May 23	Traditional Undergraduate Commencement
May 27	Memorial Day - University closed

Presidentôs Letter

Dear Students,

Welcome to the new academic year. I am excited to join the Stevenson community as we celebrate 70 years of providing students with a career-focused education taught by faculty with extensive, real-world experience.

Stevenson is more than a university. It is a close-knit community that supports your growth and helps you realize your aspirations. As a Stevenson University Online student, your education is designed for your unique needs. Our faculty and staff understand that you must balance work, school, and your many responsibilities as you advance professionally and personally.

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

Please use the *2017/2018 Stevenson University Online Catalog* as a detailed overview of our curriculum, services, and policies. This catalog will help you work with your advisor and professors to develop a successful plan for your education.

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

With best wishes for the academic year,

Elliot Hirshman, Ph.D.
President

A Stevenson Education

.®

Students at Stevenson University (SU) do not simply come to campus and attend classes. The hallmark of a Stevenson education takes students outside of stereotypical academic

Governance

: The purpose of RHA is to provide and create a constructive and rewarding educational/social environment for the residents. RHA will thrive 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

: 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

: 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

: 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 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

: The It's On Us Stevenson University's mission is to educate and raise awareness to the campus community about sexual assault and violence by encouraging students to recognize non-consensual sex, distinguish situations in which sexual assault can occur, and be a bystander who intervenes in situations where consent was not given. itsonusclub@stevenson.edu

Leadership

:

Male 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

: This is an all-inclusive group which aims to bring awareness to disenfranchisement and related women's issues. The group aims to create an open space to share and support but also challenge new and old ideas in attempts to bring about social change. riseclub@stevenson.edu

: 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 s

For additional information about Dining Services, please check out the dining website, Stevenson.SodexoMyWay.com

Student Success Resources

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

Academic Support Services Provided:

- 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 students for their first academic course
- Onsite Orientation to Student Success
    - Onsite orientation option allows students to network with current students, alumni,

General Admissions Policy

Admission to Stevenson is reserved for applicants who have

credits apply toward graduation, but the grade points are not used in calculating the academic average required for graduation. Students seeking information on the

- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside

Guard members receive a 15% tuition discount and should submit appropriate paperwork to Student Accounts to qualify for this discount. Service members desiring information about courses and degree requirements should contact the Registrar's Office.

Yellow Ribbon Program

The Yellow Ribbon program is part of the Post 9/11 GI Bill specifically designed for students wishing to attend private colleges and universities. This program allows institutions of higher learning to fund tuition expenses that exceed the Department of Veteran Affair's annual cap. For the 2017-2018 academic year, the VA will pay a maximum of $22,805.34 to any private college or university, based on a student's percentage of eligibility. For eligible students, Stevenson and the VA will divide any remaining tuition and fee charges 50/50 so that they are covered in full. Please note that tuition and fees do not include on-campus housing or meal plan charges; these expenses need to be paid by the student.

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

Veterans interested in using educational benefits should submit their application online through the Department of Veterans' Affairs website at benefits.va.gov/gibill/apply.asp. The VA will determine eligibility and send the student a letter that indicates their percentage of benefits (40-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the GI Bill's website at gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.html. The student should forward their Certificate of Eligibility to the school certifying official in the Registrar's Office as soon as it is received. Any questions regarding the use of educational benefits should be directed to the school certifying official.

Non-Degree Students

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

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

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

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

A student may enroll in graduate courses without seeking a graduate degree. Such students must complete a speci TJETBT5(a)-3(te n

Costs

Tuition and Fees (2017–2018)

Tuition per credit non-nursing	$450
Tuition per credit RN to BS	$495

Tuition per credit*	$670
Tuition per credit Nursing	$625
Tuition per credit RN to MS	$495
Tuition per credit Master of Arts in Teaching	$475
Tuition per credit Community-Based Education and Leadership	$495

**Unless listed below*

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

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. Please notify the Student Accounts Office of your approved TA documentation. If you are a current active duty Service member, please be sure to speak with your Educational Service Officer (ESO) or counselor within your military service prior to enrolling.

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

Post 9/11 GI Bill and Yellow Ribbon Program

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Awarding of Aid

Cost of Attendance and the Expected Family Contribution

Cost of Attendance (COA or budget) represents a reasonable estimate of the cost of attending the university for a 9 month academic year (fall and spring semesters). The Financial Aid Office determines student budgets every year as a basis for awarding financial aid funds. The student's budget includes direct costs: tuition, 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). An Estimated Cost of Attendance is posted on the Financial Aid website. Go to stevenson.edu/admissions/finaid and select the link for Policies and Procedures and then select "Determining Financial Aid." The chart is regularly updated to reflect any changes.

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

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

Book Vouchers

Under certain circumstances, students may be able to take a credit against their financial aid in the form of a book voucher to purchase required books and supplies from the University Store. To qualify, loans must be certified, and the total aid combined with any other form of payment must

- 1-18.5 credits attempted, 1.5 minimum grade point average
- 19-29.5 credits attempted, 1.9 minimum grade point average
- 30+ credits attempted, 2.0 minimum grade point average

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 BT/F1

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

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

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

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

As mentioned in the above scenarios, when it is determined that a student has withdrawn, students must confirm attendance in a future course within the same payment period, even if the student is already registered for future courses. You can confirm attendance by completing the bottom section of the online Accelerated Class Add/Drop or Withdrawal Forms. This form allows us to suspend the

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.

The SEE Student Learning Goals and Outcomes

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

The SU graduate will be able to:

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

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.

The SU graduate will be able to:

1. Articulate an understanding of the multip te3( )5(gr)-3(ad)6(v)-5(att

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

- CI Course:
  - One CI course is required. Courses that fulfill the CI requirement are certified by the CI label in the course description.

A single course may fulfill either a WI or CI standard. No single course may count as both writing

student's transcript will indicate the minor course of study that the student has completed.

Please see program descriptions for additional guidelines.

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

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

In addition the student must fulfill all major requirements

available. 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. Additional scholarships are

use only letter grades without assigning numeric values, and still other grading protocols may also exist. In all cases of variance from the standards below, the instructor will explain the grading system clearly on the course syllabus. When a standard numeric scale is used, the instructor will base grades on the standard below.

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

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

The grading system for undergraduate students is provided.

A	93–100	4.0
A-	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B-	80–82	2.7
C+	77–79	2.3
C	73–76	2.0
C-	70–72	1.7
D+	67–69	1.3
D	60–66	1.0
F	0–59	0.0

FX Student stops attending classes prior to the withdrawal deadline, yet fails to officially withdraw. This is calculated as a grade of "F" in the GPA.

WF Course withdrawal after the specified term deadline. This is calculated as a grade of "F" in the GPA.

W Course withdrawal within the specified term deadline. This is not calculated in the GPA.

AUD Audit (see additional information below). This is not calculated in the GPA.

I Incomplete (see additional information below). This is not calculated in the GPA.

P/NC Pass or No Credit (see additional information below). This is not calculated in the GPA.

Graduate Grading Policy

A student's performance in a course will be measured in [<003y

course's status must be made in writing to the Registrar's Office. Changing a course to "audit" may have financial aid implications and will also make an athlete ineligible if the athlete is no longer full-

reinstatement. Students are not eligible to apply for reinstatement until six months from the date of the academic suspension.

In order to be considered for reinstatement, the following materials must be submitted to Stevenson University Online's Admissions Office:

- Completed *Application for Reinstatement*
-

Solutions) using a secure server. The recipient will receive an email directing them to go to a specific website to retrieve the transcript.

Registration and Course Information

Registration

Registration takes place on the days scheduled in the academic calendar. Students may register on or after

Course Add/Drop

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

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Although attendance alone does not determine grades, students should be aware that grades may depend on class activities, experiments, discussions, or quizzes for which consistent attendance is necessary. Students who stop attending and fail to officially withdraw from a class will [redacted] n "F" in the 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 the Dean of Stevenson University Online.

Leave of Absence

A degree-seeking student who finds it necessary to cease enrollment at the University (for one or more consecutive semesters with the intent of resuming studies at a later date) must complete the leave of absence section of the Withdrawal from the University form that is available through the Student Menu in WebXpress under the Registrar's Office forms. The student should meet with a representative of the Office of Student Success to complete this form. This request will ensure that the student will not need to reapply for admission when he or she returns. This leave of absence is effective for two consecutive semesters. A student who is on leave of absence for three or more consecutive semesters must reapply for admission.

Withdrawal from the University

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

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.

[redacted]

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 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

Business Administration

Description

Business Administration Program Description

The business administration major is designed to give graduates the knowledge, skills, critical thinking ability, and technological competence essential to be successful in business, 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

professionals who are problem solvers and who understand how to leverage the company's technology base to improve its competitive advantage.

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

Most courses are offered either online in an 8-weektedev

Undergraduate Fields of Study|

for the workplace. Students take courses in leading programming languages including C#, JAVA, ASP.NET, and Visual Basic.NET, using high value systems development tools such as Microsoft's Visual Studio.NET and IBM's WebSphere. This is a high-growth IT career field for those

to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

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.

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.

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

Minor in Interdisciplinary Studies

A minor in Interdisciplinary Studies is not available.

Other Options

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
-

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 (ABA) instructional methodology requirements. The legal studies program offers traditional, hybrid, and online delivery of legal specialty courses approved by the ABA, as well as other LAW courses. Students must take a minimum of ten semester credits or the equivalent of legal specialty courses through traditional classroom instruction.

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

Although Stevenson University policy is that internships performed at other institutions do not transfer, there is an exception for students who perform paralegal internships with ABA-approved paralegal programs at other institutions. If a student successfully completes a three-cr

Stevenson University Online Articulated College Transfer (SUO ACT) **

In addition to the above courses, students who earn an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree may be awarded up to 21 credits towards Stevenson's general education requirements and electives in the RN to BS or RN to MS option. The 21 credits include the 3 credit ENG 152 course, 9 credits in humanities, 3 credits in fine arts and 3-6 credits within the general electives.

**Students who did not earn an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree may need to take additional courses. Please contact an enrollment counselor for further details.

Objectives

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

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

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

Policies

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

Requirements

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

GPS 200	Adult Learning Theory & Practice	3
NURS 312	Physical Assessment and Pathophysiology	

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 305 - Ethical Issues in Criminal Justice (3 credits)

Examines the field of criminal justice ethics, which broadly encompasses the history of justice and theories of morality and ethics. It includes the study of ethics from both the individual perspective and the organizational standpoint. Concrete ethical issues and dilemmas that are encountered regularly by participants in the major components of the criminal justice system are covered. Ethical decision making opportunities within the three major branches of criminal justice are analyzed. This includes law enforcement ethics, correctional ethics, and legal profession ethics.

Prerequisite: 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 (pa7(h)-2(i[an)5(d12(n)5(d)-5(s)6(exu)5)o EMC /P (

of a civilian law enforcement, the birth, rise and dynamics of extremist religious and political groups, and the dynamics and impacts of cults and inter- and intra-national considerations.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 430 - Law Enforcement Administration and Management (3 credits)

Provides in-depth analysis and synthesis of the various components and approaches to management and management styles within a police agency. The course emphasizes operational considerations, patrol operations, and auxiliary functions of managers within a policing agency.

Prerequisite: A grade of C or better in CJUS 383.

CJUS 495 - Criminal Justice Capstone (3 credits)

Evaluates the competence of criminal justice majors in the discipline. Students will complete an applied research project or a research paper and will deliver a professional presentation about the experience. In addition, students will write about how the curriculum prepared them for the capstone course, how they have developed as writers, and how they view their future direction as criminal justice professionals.

Prerequisite: MATH 136, CJUS 210, CJUS 385, and senior classification. SEE Certification: Writing Intensive.

EC - Economics Courses

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 MATH 135 or MATH 136. Corequisite: ENG 151. SEE Certification: Social Sciences.

EC 202 - Principles of Microeconomics (3 credits)

This course examines the basic

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

Prerequisite: A grade of C or better in IS 232.

IS 332 - High Speed Broadband

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.

INBUS - International Business

INBUS 315 - International Business Management (3 credits)

Examines international business activities and how business and management decisions are affected by

LAW 130 - Business Organizations Law (3 credits)

Examines the nature of sole

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 151.

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 151.

LAW 365 - Health Care Law (3 credits)

Studies the framework of regulation of the health care arena, including the credentialing of heath 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 151.

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, jlu tdmin Examines rof ofistrati23(W)-7a</MC

MKT - Marketing Courses

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 151 or equivalent (may be taken concurrently).

MKT 307 - Market Research (3 credits)

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

Prerequisite: A grade of C or better in MKT 206, MKT 311, and MATH 136. SEE Certification: Writing Intensive.

MKT 311 - Consumer Behavior (3 credits)

Examines consumer behavior as a fundamental component of the marketing process of identifying and satisfying target customers' wants and needs. The course will focus on how and why individuals make decisions to spend their available resources on consumption-related items. It will integrate consumer behavior with marketing strategy by examining the marketing influences of and responses to consumer behavior. Topics include the consumer as an individual and the internal influences of consumer behavior, consumers in their social and cultural settings and the external influences on consumer behavior, the consumer's decision-making process, and the impact on marketing strategy.

Prerequisite: A grade of C or better in MKT 206.

MKT 315 - Sports Marketing (3 credits)

Examines the application of marketing strategy and activity to a sports enterprise setting, including leagues, teams, events, and individuals. Topics include the impact of external, uncontrollable environments; the application of targeting and positioning strategies; the sport product and branding; event pricing and distribution strategies; and the

pathophysiological conditions. Restricted to RN to BS majors.

Prerequisite: Acceptance into RN to BS option.

NURS 313 - Professional Seminar I (4 credits)

Includes discussion of the philosophy of nursing, perspectives of nursing theorists, and historical foundations. Expansion of nursing roles,

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

Graduates of Stevenson University master's degree programs are:

A. Competent Professionals who:

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

B. Creative Leaders who:

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

C. Confident Citizens who:

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

Business and Technology Management

Description

The Master of Science in Business and Technology Management (BTM) equips students with the skills and knowledge required to help organizations achieve a competitive advantage in an increasingly global, technology-driven, and information-rich marketplace. The degree program provide students not only with knowledge about a wide variety of technologies and their architectures but also with an understanding of how to obtain the integration of the full range of information technologies within an organization, from both strategic and operational

communications across various cultural, social, and business settings.

Graduates will be eligible for career opportunities in a variety of growing industries including public relations, advertising and promotions, marketing management, media sales, event planning, and market research. Maryland occupational projections indicate that the potential need for professionals in these industries will continue to steadily increase over the next decade. Employment opportunities for graduates in these growing markets include Public Relations Manager, Public Relations Specialist, Advertising Manager, Promotions Manager, Media Sales Manager, Event Planner, and Market Research Analyst.

Objectives

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

- Synthesize various theories of human communication.
- Create written works using scholarly skills in cultural,

within seven years after the first course applied to the degree was completed.

Course Descriptions

Course Descriptions

See CYBF - Cyber Forensics Courses (p. 99)

Digital Forensics

Description

The Master of Science in Digital Forensics is designed to prepare students to identify, acquire, restore and analyze electronic data, and to testify as qualified experts in court. Further, as the use of digital evidence in litigation becomes more prevalent, students will be prepared to assist in litigation support services in the area of electronic evidence.

Objectives

The overall educational objective of the program is to prepare students as forensic specialists in digital evidence. The Master of Science in Digital Forensics will provide graduates with the skills necessary to identify, acquire, restore and analyze electronic data, and to testify as qualified experts in court. The program will prepare graduates for careers in computer forensics and litigation support in the handling of electronic evidence.

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

- Be able to collect, handle and preserve digital evidence.
- Design a comprehensive methodology to cover the acquisition, preservation and analysis of various forms of digital evidence.
- Analyze and interpret file system data, operating system

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

- Examine financial statements for false and/or misleading statements.
-

Forensic Science

Description

The Master of Forensic Science degree with areas of concentration in Forensic Biology and Forensic Chemistry will equip students with the ability to visualize and achieve excellence in a dynamic global community. Students will graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world. Graduates of the program will be prepared for employment in local, state, or federal government crime laboratories, forensics laboratories, DNA testing facilities, the biotechnology industry, and/or continued study at the doctoral level.

Objectives

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

- Process forensic evidence and report findings in an ethical manner.
- Communicate those findings in both written and oral formats.
-

FSCI 615	Safety/Quality Control/Quality Assurance	2
	FSCI 655 Practicum Rotations or FSCI 675 The Crime Laboratory: Structure and Operations	3
FSCI 702	Seminar in Forensic Science	3
FSCI 760	Research Project & Presentation I	3
FSCI 761	Research Project & Presentation II	3
FSCI 701	Trial Practice	3

FSCI 640	Serology and Immunology	3
FSCI 645	DNA Analysis	3
FSCI 660	Forensic DNA Computer Applications	3
FSCI/FS Elective	Forensic Science or Forensic Studies Elective	3

FSCI 617	Trace Evidence	4
FSCI 620	Drug Analysis	3
FSCI 670	Forensic Toxicology	3
FSCI/FS Elective	Forensic Science or Forensic Studies Elective	3

Forensic Studies

Description

The Master of Science in Forensic Studies is designed for students who have interests that overlap the Master of Science in Investigation and either the Master of Science in Forensic Accounting or the Master of Science in Digital Forensics. This program enables students who are interested in careers that have general knowledge of accounting or of digital forensics to combine that interest with investigations and take course in both areas. This program may be appropriate for investigators who need a

Course Descriptions

See Forensic Studies Course Descriptions (p.)

Healthcare Management

Description

The Master of Science in Healthcare Management prepares its graduates for leadership positions in which they plan, direct, or coordinate medical and health services in hospitals, clinics, managed care, public health agencies, or similar organizations. The program has two areas of concentration: (1) Quality Management and Patient Safety and (2) Project Management. The curriculum includes integrative experiences that require students to apply real world practice and to synthesize knowledge and skills

Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Newly

NURS 520	Quantitative Methods in Nursing Research	3
NURS 530	Qualitative Inquiry in Nursing	3
NURS 547	Global Health Care Perspectives	3
NURS 557/HCM 557	Project and Resource Management	3

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

The following courses must be completed sequentially:

NURS 610	Advanced Pathophysiology and Pharmacology	3
NURS 615	Advanced Health Assessment	3
NURS 632	Curriculum Design and Innovation	3
NURS 635	Teaching and Learning Strategies/Evaluation	3
NURS 642	Instructional Media in Education	3
NURS 740	Nursing Education Capstone	6

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

The following courses must be completed sequentially:

NURS 650/HCM 650	Organizational Behavior in Healthcare	3
NURS 652/HCM 652	Health Care Finance: Challenges	3
NURS 660/HCM 660	Planning for Evidence-Based Practice	3
NURS 662/HCM 662	Quality Management in Health Care	3
NURS 750	Nursing Leadership/Management Capstone	6
Elect TmQ6		

transcripts are from an institution located outside of the United States, transcripts will need to be evaluated by WES.

Requirements

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

ED 510	Psychology and Development of Adolescents	3
ED 605	STEM Curriculum Principles and Practices	3
ED 615	Principles of Assessment	3
ED 620	Literacy Strategies in the STEM Content Areas	3
ED 625	Advanced Literacy Strategies in the STEM Content Areas	3
ED 630	Principles of Special Education	

BTM - Business and Technology Management Courses

BTM 601 - Information Technologies and the Organization (3 credits)

Provides an overview of the changing nature of organizations as they evolve to meet the demands of the new digital economy, the techniques for increasing competitiveness, and a survey of technologies and standards [illegible] organization goals. The course also [illegible] oriented design.

Prerequisite: None.

BTM 604 -6 Tm0 g0 G -0.039 Tc[96)s91.23 Tm[6 Tm0 g0Co0)4(g2(log)-5(iETiv5(ew)4STcie(og)-1ETc-10(f)-5(ies)4s))BT1 0

constraint of project management, project management knowledge areas and process groups, the project life cycle, project selection methods, work breakdown structures, network diagrams and critical path analysis, cost estimates, earned value analysis, risk analysis, motivation theory, and team building. Project management soft-ware will be utilized to plan and manage information technology projects.

Prerequisite: None. Cross-Listed as: HCM 644.

BTM 645 - Supply Chain Management (3 credits)

assessment of standards-based real-world problem solving experiences.

Offered: Fall and Spring.

CBEL 614 - Program Design, Implementation, and Evaluation (3 credits)

This course is under development.

CBEL 616 - Community Engagement and Leadership (3 credits)

This course is under development.

CBEL 662 - Principles and Practices of Youth Development (3 credits)

This course is under development.

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

This course is under development.

CBEL 670 - Volunteer Development (3 credits)

This course is under development.

CBEL 672 - Advocacy & Fundraising in Community-Based Organizations (3 credits)

This course is under development.

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

This course is under development.

ED 604 - Cognitive, Social, and Emotional Development of Learners (3 credits)

Explores current theory and research on cognitive, social, and emotional development from childhood through adulthood with emphasis on the dynamics of teaching and learning. Students examine cultural and environmental factors that influence learner development and conditions that foster positive self-identity, resiliency, and self-efficacy.

Prerequisite: CYBF 644/FSIS 644, or permission from the CYBF Program Coordinator. Cross-Listed as: FSIS 662.

CYBF 663 - Network and Cloud Forensics (3 credits)

Explores performing forensic examination of a shared pool of configurable computing cloud resources, such as networks, servers, storage applications, and services. This course will provide a practical approach to obtaining forensic data from always-on, cloud-based resources. Examinations will involve the correlation of information from different network sources. Students will distinguish live analysis from live response and perform both on a network-based resource. Students will produce a report detailing the results of a network/cloud-based forensic examination.

Prerequisite: CYBF 644/FSIS 644, or permission from the CYBF Program Coordinator. Cross-Listed as: FSIS 663.

CYBF 664 - Mobile Device Forensics (3 credits)

Explores the growing field of cellular technologies from both network architecture and hand-held device perspectives. This course will provide details regarding the type and manner of data that can be forensically obtained from mobile devices, including call logs, text messages, address books, photos, videos, and Internet history. Exercises focus on using accepted forensic procedures to acquire and analyze data from a variety of mobile devices. Students will generate analytical reports and cross reference results with data form network service providers. The course will use leading-edge tools from Paraben Corporation and Cellebrite Mobile Synchronization. The course is offered online but it is mandatory for the student to attend one 8-hour on-site class.

Prerequisite: FSCOR 601, FSCOR 604, and FSCOR 606, or admission to the CYBF Program. Cross-Listed as: FSIS 664.

CYBF 670 - Cyber Warfare and Cyber Terrorism (3 credits)

Explores the rapidly changing face of cyber warfare and cyber terrorism. Students will identify and characterize the fundamental aspects of cyber terrorism and the role of computers and the Internet in terrorist acts on information systems and critical infrastructure components. Students will analyze cyber warfare techniques, such as Denial of Service attacks on critical infrastructure, man-in-the-middle attacks, sabotage, and espionage. Students will evaluate the various cybercrimes that are being used to finance terrorism and cyber criminal activities.

Prerequisite: None.

CYBF 675 - Live

assessments to meet individual learning needs.

Prerequisite: ED 605.

ED 620 - Literacy Strategies in the STEM Content Areas (3 credits)

Focuses on the reading process in the STEM content areas, including comprehending, analyzing and extending meaning from texts. Candidates examine the factors that affect reading performance and review the strategies and materials appropriate for each of the purposes of reading. Candidates study the frameworks for planning instruction which prepare students for the reading task, assist in monitoring while reading, and plan to engage students in appropriate follow-up activities.

Prerequisite: ED 605.

ED 625 - Advanced Literacy Strategies in the STEM Content Areas (3 credits)

Focuses on the design and implementation of a literacy program for adolescents that meets the needs of various learners and supports content area learning. Teacher candidates use a variety of strategies to promote student independence in content area reading. Candidates incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language (dialect and ESOL), disabilities, and giftedness. Candidates explore multiple literacies and disciplinary literacy in the STEM

HCM 640 - Teamwork in Healthcare Settings (3 credits)

Examines teamwork and the unique challenges of collaborating across disciplines. This course focuses on overcoming barriers to teamwork in healthcare settings and developing conflict management and team building skills using case studies and real-world examples.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652.

HCM 642 - Healthcare Project Planning and Management (3 credits)

Introduces a step

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660.

HCM 700 - Internship in Healthcare Management (3 credits)

Integrates and applies healthcare leadership competencies to professional experiences in healthcare organizations. Students participate in creation of unique products, services, or processes. Students must demonstrate effective teamwork, written, verbal, and interpersonal proficiencies.

Prerequisite: A grade of "B" or better in HCM 600 and HCM 605 and by permission of the MS in Healthcare Management Program Coordinator.

LTED- Literacy Education Courses

LTED 603 - Foundations of Literacy (3 credits)

Examines the foundational theories and evidence-based practices of reading, writing and communication processes with emphasis on the development of holistic and integrated 21st century classroom literacy programs. This course considers the developmental progression of learners as readers, writers, and communicators of knowledge. Students connect and

leadership/management concentration to apply leadership/management concepts in a selected health care delivery environment during a 135 hour practicum experience. Students will complete a capstone project relevant to the role of the nurse leader/manager and develop a professional portfolio. This course emphasizes: analysis and evaluation of concepts of organizational culture; demonstration of competencies needed to effect change in organizations; evaluation of organizational outcomes; participation in strategic planning and goal setting; analysis of allocation of human and financial resources; and analysis of regulat

Directory|

(2013)
Senior Programmer/Analyst
A.A., B.S., Stevenson University

(2006)
Senior Programmer Analyst
B.A., Christendom College

(2013)
Helpdesk Administrator
B.S., Stevenson University

(2015)
Specialist, Technology Support
A.A., Carroll Community College;
B.S., M.S., Stevenson University

(2007)
Director, Technical Services
B.A., LaSalle University

(2015)
Systems Administrator
B.A., Stevenson University

(2006)
Senior Technology Support Specialist
B.S., Stevenson University

(2004)
Director, Network and Infrastructure
B.S., Stevenson University

(2012)
Senior Network Engineer
B.S., Stevenson University

(2013)
Senior Programmer Analyst
B.A., Lynchburg College;
M.S., Loyola University Maryland

(1996)
Director, Desktop Technology

(1980)
Senior Education Technologist
B.S., University of Maryland, College Park

(2010)
Director, Administrative Applications
B.S., Nova Southeastern University;
M.S., University of Maryland University College

(2007)
Senior Programmer/Analyst
B.A., Grove City College

(2014)
Systems Administrator
B.A., Goucher College

(2011)
Senior Tech Support Specialist
B.A., University of Maryland, College Park

(2008)
Network Engineer
B.S., University of Maryland, Baltimore County

(2015)
Systems Administrator
B.A., Goucher College

(2016)
B.S., Loyola University Maryland;
M.S., Towson University

(2011)
Database Administrator

Institutional Research and Assessment

(2015)
Administrative Assistant

(2014)
Director, Assessment
B.S., Brooklyn College;
M.S., Ph.D., Pennsylvania State University

(2013)
Director, Institutional Research
B.S., University of Scranton;
M.A., Ph.D., Marywood University

Library

(1998)
Director, Library Services
B.A., M.L.S., University of Maryland, College Park

(2016)
Librarian, Research and Instruction
B.A., Goucher College;
M.L.S., University of Pittsburgh

(1996)
Systems Librarian
A.A., Catonsville Community College;

Manager, Academic Link
B.A., Elmira College;
M.S.Ed., Le Moyne College

(2015)
Director, Student Success
B.S., M.S., California State University

(2013)
Director, Student Support
B.S., Howard University;
M.S.Ed., University of Pennsylvania

(2015)
Student Success Coach
B.A., University of Delaware;
M.A., University of Northern Colorado

(2016)
Student Success Coach
B.S., Towson University;
M.E., Loyola University Maryland

(2017)
Professional Tutor, Academic Link
B.S., Juniata College
M.Ed., University of Maryland, College Park

(2015)
Manager, Academic Link
B.A., M.Ed., Salisbury University

(2017)
Director, Disability Services
B.A., Howard University;
M.A., The Johns Hopkins University;
Ph.D., University of Maryland

(2016)
Student Success Coach
B.A., University of Maryland Baltimore County;
Ph.D., University of Maryland Baltimore County

Registrar

(1996)
Registrar
B.A., Clemson University

(2008)
Assistant Registrar, Graduation
B.S., Towson University

(2002)
Associate Registrar
B.S., Stevenson University

(2014)
Assistant Registrar, Academic Planning
B.A., Wesleyan University;
Ph.D., University of Maryland, Baltimore

(2012)
Assistant Registrar, VA Programs
B.S., Towson University

(2000)
Associate Registrar, Transfer Evaluation
B.S., Towson University

(2015)
Senior Student Records Specialist
B.A., Dickinson College
M.F.A., Johns Hopkins University

(2017)
Student Records Specialist
B.G.S., Ball State University

Enrollment Management

(1993)
Vice President, Enrollment Management
B.A., St. Mary's College of Maryland

(2014)
Assistant to the Vice President, Enrollment Management

Admissions

(2016)
Admissions Counselor
B.S., Stevenson University

(2016)
Admissions Counselor, Admissions
B.A., Coastal Carolina University

(2016)
Assistant Director, Transfer Admissions
B.A., University of Hawaii

(2017)
Admissions Counselor
B.A., M.A., William Paterson University of New Jersey

(2016)
Transfer Admissions Assistant
B.S., Stevenson University

(2009)
Admissions Assistant
A.A., Community College of Baltimore County

(2002)
Assistant Vice President, Admissions
B.A., M.A., University of Maryland, College Park

(2006)
Associate Director, Freshman Admissions
B.S., King's College

(2012)
Assistant Director, Freshman Admissions
B.A., Randolph-Macon College

(2014)
Guest Experience Coordinator
B.A., University of Delaware

(2014)
Assistant Director, Admissions
B.A., Elon University

(2011)
Assistant Director, Admissions
B.A., Western New England College

(1984)
Director, Transfer Admissions
B.S., Daemen College;
M.B.A., Virginia Commonwealth University

(2016)
Transfer Admissions Assistant
B.S., Frostburg University

(2016)
Admissions Counselor, Transfer Admissions
B.S., Stevenson University

(1988)
Director, Campus Visits
B.A., University of Maryland, Baltimore County

(2009)
Senior Admissions Assistant

(2009)
Assistant Director, Research and Technology
B.S., Pensacola Christian College;
M.B.A., Loyola University Maryland

(2013)
Communications Specialist
B.S., Stevenson University

(1989)
Director, Enrollment Operations
A.A., Essex Community College

(2010)
Assistant Director, Freshman Admissions
B.A., University of Maryland, Baltimore County

(2006)
Director, Student Engagement
B.S.W., James Madison University;
M.S., Stevenson University

(2006)
Associate Director, Communications
B.S., Stevenson University

(2003)
Assistant Director, Processing

(2004)
Senior Admissions Assistant

Financial Aid

(2010)
Assistant Vice President, Financial Aid
A.A., Essex Community College;
B.S., University of Maryland, College Park;
M.A.S., The Johns Hopkins University

(2014)
Financial Aid Assistant
B.S., Rowan University;
M.A., Towson University

(1991)
Senior Associate Director

(2011)
Assistant Director
B.A., LaSalle University

(2014)
Customer Service Representative

(2016)
Financial Aid Counselor
B.A., Salisbury University

(2011)
Associate Director, Systems
B.A., Hampden-Sydney College

(2012)
Customer Service Representative

(2015)
Financial Aid Assistant
B.A., University of Maryland, Baltimore

(2017)
Associate Director

Senior Maintenance Technician-HVAC, Owings Mills campus
A.A., B.S., Stevenson University

(2014)
Maintenance Technician, Owings Mills campus

(2005)
Maintenance Technician, Greenspring campus

(1994)
Director of Facilities, Owings Mills campus

(1998)
Maintenance Technician - Journeyman Electrician, Greenspring campus

Mail Room and Materials Management

(2015)
Manager

(2017)
Mailroom Courier

(2008)
Mailroom Clerk

Security

(2016)
Director of Security
B.S., Johns Hopkins University

(2014)
Assistant Director

(2012)
Security Officer
B.S., Pennsylvania State University

(2017)
Security Officer

(2007)
Supervisor
A.A., Community College of Baltimore;
B.S., University of Baltimore

(2013)
Security Officer

(2016)
Security Officer

(2013)
Security Officer

(2016)
Shuttle Services Bus Driver

(2014)
Security Officer

(2012)
Supervisor

(2017)
Security Officer

(2001)
Transportation Supervisor
A.A., Essex Community College;
B.S., University of Baltimore;
M.S., The Johns Hopkins University

(2017)
Security Officer

(2015)
Security Officer

(2016)
Security Officer

(2016)
Security Officer
B.A., University of Baltimore

(2016)
Security Officer

(2015)
Security Officer

(2013)
Security Officer

(2016)
Security Officer

(2015)
Security Officer

University Store

(2004)
Manager
B.S., Stevenson University

(2011)
Senior Sales Associate
B.A., Shenandoah University

(2002)
Sales Associate
B.S., Stevenson University

(2011)
Sales Associate

(2007)
Assistant Manager

(2011)
Sales Associate

Business Office

(1996)
Associate Vice President, Finance/Controller
A.S., Lasell College;
B.S., Florida Institute of Technology

(2011)
Business Systems Analyst
B.S., Salisbury University;
M.B.A., Loyola University Maryland

(2006)
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Emeriti

President Emeritus

Assistant Manager, Studio
B.A., Stevenson University

(2009)
Director, Cultural Programs and Exhibitions
B.S., Towson University

(2006)
Chair and Professor, Art and Visual Communication Design
B.A., Hampshire College;
M.F.A., Maryland Institute College of Art

(2016)
Chair and Associate Professor, Business Communication
B.A., M.A., Minnesota State University;
Ph.D., North Dakota State University

(2013)
Studio Manager
B.F.A., Fashion Institute of Technology

(2014)
Fashion Design Technician
B.S., Stevenson University

(2011)
Senior Fashion Design Technician
A.A.S., Baltimore City Community College

(2006)
Chair and Professor, Film and Moving Image
B.A., Harvard University;
M.A., Yale University;

Associate Dean and Professor, Stevenson University Online - Teaching Education
B.S., Virginia Polytechnic Institute and State University;
M.S., Cornell University;
D.M., University of Maryland University College

(2003)
Coordinator, Distance Learning and Adjunct Professor, Information Systems
B.S. University of Maryland;
M.Ed., Salisbury University

(1989)
Program Coordinator and Assistant Professor, Business and Technology Management
A.A., Catonsville Community College;
B.S., American University;
M.B.A., Loyola University Maryland

(2005)
Adjunct Instructor, Marketing
B.S., Towson University;
M.S., McDaniel College

(2014)
Adjunct Professor, Legal Studies
L.L.B., University of Benin, Nigeria;
L.L.M., University of San Diego;
Ph.D., Nova Southeastern University

(2002)
Dean, School of Science
B.S., Marquette University;
Ph.D., The Johns Hopkins University

(2003)
Coordinator, Distance Learning and Adjunct Professor, Information Systems
B.S. University of Maryland;
M.Ed., Salisbury University

(2015)
Adjunct Professor, Master's in Teaching
B.S., Pennsylvania State University;
M.A., Ed.D., Virginia Polytechnic Institute and State University

(2016)
Adjunct Professor, Business Communication
B.A., Howard University;
M.A., Howard University;
Ph.D., Howard University

(1989)
Program Coordinator and Assistant Professor, Business and Technology Management
A.A., Catonsville Community College;
B.S., The American University;
M.B.A., Loyola College in Maryland

(1991)
Associate Dean, Nursing - Stevenson University Online
BSN, M.S., University of Maryland, Baltimore;
M.Ed., Sc.D., The Johns Hopkins University

(1989)
Assistant Professor, Information Systems
B.A., Pennsylvania State University;
M.B.A., University of Baltimore
Ph.D., Walden University

(2007)
Adjunct Professor, Music
B.A., Loyola University Maryland;
J.D., University of Maryland

(2016)
Dean, School of Health Professions
B.A., Temple University;
B.S., Thomas Jefferson University;
M.S., Columbia University-NY;
Ph.D., University of Maryland, Baltimore

(2006)
Adjunct Professor, Information Systems
B.S., Valley Forge Christian College;
M.S., Towson University

(2010)
Adjunct Instructor, Mathematics

(2013)
Adjunct IProfessor, Information Systems
B.S., B.S., M.S., Ph.D., University of Maryland, Baltimore County;
M.B.A., The Johns Hopkins University

(1998)
Professor, Forensic Studies
B.A., Dickinson College;
J.D., University of Maryland, Baltimore

(2014)
Adjunct Professor, Art
B.A., University of Delaware;
M.A., Savannah College of Art and Design;
M.F.A., Maryland Institute College of Art

(2015)
Adjunct Professor, Forensic Studies
J.D., University of Baltimore

(2013)
Adjunct Professor, Graduate Nursing
B.S., MSN, Omayal Achi College of Nursing;
M.A., University of Chennai;
Ph.D., Capella University

(2011)
Adjunct Instructor, Psychology
B.A., University of Virginia;
M.S., Florida State University

(2006)
Professor, Management
B.A., Catawba College;
M.A., Ed.D., The George Washington University

(2008)
Adjunct Instructor, Information Systems
B.S., M.B.A., University of Baltimore

(2005)
Adjunct Professor, Law
B.A., University of Maryland, College Park;
J.D., University of Baltimore

(2009)
Adjunct Professor, Nursing
BSN, The City University of New York;
M.S., M.A., Ph.D., University of Maryland

(2014)
Adjunct Professor, Healthcare Management
EdD., University of Missouri, St. Louis

(2012)
Adjunct Professor, Forensic Sciences
B.A., Cornell College;
M.S., John Jay College of Criminal Justice;
MPH, Ph.D., The City University of New York

(2012)
Adjunct Instructor, Information Systems
B.F.A., Temple University;
M.B.A., Strayer University, Washington)

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(2012)
Assistant Professor, Nursing
BSN, University of Maryland;
B.S., Stevenson University;
M.S., University of Maryland University College

(2010)
Adjunct Instructor, Business and Technology Management
B.S., Nova Southeastern University;
M.S., University of Maryland University College

(2017)
Adjunct Professor, Education
A.A., Germanna Community College;
B.A. and M.Ed., University of Mary Washington;
Ph.D., Virginia Polytechnic Institute

(2016)
Adjunct Instructor, Cyber Forensics
B.A., Arkansas State University;
M.S., Stevenson University

(1992)
Professor, Chemistry
B.S., M.S., Ph.D., Indian Institute of Science, Bangalore

(2012)
Adjunct Instructor, Healthcare Management
A.B., Georgetown University;
M.A., The George Washington University

(2014)
Adjunct Professor, Forensic Sciences
M.S., University of Alabama at Birmingham;
M.B.A., University of Phoenix

(1976)
Adjunct Professor, Information Systems
B.S., M.B.A., Loyola College in Maryland;
M.S., Villa Julie College

(2014)
Adjunct Professor, Master's in Teaching
B.A., Barry University;
M.S., Nova University;
Ed.D., Cardinal Stritch University

B.A., Lawrence University;
J.D., Northwestern University
(2014)

Cordell + Cordell

Northwest Hospital
LifeBridge Health

Zirkin & Schmerling Law

Academic Advisory Boards

Biological Sciences Advisory Board

Program Manager - Science Program
Maryland Department of Natural Resources

Chief Executive and Science Officer
Athena ES, Inc.

Operations Manager
Molecular Manufacturing
BD Diagnostics Systems

Assistant Director for Education
Maryland Sea Grant Program
Institute of Marine and Environmental Technology

Professor of Biology
Morgan State University

Staff Surgeon
MD Vein Professionals

Vice President, Analytical Biochemistry
MedImmune, Inc.

Coordinator, Secondary Science
Baltimore County Public Schools

Director, Bioinformatics Support Group
Advanced Biomedical Computing Center
Frederick National Laboratory for Cancer Research

Gene Evaluation and Mapping
Animal Bioscience and Biotechnology Laboratory
ANRI, ARS

Vice President and General Manager
Biosciences Division
Emergent BioSolutions

Brown School of Business and Leadership Advisory Board

Founder and CMO
SameGrain, Inc.

President
Junior Achievement of Central Maryland

Managing Partner
MCB Real Estate, LLC

CEO/Founder
Inspirion, LLC

Community Manager
Spark Baltimore

Co-Founder
Henslee Conway Real Estate

Vice President
Travelers Incorporated

President/CEO
Juxtopia, LLC

Operations and Management Consultant
International Partner with ATG Execution

President/CEO
Vision Unlimited, LLC

Director, Community Engagement
Habitat for Humanity of the Chesapeake

Marketing Manager
Mariner Finance

Partner
Saul Ewing, LLP

Chief Executive Officer
Sandler Systems, Inc.

Interim Dean, Brown School of Business and Leadership

Vice President and Director
Center for Ecological Sciences
Tetra Tech, Inc.

Adjunct Instructor
Stevenson University

Carriage House Farms

Dean, Beverly K. Fine School of the Sciences
Stevenson University

Executive Vice President Academic Affairs and Provost
Stevenson University

Director, Northwest Hospital Laboratory
Director, LifeBridge Outreach Laboratory Services
Northwest Hospital

Education Director
Cylburn Arboretum Association

Ecosystem Recovery Institute

Sustainable Agriculture

Assistant Professor of Biology
Stevenson University

Associate Professor of Biology
Stevenson University

Senior Scientist, Marine Geochemist
EA Engineering, Science, and Technology

Director of Research
Chesapeake Natives

Assistant Professor, Human Services
School of Humanities and Social Sciences
Stevenson University

Chemistry and Biochemistry Advisory Board

Business Unit Liaison, Haskell Global Centers for Health and Environmental Science
Dupont Central Research and Development

Scientist
Coty, Inc.

Director, Forensic Services Section
Baltimore County Police Department

Associate Professor, Department of Chemistry and Biochemistry
University of Maryland, Baltimore County

Chemistry Teacher
Carroll County Public Schools

Chemist
US Food and Drug Administration

Group Leader, Polymeric Materials Group
National Institute of Standards and Technology

Director of Chemistry Technology and Automation
GlaxoSmithKline

Criminal Justice Program Advisory Board

Principal Creative Director/Partner
Bevel Design, Inc.

Community Services Coordinator
Maryland Department of Juvenile Services

Councilwoman
Baltimore County Second District

Distinguised Professional in Criminal Justice and Instructor
Stevenson University

Chief Judge, retired
Court of Appeals, Maryland

Founder and CEO
Law Enforcement Assistance Connection, Inc. (LEAC)

United States Marshals Service
District of Maryland

Executive Director
Maryland Police and Correctional Training Commissions

Assistant Public Defender
Neighborhood Defender Services
Office of the Public Defender

Vice President for Market Development
A.J. Fava Produce Company

Fashion Design Program Advisory Board

Chief Executive Officer/Designer
Andersen-Becker, Inc.

Director of Technical Design and Product Development
Under Armour

Chief Executive Officer/Designers
M&B Design Gallery

Outreach Coordinator
Success in Style, Cherie Amour

Women's Product Developer
Under Armour

Chief Operating Officer
Paul Francis Designs, LLC

Creative Academia
Under Armour

Chief Executive Officer
English American Tailoring

Textiles and Fashion Careers

Center

President, Advisory Board, Store Manager
Worth Women's ? shions

Chief Executive Officer/Educator
The Sassy Sewer

Patternmaker
STX Company

Chief Executive Officer
Success in Style

Executive Director
Baltimore Business Conversations

Chief Executive Officer
Fashion Umbrella Foundation

Chief Executive Officer/Educator
Maryland Center for Fashion Design

Chief Executive Officer/Retailer
Christopher Schafer Clothier

Chief Executive Officer/Designer
Victor Rossi Couture Designs

Chief Executive Officer
Fashions Unlimited

Designer/Educator
Association of Sewing and Design Professionals, Baltimore Chapter

Product Developer
Fashions Unlimited

Freelance Fashion Stylist

Chief Executive Officer
Paul Francis Designs, LLC

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