina State University
M.S., Ph.D., Virginia Polytechnic Institute

Carmen Velez, CPA (1995)
Adjunct Professor, Accounting
B.S., M.S., Villa Julie College
M.S., Johns Hopkins University

Vanessa Velez, DNP, RN (2022)
Assistant Professor, Graduate Nursing
A.S., Community College of Baltimore County
B.S.N., M.S.N., Notre Dame of Maryland University
D.N.P., Johns Hopkins University

Stephanie L. Verni (2000)
Adjunct Professor, Business Communication
Faculty Teaching Fellow
B.S., M.S., Towson University
M.F.A., National University

Kevin Vinson (2021)
Adjunct Professor, Counseling & Human Services
B.A., University of Maryland Baltimore County
M.A., Loyola University Maryland
Ph.D., University of Maryland

Elena Volkova (2014)
Associate Professor, Art
B.F.A., M.F.A., Maryland Institute College of Art

John Wachter (2014)
Adjunct Instructor, Forensic Studies
 B.S., University of Phoenix
 M.S., Stevenson University

Daniel Wagner (2011)
Adjunct Professor, Psychology
 B.A., Brandeis University
 M.S., Psy.D., Long Island University

Robert Wagner (2014)
Adjunct Professor, Physical Science
 B.S., Case Western Reserve University
 M.S., University of Michigan

Claudia Walters (2021)
Adjunct Instructor, English
 B.S., M.S., University of Maryland

Dawn Ward (2009)
Professor, Chemistry
 B.A., Lincoln University
 Ph.D., University of Maryland, Baltimore County

Stanley Ward (2020)
Adjunct Professor, Communication Studies
 B.A., Oklahoma Baptist University
 M.Div., Southwestern Baptist Seminary
 Ph.D., Dallas Baptist University

Candace Waters-Woodward (2018)
Adjunct Professor, Psychology
 B.S., Morgan State University
 M.A., Bowie State University
 Ph.D., Argosy University

Stephanie Watkins, RN (2009)
Adjunct Professor, Nursing
 B.S., Stevenson University
 M.S., Towson University

Lauri A. Weiner (1998)
Associate Professor, Counseling & Human Services
 B.A., Dickinson College
 M.A., Bowling Green State University
 J.D., University of Maryland

Jacob Weinfeld (2022)
Adjunct Instructor, Community-Based Education and Leadership
 B.B.A., University of Miami
 M.S., Johns Hopkins University

Karen W. Welbourn (1994)
Adjunct Professor, Philosophy
 B.S., Loyola College in Maryland
 M.A., Oxford University
 M.A., St. Mary's Seminary and University

Charisse Wernecke (2015)
Associate Professor, Accounting
 B.A., Loyola University Maryland
 M.S., Johns Hopkins University
 Ph.D., Morgan State University

Richard West (2009)
Adjunct Professor, Forensic Studies
 B.A., Lawrence University
 J.D., Northwestern University

Kevin Weston (2019)
Adjunct Instructor, Cybersecurity and Digital Forensics

B.S., University of Phoenix
 M.S., Purdue University

Alexandra Weyforth (2018)
Adjunct Instructor, Education
 B.S., Stevenson University
 M.A., University of Maryland, Baltimore County

Charles H. Wilbur (2006)
Adjunct Instructor, Information Systems
 B.S., University of Maryland University College

Melissa Wilcox (2019)
Adjunct Instructor, Business Administration
 B.A., University of Rochester
 M.B.A., University of Buffalo

James Williams (2020)
Adjunct Professor, Information Systems, Cyber Forensics
 B.S., M.P.A., Strayer University
 M.S., Johns Hopkins University

Joyce Williams, RN (2012)
Adjunct Professor, Nursing
 B.A., Antioch University
 M.F.S.A., Oklahoma State University
 D.N.P., University of Tennessee

Ron Kipling Williams (2021)
Adjunct Professor, English
 B.A., M.F.A., University of Baltimore

Thomas Wills (2021)
Adjunct Professor, English
 M.F.A., University of Iowa
 Ph.D., University of Nevada, Las Vegas

Benjamin Noah Wilson (2015)
Associate Professor, Mathematics
 B.S., Lehigh University
 Ph.D., University of North Carolina

Jean M. Wilson, RN (2007)
Assistant Professor, Nursing
 A.A., Howard Community College
 B.S., Stevenson University
 M.S., Towson University

Carrie Wise (2011)
Adjunct Professor, Forensic Sciences
 B.S., M.S., Stevenson University

William Wolfgang (2021)
Adjunct Professor, English
 B.S., Millersville University of Pennsylvania
 M.S., Drexel University
 Ph.D., University of Warwick

Lauren Womack RN (2015)
Adjunct Instructor, Nursing
 B.S., York College of Pennsylvania
 M.S., Stevenson University

Amy Yingling (2018)
Adjunct Instructor, Business Administration
 B.S., M.B.A., University of Baltimore

Andrea Young (2010)
Adjunct Professor, Philosophy
 B.S., M.D.I., Howard University
 J.D., University of Baltimore

Susan D. Youngren (1990)
Adjunct Professor, Biological Sciences
B.A., University of Pennsylvania
Ph.D., Cornell University

Mary Zenger (2019)
Adjunct Professor, Theatre
B.S., Towson University

Jason Zeiler (2010)
Adjunct Professor, Criminal Justice and Cyber Forensics
B.S., Excelsior College
M.S., Troy University
M.S., Stevenson University

Karen I. Zeller (2017)
Adjunct Professor, Biological Sciences
B.S., University of Akron
M.S., University of Cincinnati
Ph.D., Johns Hopkins University

Michael Zellers (2022)
Lecturer, Music
B.A., West Chester University
M.M., University of Delaware

Kent Zimmerman (2019)
Adjunct Instructor, Business Community
B.A., Manchester University
M.A., Ohio University

Jinsong Zhang (2008)
Adjunct Professor, Information Systems
B.A., M.A., Southwest Jiaotong University
Ed.D., West Virginia University

Sufian Zhemukhov (2020)
Adjunct Professor, History
M.A., Kabardino-Balkan State University
Ph.D., Institute Ethnology Anthropology, Russian Academy

Joshua Zimmerman (2016)
Adjunct Instructor, Accounting
B.S., M.S., Stevenson University

Tina Zirkin (2015)
Adjunct Instructor, Nursing RNBS
B.S., Towson University
B.S.N., Old Dominion University
M.S., Stevenson University

President's Advisory Council

Leonard Attman
Attman Holdings, LLC
FutureCare Health

Richards R. Badmington
W. R. Grace & Co.

Lisa Barnhill
Berkshire Hathaway Homesale Realty

Anirban Basu
Sage Policy Group, Inc.

Ingrid L. Bortner
The Community College of
Baltimore County

Luis E. Borunda
Office of the Maryland Secretary of State

Christina Struhar Bowman '02
Clifton Larson Allen LLP

Aurelia Burt
Education Consultant

Kevin G. Byrnes

Alexander G. Campbell III
A.G. Campbell Advisory

D. Keith Campbell
Campbell and Company

Jeanne M. City '79

Lee Coplan, FAIA
Hord Coplan Macht

Daniel F. Dent, CFA
D.F. Dent and Company, Inc.

John Dinkel
Dinkel Business Development LLC

Melissa Dueñas
Leidos

Jack Dunn IV
FTI Consulting, Retired

Vanessa Eluma '05
T. Rowe Price Group, Inc.

Jonathan E. Farber
Passive Capital Management LLC

Pamela Felton

Mitchell F. Ford
The Ford Group at Morgan Stanley

GiGi Franyo, Ph.D.

Steven D. Frenkil, Esq.
Miles & Stockbridge

Donald C. Fry, Esq.

Susan J. Ganz
Lion Brothers Co. Inc

Tere Geckle

Susan Guarnieri, M.D.

Rosemary K. Harder '69

Charles E. "Ted" Herget, Jr.
Asset Strategy Consultants

Ebony Hypolite, CPA '06
SC&H Group

Savas J. Karas, CPA, MBA
Geppi Entertainment and Media

Yong Kim, CPA, MBA
National Center on Institutions and Alternatives

Kathy Kimber

Ashley J. Lawrence, Esq. '09
Cordell & Cordell

Elizabeth N. Lynott '70

Coldwell Banker Residential Brokerage

Nick Mangione, Jr.

Hilton Garden Inn and Hampton Inn Owings Mills

Carolee Martelle '63 '89 '97

Carol Menning '69

Robert G. Merrick III

Asset Strategy Consultants

Charlotte Modly, MD

Women's Hospital Foundation

Donna Morrison '74

David H. Nevins

Nevins & Associates, Chartered

Todd Parchman

Parchman, Vaughan & Company LLC

Marshall B. Paul, Esq.

Saul Ewing Arnstein & Lear LLP

Barry Rascovar

BCR Communication LLC

Dennis F. Rasmussen

The Rasmussen Group LLC

The Honorable Eileen M. Rehrmann

Eileen Rehrmann & Associates, Inc.

Lawrence M. Rivitz

Marketing Initiative LLC

Green Street Academy Foundation, Inc.

Owen J. Rouse, Jr.

MacKenzie Cos.

Lucy Rutishauser

Sinclair Broadcast Group

Ben Shifrin

Jemicy School

Jane Frankel Sims, Esq.

Sims & Campbell

Stuart O. Simms, Esq.

Kevin D. Smith

Michelle Swanenburg '87

T. Rowe Price Group, Inc.

Julie Szymaszek '68

Vincent W. Talbert

Gilbert R. Trout

Trout Daniel & Associates LLC

Christopher Tsakalos '03

Jo-Ellen Turner, Ed.D.

Sheila Walsh '92 '03M

Susan B. Wilfong '70

The Honorable Robert A. Zirkin

Zirkin & Schmerling Law

Jennifer Amato, CPA

Director

SC&H Group, Inc.

Beverly Bareham, CPA

Beverly Bareham, CPA, PA

Abbey Bosse, CPA

Tax Manager

BDO USA LLP

Keisha Chinn, CPA

Senior Tax Manager

CohnReznick LLP

Ron Diegelman

Co-founder and CFO

SameGrain

Wade Keenan

Business Manager

Northrop Grumman

Justin McMaster, CFP®, ChFC®

Financial Advisor

McMaster Financial

Scott E. Murray, CPA, MBA

Tax Manager

KBST&M Certified Public Accountants and Consultants

David Tomney

System Director - Financial EPM Systems and Process Automation

Bon Secours Mercy Health

Blake P. Ulam, CPA, CITP

Partner, Chief Operating Officer

Weyrich, Cronin & Sorra

Biological Sciences Advisory Board

Gwenda L. Brewer, M.S.

Program Manager - Science Program

Maryland Department of Natural Resources

Sheldon E. Broedel, Ph.D.

Chief Executive and Science Officer

Athena ES, Inc.

J. Adam Frederick, M.S.

Assistant Director for Education

Maryland Sea Grant Program

Institute of Marine and Environmental Technology

Christine F. Hohman, Ph.D.

Professor of Biology

Morgan State University

Peter S. Liao, M.D.

Staff Surgeon

MD Vein Professionals

Mark A. Schenerman, Ph.D.

Vice President, Analytical Biochemistry

MedImmune, Inc.

Christine Shumaker

Coordinator, Secondary Science

Baltimore County Public Schools

Robert Stephens, Ph.D.

Director, Bioinformatics Support Group

Advanced Biomedical Computing Center

Frederick National Laboratory for Cancer Research

Academic Advisory Boards

Accounting Program Advisory Board

Jason Amato, CPA

Vice President of Finance and Administration

RDA Corporation

Neil Talbot, Ph.D.

Gene Evaluation and Mapping
Animal Bioscience and Biotechnology Laboratory
ANRI, ARS

Vicki Wolff-Long, Ph.D.

Vice President and General Manager
Biosciences Division
Emergent BioSolutions

Biomedical Engineering Advisory Board

Steve Arbitman '15

Research Associate
NextCure, Inc.

Martha Connolly, Ph.D.

Consultant and Former Director
MTech Partnerships, Maryland Technology Enterprise
Institute

Steven Falk, M.S.

Chief Engineer, Maternal and Infant Care
GE Healthcare

Geoffrey Ling, MD, Ph.D.

Professor, Neurology
Johns Hopkins University School of Medicine

Tim Schatz '19

Senior Scientist
Abbott Laboratories

Neil Terry, Ph.D.

Senior Manager, R&D Systems Engineering
BD Life Sciences

Business Administration Advisory Board

Keisha Warrick

Vice President of Residential Management
David S. Brown Enterprises

Lori Blake

HR Director
Fuchs North America

Natalie Bohlen

Affiliate Marketing Coordinator
Tinuiti

Timothy Fouts

Director of Corporate Business Development
Lockheed Martin Corp

Emily Haas

Project Analyst
8AM Golf

Garren LaFond

Senior BusinessManager
SC&H

Nathan Liebel

Area Leader
BBT&T/Truist

Tim O'Donald

President
Harbor East Management Group

Corey Polyoka

Founder and Manager
Fern Holler

Gina Ramsey

President

Pink Dog Digital

Stacey Reilly

Visual Merchandising Planner
Nordstrom

George Riedel

Head of US Intermediaries
T. Rowe Price

Paul Sorenson

Financial Planner
Puckett & Sturgill Financial Group

Chad Steele

Senior Vice President of Communications
Baltimore Ravens

Brian Thackston

Director of Marketing and Operations
Frost & Associates

Marlene Titus

Program Director, Business & Accounting
Carroll Community College

John Williams

CEO
Jamison Door Co

Communication Department Advisory Board

Edie Brown

Edie Brown and Associates Public Relations

Chris Daley

Whirlaway, LLC

Jeff Davis

J. Davis Public Relations, LLC

Jack Gilden

Jack Gilden Marketing

Stacey Haines

Earl Beckwith & Associates

Sandra Wills Hannon

The Hannon Group

Brian Litofsky

Crown Trophy

Mollie Meeder

Connect Your Care

Cari Cramer Pierce

Flip Your Dog

Brandon Seidl

Director of Web Marketing and Digital Communication
Stevenson University

Kristen Schultz

Baltimore Orioles

Chemistry and Biochemistry Advisory Board

James Damewood, Jr., Ph.D., DABT

Senior Director of Toxicology
Affygility Solutions

Michelle Foss

Quality Control Lab Manager
Solvay

Irvin Litofsky

Director, Forensic Services Section (retired)
Baltimore County Police Department

Amanda Slonaker, MAT, (SU, B.S. Chem '10)

Chemistry Teacher
Baltimore County Public Schools

Paul J. Smith, Ph.D.

Associate Professor, Department of Chemistry and Biochemistry
University of Maryland, Baltimore County

Frank Switzer, Ph.D.

Chemist
US Food and Drug Administration

Stephanie S. Watson, Ph.D.

Group Leader, Polymeric Materials Group
National Institute of Standards and Technology

Mathew A. Zajac, Ph.D. (SU, B.S. Chem '98)

Director of Chemistry Technology and Automation
GlaxoSmithKline

**Counseling and Human Services
Program Advisory Board**

Deborah Boyce

IEP and Testing Specialist
St. Elizabeth School

Bunny Ebling, LCSW-C

Clinical Social Worker
Greater Baltimore Medical Center

Lynne Eccleston

Director of Recruitment and Talent
Target Community and Education Services

Candice Edwards '10

Assistant Director
Maryland Department of Human Resources

Loretta Elizalde, LCPC

Clinical Therapist
Private Practice

Tom Flis

Behavioral Services Manager
Sheppard Pratt Health Services

Arthur Hill, III

Assistant Vice President of Public School Partnerships
Kennedy Krieger Institute

Ted McCadden

Coordinator, Human Services Counseling
Community College of Baltimore County

Kathea Smith

Assistant Dean for Enrollment, Academic Affairs, and Student Services, Merrick School of Business
University of Baltimore

Fashion Design Program Advisory Board

Lee Andersen

Chief Executive Officer/Designer
Andersen-Becker, Inc.

Michele and Edwin Blanchard

Chief Executive Officer/Designers
M&B Design Gallery

Francis James De Santis Jr.

Chief Operating Officer
Paul Francis Designs, LLC

Jennifer Dos Santos

Creative Academia
Under Armour

Mark Falcone

Chief Executive Officer
English American Tailoring

Catherine R. Harris

Textiles and Fashion Careers
Carroll County Career and Technology Center

Beverly Hill

President, Advisory Board, Store Manager
Worth Women's Fashions

Blondell Howard

Chief Executive Officer/Educator
The Sassy Sewer

Ella Pritsker

Chief Executive Officer/Educator
Maryland Center for Fashion Design

Christopher Schafer

Chief Executive Officer/Retailer
Christopher Schafer Clothier

Philip Spector

Chief Executive Officer
Fashions Unlimited

Sherry Stauffer

Designer/Educator
Association of Sewing and Design Professionals,
Baltimore Chapter

Stacy Steube

Product Developer
Fashions Unlimited

Film and Moving Image Advisory Board

Kathleen Ash

Interactive Services and Digital Asset Manager
Maryland Office of Tourism Development

Beatriz Bufrahi

Instructor, Video and Digital Imaging
Baltimore School for the Arts

Brandy Creek '14

Film Archivist/Preservationist
Colorlab

Erica Ginsberg

Executive Director
Docs In Progress

Nicholas Kovacic '05

Founder
Digital Cave Media

Sigmund Libowitz

Attorney at Law/Producer/Writer
Venable, LLP

Tavon Mayne '14

Video & Motion Graphics Designer

Stanley Black & Decker, Inc.

KJ Mohr

Program Director

Tampa International Gay & Lesbian Film Festival

Nicole Myers '11

Multimedia Production Specialist

GP Strategies/Social Security Administration

Ben Rossen '16

Producer/Editor

Showtime Networks

Brian Stetson

Executive Director of Production

Renegade Productions

Yevgeniy Vaskevich

Filmmaker

Forensic Science Advisory Board

Marisa Bender, BS '10/MFS '11

Certified Latent Print Examiner

Department of Justice

Theresa M. DeAngelo, MFS, ABC-CC

Quality Assurance/Safety Manager

Maryland State Police Forensic Sciences Division

Rana DellaRocco, MS, MPA, D-ABC

Director and Quality Manager, Forensic Sciences Division

Baltimore Police Department

Jennifer Hanburger, MS

Director, Forensic Services

Anne Arundel County Police Department

Shelby Litz BS '15/MFS '16

Crime Scene Technician II

Howard County Police Department

Rachel Lucas, MFS

Director, Forensic Services Section

Baltimore County Police Department

John J. Tobin, Jr., Ph.D.

Adjunct Professor, Forensic Sciences

Stevenson University

Healthcare Management Program Advisory Board

Laurence (Larry) Abramson

Executive Director

SCS Physicians

Sergut Admasu, M.S.

Alumna, MS in HCM Program

Business Supervisor

University of Maryland Medical Center Midtown Campus

Justin Buonomo, M.S.

Alumnus, MS in HCM Program

Owner and CEO

Just Financial Foundations

Carolyn Candiello

Vice President for Quality & Patient Safety

Greater Baltimore Medical Center HealthCare, Inc.

Courtney Chhatre, MHA, MBA

Regional Director of Acute Care

Medstar Union Memorial

Edward "Woody" Davis Jr., PMP

Chief Information Officer (CIO)

Corporation for National & Community Service (Americorps)

Laura Fricker, MS, RN

Alumna, MS in HCM Program

Executive Director

Johns Hopkins Intrastaff

Monika Piccardi, BSN, RN, M.S.

Alumna, MS in HCM Program & Nurse Consultant, Administrator III

Department of Health and Mental Hygiene

Prevention and Health Promotion

Administration, Office of Genetics and People with

Special Health Care Needs

John Rosicky, Ph.D.

Chair, Counseling and Human Services and Professor,

Counseling and Human Services

Stevenson University

Rachel Schaaf, M.S.

Alumna, MS in HCM Program

Managing Director

Horizon Consulting

Audrey Williams, M.S.

Alumna, MS in HCM Program

Senior Quality Data Analyst

Anne Arundel Medical Center

Medical Laboratory Science Program Advisory Board

Lorraine Blagg, M.A., MLS(ASCP) SBB^{CM}

Education and Development Coordinator

Johns Hopkins Hospital

Transfusion Medicine Division

Nancy Calder, M.A.Ed., MT(ASCP)

Chair and Director, Medical Laboratory Technician Program

Associate Dean, Health Sciences Division

Howard Community College

Cheryl D'Amario, MT(ASCP) SBB^{CM}

Supervisor, Blood Bank

Carroll Hospital

Megan Frisk, MLS(ASCP) SBB^{CM}

Manager, Blood Bank

Anne Arundel Medical Center

Candice S. Grayson, M.A., M.S., MLS(ASCP)^{CM}

Director, Medical Laboratory Technology Program

Community Colleges of Baltimore County, Essex

Vivi-Anne Griffey, MS, MLS(ASCP)^{CM}

Retired Program Coordinator and Adjunct Faculty

Medical Laboratory Science Program

Stevenson University

Donna K. Marquess, M.A., MT(ASCP) SBB, DLM^{CM}

Assistant Vice-President, LifeBridge Health Laboratories

Sinai Hospital

Heather McGann, M.S., MT(ASCP) SBB^{CM}

Manager, Transfusion Services

University of Maryland Medical Center

Diana Molavi, M.D., Ph.D.
Chief, Department of Pathology
Sinai Hospital

Christin Reuter, M.S., MLS(ASCP)^{CM}
Manager, Microbiology
Sinai Hospital

Nursing Program Advisory Board

Catherine Boyne
President
Women's Hospital Foundation, Inc.

Tim Coulbourn, MS, RN
Graduate Alumni and Adjunct Instructor
Stevenson University

Scarlett Dare, BS, RN '20
MedStar Franklin Square Medical Center

Eva Feldman, MS, RN
Graduate Alumna and Adjunct Instructor
Stevenson University

Kim Bushnell, DNP, RN, NEA-BC
Vice President, Patient Care Services and Chief Nursing Officer
Northwest Hospital.

JoAnn Z. Ioannou, DNP, MBA, RN
Senior Vice President of Patient Care and Chief Nursing Officer
Greater Baltimore Medical Center

Kayla Iriarte, BS, RN '20
University of Maryland Medical Center

Debbie Kisner, Ph.D., RN, CNOR, NEA-BC
Vice President and Chief Nursing Officer
MedStar Franklin Square Medical Center

Lola Kropowski, BSN, RN
Nurse Residency Coordinator, Nurse Extern Coordinator and Placement Contracts Administrator
MedStar Union Memorial Hospital

Della Leister, RN
Deputy Health Officer
Baltimore County Department of Health

Shawn P. McNamara, Ed.D., MSN, RN
Dean, School of Health Professions Nursing Program Administrator
Community College of Baltimore County

Charlotte Modley
Stevenson University Liaison
Women's Hospital Foundation, Inc.

Karen Owings, M.S., RN
Vice President and Chief Nursing Officer
MedStar Union Memorial Hospital and
MedStar Good Samaritan Hospital

Nancy Perry, DNP, RN, CNE
Nursing Program Director
Carroll Community College

Cyndy Ronald, B.A.
Manager, School of Nursing Partnership Programs

University of Maryland Medical Center

Laura Smith, M.S., RN
Coordinator, Nursing Student Placements
The Johns Hopkins Hospital

Legal Studies Program Advisory Board

Jeffrey G. Comen, Esq.
Senior Assistant Attorney General
Maryland Department of Assessments & Taxation

Diane Dongarra
Firm Administrator
Gallagher, Evelius & Jones, LLP

Samuel Draper, Esq.
Executive Director
Special Counsel

Mary Ann Hammel, Esq.
Owner/Manager
Mid-Atlantic Title, LLC

Monee Hill
Senior Legal Analyst
T. Rowe Price

Michael Markovic
Retirement Plan Consultant
High Tower/VWG Wealth Management

Marcia Neuburger
Legal Analyst
T. Rowe Price

Shannon Pfisterer
Courtroom Clerk
Circuit Court for Carroll County

B. Marvin Potler, Esq.
Principal
Offit Kurman, P.A.

Sarah Sawyer, Esq. '11
Attorney
Offit Kurman

Wes Schrum
Stevenson University Student
Legal Studies Program

Phyllis Strader
Paralegal
Exelon Corporation

Brianna Villa
Paralegal
Murthy Law Firm

Rita G. Weiner
Account Executive
Performa Spectrum Graphics

School of Design Advisory Boards

School of Design Advisory Board

Jan Baum
Founder, Innovation Institute
Jan Baum & Associates

Lauren Bell
Fashion Stylist & Editor

Greg Bennett
Principal

Cut Once, Inc.

Chad Birenbaum

Managing Partner, Co-founder
Duckpin Design

Shervonne Cherry

Director of Community & Partnerships
SparkCoworking

Cara Daniel

Manager, Competitive Intelligence
Lowe's Companies, Inc.

John Dean

Photographer
John Dean Photography

Diane Devaney

President
Devaney & Associates

Martin Gierke

SeniorBrand Strategist-Insights & Analytics
The Boeing Company

Edwin Gold

Designer, Author & Educator

Scott Gore

Division Chair, Fine and Performing Arts
Carroll Community College

Jennifer Kozak

Principal
J. Kozak Creative

Ryan McKibbin

Digital Studio Manager
Maryland Institute College of Art

Will Niebauer

Professor, Art, Design & Interactive Media
Community College of Baltimore County

Adam Oberfeld

Creative Director
Obie Production

Amanda Bory Tinkler

Vice President and Executive Director
University of Maryland, St. Joseph Medical Center

Andres Zapata

Executive Vice President of Strategy & Co-Founder
ldfive

Cultural Programs and Exhibitions Advisory Board

Laura Amussen

Director of Exhibitions & Curator
Goucher College

Ryan Clark

Theatre & Media Performance
Stevenson University

Dina Fiasconaro

Department of Film & Moving Image
Stevenson University

Gina Falcone Skelton

Skelton Design

Laura Smith

Department of English

Stevenson University

Jennifer Strasbaugh

Jennifer L. Strasbaugh Fine Arts Appraising

Florian Svitak

Artist

Graphic Design Program Advisory Board

Chad Birenbaum

Managing Partner & Co-Founder
Duckpin Design

Christina Bittinger-Melito

Associate Creative Director
ADG Creative

Jim Burger

Jim Burger Photography

Bryna Colley

Partner/Creative Director
2fold Collective

Mark Figueiredo

AVP, Creative Director
T. Rowe Price

Bob Gillespie

Creative Director
Propr Design

Jared Glasser

Graphic Designer, Interactive Marketing
McCormick & Company, Inc.

Chris Hartlove

Chris Hartlove Photography

Abby Ferretti Jackson

Creative Director
The Johns Hopkins University Carey Business School

Edwin Jenkins

Creative Director
Renegade Communications

Ebony Kenney

Art Director/Education Advocate
Ripefruit Creative

Kolleen Kilduff

Art Director
Devaney and Associates Inc.

Chuck Phillips

President
Doodle Design, Inc.

Lauren Scheib

Creative Director
Warschawski

Wesley Stuckey

Art Director
idfive

Tim Thompson

No. 9 Design

Index

