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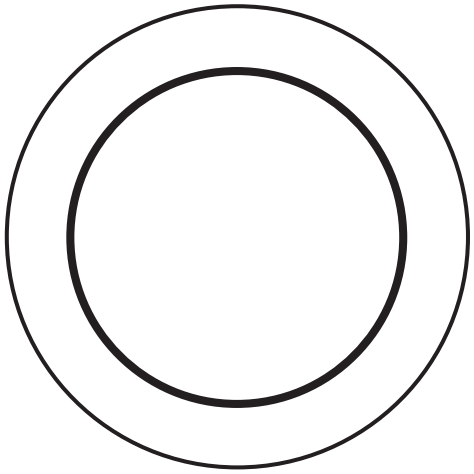

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The full catalog is also available online at
stevenson.edu/academics/catalog.asp.

STEVENSON
UNIVERSITY

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STEVENSON UNIVERSITYGRADUATE CATALOG

Stevenson University

Notice of Nondiscriminatory Policy

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

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

CONTACT INFORMATION
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CATALOG PUBLICATION DATE
November 21, 2021

Doctoral Program Calendar: Fall 2021 - Spring 2022

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

Fall Semester 2021

Aug. 30	First day of classes
Sept. 6	Labor Day University closed
Sept. 7	Last day to add/dr op 16-week graduate courses
Sept.16	Yom Kippur University closed
Oct. 11 - 12	Fall Break University open
Nov.1	Registration for Spring 2022 begins
Nov. 4	Last day to withdraw from a 16 - Z H H N F O D V V Z L W K D :
Nov. 24 - 28	Thanksgiving holiday University closed
Dec. 13 - 19	Fin 1 98.304F1 5f99exa(m)-12(i)6(n 1 ati)4(on)-9(s)] TJ ET Q q 178.97 466.51 387.67 15.6 re

Spring Semester 2022

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Apr. 15 - 17	Easter hlgi-day University closed
May 9 - 1	Fin 1 98.304F1 5f99exa(m)-12(i)6(n 1 ati)4(on)-9(s)6( )] TJ ET Q
May 16 -	Ccemen56(t)-9dweek

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About Stevenson

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 baccalaureate degree in conjunction with 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. The concept of career education combined with the liberal arts became a hallmark of the College's philosophy, *Vivendo Discimus*: For Learning, For Living.

1988

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

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. Athletic Director Brett Adams, who c ame to Villa Julie in 1994 as the first full-time Director of Athletics and men's basketball coach, is admitted to the Stevenson Hall of Fame, honoring his pivotal role in the growth of Mustang Athletics.

2020

In February, Stevenson announces that it rece ives 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 Sch ool 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. Upcb2 0 612 792 re W* n BT /F1 9 Tf 1 0 0that it rece

Campus Resources and Services

Campus Technology

Stevenson University is comm

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. T opics 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 coordin ates 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 en gage 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 &KLOGUHQ V &ROOHFWLRQ IRU (GXFDWLRQ VWXGHQWV 7KH 2ZLQJV Mills Library, located in the Brown School of Business an d 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 Uni versity 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 th eir assignments. Research services are available in person, by phone, and electronically via text, chat, and email. Close to the residence hallgv 0.000009 Tm 0 g 0 G [(ei)8(r)-5( )5(as)6(s)-6(i)6(gn)7(m)-12(en)6(ts)5(.)-7( )sir ass5-7( )si

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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 tick ets.

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 Well ness 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

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Student Health Services

The Wellness Center offers limited primary care ser vices 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 Univer sity 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 com plete 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 hou sing 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) vaccinatio n 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 acce ss 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 design(e)7(a)5(boo)-13

- ‡ A cumulative GPA of 3.00 on a 4.00 scale in. past academic work.
- ‡ Degree in information technology (IT) or advanced coursework/work experience in IT.
- ‡ Personal statement.

Certificate in Forensic Accounting

- ‡ Completed online applicat ion.
- ‡ Completion of bachelor's degree from a regionally accredited institution.
- ‡ Undergraduate major in accounting or advanced coursework/professional work experience in accounting.
- ‡ Official college transcripts from all previous academic work. If the t ranscripts are from an institution located outside of the United States, students must submit an official course - by- course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES).A member list is available on the NACES website.
- ‡ A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- ‡ Personal statement.

Certificate in Forensic Investigation

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

Certifica te in Literacy Education

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

Certificate in Nursing Education

- ‡ Completed online application.
- ‡ Completion of a bachelor's degree in nursing from a regionally accredited institution.
- ‡ Current r H J L V W H U H G Q X U V H V O L F H Q V H L Q
- ‡ Official college transcripts from all previous academic work. If the transcripts are from an institution located 00912 0 612 792 re W* n BT /F1 9 Tf 1 0 0 1 206.09 452.95 Tm (

- &RPSOHWLRQ RI D EDFKHORU V GHJUHH from a science discipline or closely related field from a regionally accredited institution, or significant coursework in math or science, and/or professional teaching experience in secondary math or science.
- Official college transcripts from all previous academic work. If the transcripts are from an institution located outside of the United States, students must submit an official course-by-course transcript evaluation from an organization that is a current member of the National Association of Credential Evaluation Services (NACES). A member list is available on the NACES website
- A cumulative GPA of 3.00 on a 4.00 scale in past academic work.
- Professional resume including experience teaching secondary math or science.
- Two letters of recommendation.
- Personal statement.

Graduate Application Deadline

Stevenson University reviews applications for post-EDFFDODXUHDWH FHUWLILFDWH DQG 0DVWHU V GHJUHH SURJUDPV on a rolling basis throughout the year. However, the University strongly encourages applicants to the online FHUWLILFDWH SURJUDPV RU WKH 0DVWHU V GHJUHH SURJUDPV WR submit all required documents no later than three weeks prior to the start of the desired session. The Doctor of Psychology in Clinical Psychology (Psy.D.) program admits students for Fall enrollment only. Information regarding application due dates can be found on the University website.

Master's Degree Admissions Policies

$GPLVVLRQ WR WKH 0DVWHU V SURJUDPV is open to individuals who have attained bachelor's degrees from regionally accredited colleges or universities. Applicants WR WKH 0DVWHU V programs are expected to have a cumulative GPA in past academic work of no less than 3.00 on a four-point scale. All applicants are given opportunities to discuss their professional experience in the areas of their desired programs via the personal statement.

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W K D W Z L O O E H D S S O L H G W R W K H V X E V H T X H Q W P D V W H U V G H J U H H R U certificate. If the previous degree or certificate was earned at SU, the capstone course canno t be applied to both programs.

6 W H Y H Q V R Q V W X G H Q W V L Q W K H I R O O R Z L Q J P D V W H U V G H J U H H programs are not eligible for the indicated post -

Students must sup ply 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 0 L O L W D U \ 7 X L W L R Q $ V V L V W D Q F H D Q G 9 H W H U D Q V 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 cou rsework 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

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 W H D F K H U V F H U W L I L F D W H requirements. To be eligible for this scholarship students must fulfill the following P X V W I X O

- 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 s enior 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 professio Q D O W H D F K H U V F H U W L I L F D W H
- 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 dedic ation 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 a re 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.

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 enro llment" 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 O H W W H U U H Y L V L R Q V D U H V H Q W Y L D H P D L O W R D V W X G H Q W V F D P S X V address. It is possible for a student's aid to be inc reased, 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 regulation s, and computation error.

If a student increases or reduces Re2( )5(d)4(u)-8((244792 re W* n BT /F1 92(.)6( )5(Th 2 re W* n BT /F1 9 Tn)4(,)-7( )] TJ ET Q q ewf

for completing the Entrance Counseling and t he Master Promissory Note are included in the publication Financial Aid Guide. For more information on the Direct Loan Program, visit the federal website at student aid.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 you choose to use it.

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

Financial aid applicants may be selected for a process called verification by the U.S. Department of Education and SU. This review process requires applicants to subm it 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 thr ough 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.

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 gra de 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 Eligibil ity

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 Satisfact ory Academic Progress (SAP)

Financial aid recipients are required to be in good academic standing and maintain satisfactory academic progress toward their degree requirements. Satisfactor y 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 stud H Q W V S U R J U H V V 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 d etermined 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 Offi ce 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 p olicy. 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.

Graduate Students

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

- Maintain a 3.0 minimum cumulative grade point average, and
- Earn your degree within the first 54 attempted credits based on a maximum time frame of 150%. All semesters and credit hours attem pted including all repeated courses, failed courses, withdrawals, courses taken from a change in major, and transfer credits will count as credit hours attempted toward the maximum time frame.

Financial Aid Suspension: Students, who fail to meet all of th e 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 semester s for students on suspension. There are two ways for a student to regain eligibility:

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

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 E R U U R Z H U V S U R P L V V R U \ Q R W H

- If the amount is greater than the total, subtract the unearned Title IV aid due from the student with th e 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 stude nt 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 wil l 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. Th e charges are as follows:

The student withdraws on 9/21. For a modular student the student does not meet any of the R2T4 exemptions (Step 1). This is day 22 out of 106 days in the term. 22/106 = 20.8% of Title IV funds earned by the student. Title IV funds total = $3205.00 ($537.00 + $2668). $3205.00 X 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 X 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 ca se of a PLUS loan) are returned in accordance with the terms of the promissory note.

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

1. After beginning attendance in the payment period, did the student cease to attend or fail to begin attendance in a course he or she was scheduled to attend? If the answer is no, this is not a withdrawal. If the answer is yes, go to question 2.
2. When the student ceased to attend or failed to begin attenda nce in a course he or she was scheduled to attend, was the student still attending any other courses? If the answer is yes, this is not a withdrawal; however other regulatory provisions concerning recalculation may apply. If the answer is no, go to questio n 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 stud ent 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 s ession 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 m odule 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 cour ses 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 successf ully completed the first module, the student ceased to attend courses he or she was scheduled to attend (Yes to question 1); was not still attending any other courses (No to question 2); and did not confirm attendance in a course in a term beginning later in the period (No to question 3).

Intent to Enroll: Confirmation of Attendance in a

Future Module during the Payment Period

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

Consumer and General Information

Every student applying to the University for admission is encouraged to apply for assistance through the Financial Aid Office. Information about policies, procedures, and most of the information that a student will need to apply for financial aid, including t he types of aid available and how to apply, can be accessed through Stevenson 8QLYHUVLW\ V ILQDQFLDO DLG ZHEVLWH :H VWURQJO\ HQFRXUDJH 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.

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).

University Degree Requirements

Graduate Degrees

Stevenson University currently offers the following graduate degrees through School of Humanities and Social Sciences:

- 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)

Stevenson University currently offers the following doctoral degree through School of Humanities and Social Sciences.

- Doctoral of Psychology in Clinical Psychology

Requirements for the Master's Degree

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

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

Requirements for the Doctoral Degree

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

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

Graduate 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 r-

LQGLYLGXDOL]HG EDVLV EDVHG RQ WKH VWXGHQW V GRFXPHQWHG need. Office of Disability Services (ODS) 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.

Academic Grading Information

Grade Point Average

Academic standing and graduation are based on the grade point average. To calculate th e cumulative GPA, total the credit hours and then the grade points from all semesters. Divide the total grade points by the total credit hours. The grade points allotted to each letter grade are listed in the Grading System section of the catalog. There is no rounding in the calculation of the student's GPA.

Graduate Grading Scale

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

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

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

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

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

Incomplete Grades

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 Inc omplete Grade form 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, 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 en d 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. The instructor then has five days to submit D FKDQJH RI JUDGH WR WKH 5HJLVWUDU V is not changed within this time frame (35 days from the ODVW GD\ RI WKH VHPHVWHU WKH JUDGH automatically convert to a grade of "F". Exceptions to this poli cy require special review by the Dean of the School in which the course resides.

Grade Appeals

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

Academic Standing for Graduate Degree-Seeking Students

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

Academic Progre ss

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. A JUDGH RI & LV WKH ORZHVW DFFHSWDEO graduate courses, and only one grade of "C" may be applied to ward the GPA requirement. Once a student matriculates at Stevenson, program requirements must be completed within four years for a post -baccalaureate FHUWLILFDWH VHYHQ \HDUV IRU D PDVWH years for a doctoral degree after the first cour se applied to the degree was completed. Time taken for an approved Leave of Absence does not count toward these limits.

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 in writing. The official Withdrawal from University form 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

changes to the academic record must be made by this date.

Diploma Information

Diplomas are mailed to the address listed on the application for gra duation. 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 WKH JUDGXDWH V QDPH GHJUHH PDMRU DQG DFDGHPLF 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 U niversity, due to an official personal name change, or due to a lost or damaged diploma. The replacement diploma may only be requested by the alumnus in writing using the request form located on the Stevenson University website. The fee for a replacement d iploma is $30.

Graduation Application

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

- December graduates must 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 Cere monies

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

Student Rights and Responsibilities and Grievance Procedure

For additional informa tion 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.

3. Assess the architectural design of current and emerging technologies.
4.

Outcomes

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

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

Policies

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

Requirements

Required Courses (24 Credits):

Community - Based Education and Leadership Courses:

CBEL 610	Foundations and Frameworks of Community - Based Education	3
CBEL 612	Innovative Teaching and Learning	

Crime Scene Investigation

Description

The Master of Science in Crime Scene Investigation is designed to prepare students to identify, collect and analyze crime scene evidence and to summarize and communicate their findings in a courtroom setting. Federal, state and local law enforcement ag encies rely on crime scene investigators to assist field investigative personnel in gathering physical evidence that is then provided to crime laboratory personnel for scientific examination. Prosecutors, defense attorneys, judges and jurors continue to pl ace more importance on the value of scientific evidence in the criminal justice system. Graduates of this degree program will be prepared for careers as crime scene investigators.

Outcomes

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

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

Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any o ther 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 o nly. A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Requirements

Required Courses

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

proactively identify vulnerabilities as well as propose
appropriate defenses to exploitation.

5. Analyze information a2y4(a2tema)-12(s)6( )-l(f)-3(or)-6( )5sis mopra2(e)] TJ ET Q q 0.00000912 0 612 792 re W* n BT /F1 9 Tf 1 0

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3. Apply the quality assurance, quality control and safety requirements used in accredited forensic science laboratories.
4. Develop a comprehensive analysis of the scientific literature of a topic.
5. Formulate a hypothesis, design and execute a research project.
6. Develop a thesis that reflects the results of the research project; explains those results; and formulates novel suggestions for further study.
7. Participate in mock judicial examinations.

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

1. Examine the science underlying DNA analysis.
2. Describe how DNA is analyzed.
3. Analyze serological evidence.
4. Analyze immunologica l evidence.

OR

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

1. Examine the science underlying chemical analysis.
2. Describe the toxicology and analytical chemistry relevant to iso lating and identifying drugs and toxic substances.
3. Analyze chemical evidence.
4. Analyze trace evidence.

Policies

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

Prerequisite Requirements

Forensic Science Program Prerequisite Requirements

Students who wish to enter the mas ter's program in forensic science must have a bachelor's degree in chemistry, biology, or other equivalent natural science, or forensic science - with a cumulative and science/math grade point average of 3.00 or higher on a four -point scale and must meet t he following course prerequisites.

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

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

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

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

Note: The above courses should have a laboratory component.

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

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

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

Requirements

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

Required Courses:

Core Courses:

FSCI 500	Survey of Forensic Science	3
FSCI 610	Physical Evidence at Crime Scenes	3
FSCI 615	Safety/Quality Control/Quality Assurance	3
FSCI 675	Crime Lab: Structure and Operations	3
FSCI702	Seminar in Forensic Science	3
FSCI 760	Thesis Development in Forensic Science	3
FSCI 761	Forensic Science Thesis	3
FSCI 762	Expert Witness Preparation and Practice	3
FSCI or FS Elective	Forensic Science or Forensic Studies Elective	3

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

initiatives in hea lthcare organizations. Course work is focused on ethical, effective, evidence -based, patient-centric theory and practices.

Project Management in Healthcare

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

Outcomes

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

1. Determine conceptual approaches and techniques to analyze the performance of a healthcare system or unit.
2. Evaluate the health status of populations served by healthcare organizations to address service gaps.
3. Assess the impact of proposed health policy on organizational operations and redesign those structures as needed.
4. Apply principles of leading and managing organizational change and promoting organizational and clinical excellence.
5. Manage information resources to assist in legal, ethical, and effective business and clinical decision -making and management.
6. Communicate effectively with external and internal stakeholders.
7. Apply principles of leading and managing health services organizations under a lternative financing mechanisms.
8. Apply principles of leading and managing human resources and health professionals in diverse organizational environments.
9. Analyze statistical, qualitative, quantitative, and

Graduate Fields of Study

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

Policies

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

4. Advocate for the nursing profession through demonstration of personal accountability, responsibility for advanced nursing practice and professional role modeling and mentoring.
5. Synthesize knowledge of decision -making skills and change theory to promote excellence in nursing practice within a dynamic and global health care system.

Educati on Concentration Outcomes

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

1. Analyze trends in nursing science to promote best educational practices.
2. Apply learning theories and curriculum design models in the development of learning experiences in nursing education.
3. Analyze significant issues arising between clinical nursing practice and nursing education.
4. Design curricula for a variety of educational settings

courses within the areas of concentration, provide a foundation for doctoral education.

All students must s

PSY 790	Consultation and Supervision in Health Services	3
PSY 810	Practicum	1.5 Course must be taken 6 semesters
PSY 880	Advanced Consultation	1.5 Course must be taken 4 semesters

Electives

Students must take 6 credits f rom the following courses.

PSY 630	Professional Practice	3
PSY 704	Special Topics in Assessment	3
PSY 725	Special Topics in Clinical Psychology	3

Dissertation - 15 credits

- ‡ Completed prerequisite coursework with a 3.0 GPA or better.
- ‡ Complete a criminal background check.

Policies

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

Requirements

All MAT candidates must complete the following coursework and meet MDSE requirements for initial certification as identified below. Ed 550 and ED 560 are only options for middle school teachers who need to take the Praxis.

Required Courses

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

Stevenson University Online offers Post-Baccalaureate Certificates in:

- Community-Based Education and Leadership
- Crime Scene Investigation
- Digital Forensics
- Forensic Accounting
- Forensic Investigation
-

ED 606	Socio-political and Cultural Influences on Families, Organizations, and Communities	3

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

Management -Leadership Electives

CBEL 670	Volunteer Management

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

Required Courses

Students must complete the following 18 credits:

FSCOR 601 FSINV 600	Foundations of Justice	3

Certificate Outcomes
Upon completion of the Post -Baccalaureate Certificate in

BTM - Business and Technology Management

BTM 601 - Innovation and Organizational Evolution (3 credits)

Provides an overview of the changing nature of organizations as they evolve to meet the demands of the new digital economy, th e techniques for increasing competitiveness, and a survey of technologies and standards available to support and facilitate organization goals. The course also introduces the basic tenets of object-oriented design.

Prerequisite: None.

BTM 604 - Cognitive Science for Requirements Analysis (3 credits)

Studies the elements of cognition as they relate to decision-making, problem solving, information analysis, and system development and use, and understand the structure of cognition and its associated limitatio ns and biases.

Prerequisite: None.

BTM 606 - Creativity in Information Systems (3 credits)

Explores the creative problem -solving models and their use in the systems development process, in order to support the organization in solving ill -structured proble ms in a changing environment. Application of past solutions to current problems often has not been successful. Research shows that creative solutions can arise from a careful, methodological process and this process can be learned.

Prerequisite: None.

BTM 618 - Network Technologies (3 credits)

Covers the Open Systems Interconnection Reference Model (OSI/RM) and each of its constituent layers. OSI/RM is used as a basis for understanding network functions in a multi -vendor environment and for comparing proto col standards common to the local area network. As a continued theme, evolving open standards for networking are explored over the semester through student assignments and in -class discussions. Students will implement a multi -domain enterprise network environment.

Prerequisite: None.

BTM 634 - Enterprise Data Management (3 credits)

Prepares students for the development of large -scale, enterprise-wide systems that manage, store, and distribute an organization's data. From a database viewpoint, students lear n about types of databases, relational database theory and modeling, database design processes, database schema and normalization, transaction processing, data -base locking and tuning, two-phase commits, replication, and distributed databases. Included are overviews of text data processing, data warehousing, data mining, Very Large Databases, Object-Oriented Databases, and Geo-graphic Information Systems. From a hardware viewpoint, students learn about processor types and architectures, disk arrays, and spe cial hardware for text processing. Finally, from a data distribution viewpoint, students learn about Web servers, middleware, ODBC/JDBC, and Transaction Processing Monitors, and learn how these are incorporated into the enterprise information structure.

Prerequisite: None.

processes. Students examine how managerial action can reinvent competition within existing industries and how

CM 630 - Contemporary Organizations and Communication (3 credits)

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

Prerequisite: CM 505 and CM 510.

CM 635 - Crisis Communic ation (3 credits)

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

Prerequisite: CM 505 and CM 510.

CM 720 - Capstone: Communication Project or Thesis (6 credits)

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

Prerequisite: Completion of 30 credits in Communication Studies Program.

Community-Based Education and Leadership

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

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

Prerequisite: None.

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

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

Prerequisite: None.

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

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

Prerequisite: CBEL 610.

CBEL 616 - Community Engagement and Leadership (3 credits)

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

Prerequisite: None.

CBEL 662 - Youth Development (3 credits)

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

Prerequisite: ED 604 and CBEL 610.

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

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

Prerequisite: CBEL 610.

CBEL 670 - Volunteer Management (3 credits)

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

Prerequisite: CBEL 610.

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

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

Prerequisite: CBEL 616.

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

This course is under development.

CBEL 720 - Capstone (3 credits)

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

Prerequisite: ED 608.

CBEL 720 - Community -Based Education and Leadership Capstone (3 credits)

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

Prerequisite: ED 608.

CYBF - Cyber Forensics

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

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

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

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

CYBF 663 - Network and Cloud Forensics (3 credits)

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

Prerequisite: None. Cross-Listed as: FSIS 663.

CYBF 664 - Mobile Device Forensics (3 credits)

Explores the growing field of cellular technologies from both network architecture and hand-held device perspectives. This course will provide details regarding the type and manner of data that can be forensically obtained from mobile devices, including call logs, text messages, address books, photos, videos, and Internet history. Exercises focus on using accepted forensic procedures to acquire and analyze data from a variety of mobile devices. Students will generate analytical reports and cross reference results with data 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: Admission to the Cybersecurity and Digital Forensics Program. Cross-Listed as: FSIS 664.

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

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

Prerequisite: None. (3 credits)

CYBF 671 - Cyber Hunting (3 credits)

Examines all types of asymmetric threat agents, their tactics, techniques and artifacts that may present during the first phases of a compromise before an intrusion occurs. Topics include models and phases of intrusion, including models of reconnaissance, identification of key sources of threat intelligationati0.00000912 0 6124h.eo10 G [( )]e4inisite:

ED - Teaching Secondary Mathematics and Sciences

ED 510 - Psychology and Development of Adolescents (3 credits)

Explores current theories and practices in the teaching/learning process from the perspective of adolescent development. The course will cover the dynamics of learning, environmental and cultural influences in the classroom, learning theory, cognitive mechanisms, and classroom dynamics. Focus is given to the physical, cognitive, and social/personality areas of growth. This course includes a required two day face to face residency.

Prerequisite: None.

ED 550 - Mathematical Concepts and Problem Solving for Middle School Teacher (3 credits)

Provides students with the concepts and problem solving skills for teachi ng middle school math. Topics include numbers and their operations; algebraic expressions, equations, and formulas; functions and their graphs; geometry and measurement; and probability, statistics, and discrete math.

Prerequisite: None.

ED 560 - Scientif ic Concepts for Middle School Teachers (3 credits)

Provides students with the concepts and design thinking skills for teaching middle school science. Topics include major concepts in physical science, earth and space science, and life sciences.

Prerequisite: None.

ED 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 lear ning. Students examine cultural and environmental factors that influence learner development and conditions that foster positive self -identity, resiliency, and self-efficacy.

Prerequisite: None.

ED 605 - STEM Curriculum Principles and Practices (3 credits)

Provides a theoretical framework for understanding the teaching-learning process and the art and science of teaching secondary math and science with an integrated STEM approach. Candidates develop a professional knowledge base and build a repertoire of i nstructional strategies and techniques.

Prerequisite: None.

ED 606 - Socio

adapt the curriculum and environment to meet the needs of children with special needs.

Prerequisite: ED 605 (may be taken concurrently) .

court procedure is addressed. Restricted to Accounting Track students only.

Prerequisite: FSCOR 601, FSCOR 606.

FSAAC 640 - Business Valuation (3 credits)

Explor

FSEL - Forensic

FSEL 610 - Advanced Electronic Discovery (3 credits)

Examines the principles and methodologies involved in the e-discovery process and the use of digital evidence in litigation. Topics include: legal issues surrounding the identification, preservation, and collection of relevant electronic evidence, including the Federal Rules of

federal rights and functions (perjury statutes, obstruction of justice, and witness tampering); and sanctions, including the Federal Sentencing Guidelines and the use of minimum mandatory sentences.

Prerequisite: FSCOR 601, FSCOR 606.

GRAD - Stevenson University Online

GRAD 500 -

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

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

Introduces a step-by-step approach to developing, implementing, and evaluating a project plan in healthc are settings. This course examines community needs assessments, project and program planning, organizing, leading, controlling and monitoring using pre - and post-test data, quantitative and qualitative data to assess program quality, fidelity and outcomes. Students will review relevant evidence to support a best practice intervention, and outline process dynamics, including outcomes management and evaluation strategies.

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

HCM 644 - Project Management (3 credits)

Provides students with the genesis of project management and its importance to improving the success of information technology projects. Topics addressed include the triple constraint of project management, project manage ment knowledge areas and process groups, the project life cycle, project selection methods, work breakdown structures, network diagrams and critical path analysis, cost estimates, earned value analysis, risk analysis, motivation theory, and team building. Project management soft-ware will be utilized to plan and manage information technology projects.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652. Cross-Listed as: BTM 644.

HCM 646 - Project Management Accounting (3 credits)

Integrates material from previous coursework with a systematic approach to healthcare project management accounting, utilizing case studies and professional applications. This course examines project planning, organizing, leading, controlling and monitori ng from a financial perspective.

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

HCM 650 - Organizational Behavior in Healthcare (3 credits)

Explores organizational theories, motivation, and leadership behaviors in healthca re settings. Students will learn about effective decision making in groups, influencing others, and the importance of organizational values and diversity. Student activities will include developing effective organizational strategies in addressing organiza tional issues.

Prerequisite: HCM 600 and HCM 605. Cross-Listed as: NURS 650.

HCM 652 - Health Care Finance: Challenges (3 credits)

Explores the economics of health care from both the health system perspective and the point of care. Budget management, cost-benefit analyses, cost containment strategies, and management of fiscal and human resources will be explored.

Prerequisite: HCM 600 and HCM 605. Cross-Listed as: NURS 652.

HCM 660 - Planning for Evidence -Based Practice (3 credits)

Enables students to mak e a case for nursing practice decisions based on research studies and data. Students will learn to evaluate and apply evidence -based practice to health care as it relates to leadership and management functions. Evidence-based practice is defined as a probl em-solving approach to decision-making that involves the conscientious use of the best available evidence, along with one's own expertise, to improve outcomes for individuals, group, communities, and systems.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 62 0, HCM 557, HCM 650 and HCM 652. Cross-Listed as: NURS 660.

HCM 662 - Quality Management in Health Care (3 credits)

Focuses on health care systems improvement to enhance quality of patient outcomes, create a patient -centered culture of safety, and reduce risk. This course emphasizes statistical process control methods, regulatory and accreditation standards, and barriers to and strategies for quality improvement.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660. Cross-Listed as: NURS 662.

HCM 665 - Patient Satisfaction and Quality Improvement (3 credits)

Examines the techniques for determining customer ne(ar)-es t fe266/F8

segmented and scored in the production of meaningful management reports and marketing campaigns.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660. Cross - Listed as: BTM 667.

HCM 669 - Patient Advocacy for Healthcare Quality (3 credits)

Explores the origins of patient ad vocacy in the US

new developments in nursing education. Participation in the construction of grading criteria, examinations, and clinical experience allow the student to integrate teaching methods and assessment/evaluation skills.

Prerequisite: NURS 615.

NURS 642 - Instructiona l Media in Education (3 credits)

Analyzes the selection and implementation of a variety of instructional media and new developments in the field of nursing education. This course focuses on the use of simulations, online delivery, and other innovations to promote learning of theory and clinical content in nursing education settings.

Prerequisite: NURS 615.

NURS 650 - Organizational Behavior in Healthcare (3 credits)

Explores organizational theories, motivation, and leadership behaviors in healthcare settin gs. Students will learn about effective decision making in groups,

and analysis of regulatory, ethical, legal and accreditation issues. Students will develop a professional portfolio and a scholarly paper and presentation. The course includes an on-campus residency requirement.

be examined. Application of social psychological research to clinical practice will be emphasized. (Pending review by the Academic Affairs Committee)

Prerequisite: None. Offered: Spring.

and other professionals will be discussed. This course may be used to fulfill elective requirements. This course may be repeate d for credit. (Pending review by the Academic Affairs Committee)

Prerequisite: PSY 703. Offered: Varies.

PSY 710 - History of Psychology (3 credits)

Elucidates the philosophical and historical roots of psychology; historical conceptualizations of mental i llness and psychological treatment; the evolution of psychology training models and professional identities of psychologists; and contemporary practice issues. (Pending review by the Academic Affairs Committee)

Prerequisite: None. Offered: Fall.

PSY 720 - Models of Psychotherapy (3 credits - Course must be taken 3 semesters)

Provides an in-depth examination of theory and practice of a specific model of psychotherapy (e.g., cognitive - behavioral, interpersonal, psychodynamic, humanistic). Students must comp lete the course three times, each covering a different therapeutic model/orientation, to ensure a robust familiarity with various practice orientations. (Pending review by the Academic Affairs Committee)

Prerequisite: PSY 641. Offered: Fall and Spring.

PSY 725 - Special Topics in Clinical Psychology (3 credits)

Provides an in-depth examination of theory - and evidence-based practice with special populations or specific clinical concerns. This course may be used to fulfill elective requirements. This course may be repeated for credit. (ee)

PSY 880 - Advanced Consultation (1.5 credits - Course must be taken 4 semesters)

Provides an opportunity for advanced students to engage in small group and student/faculty discussion of and reflection upon current clinical placement and professional development. This course is taken four semesters. (Pending review by the Academic Affairs Committee)

Prerequisite: 2 semesters of PSY 780.

PSY 901 - Dissertation ()

Provides students the opportunity to conduct a rigorous scholarly inquiry. Students will utilize qualitative and/or quantitative meth ods of research to examine a topic relevant to the practice of clinical psychology. (Pending review by the Academic Affairs Committee)

Prerequisite: Successful completion of at least 70 credits of graduate coursework. Offered: Fall, Spring, and Summer.

PSY 902 - Internship ()

Provides students with advanced supervised clinical experiences and training that synthesize knowledge and skills acquired through coursework and practica and that prepare them to assume the role of the psychologist upon licensure. In ternships are full -time clinical placements and must be completed at APA -accredited internship sites unless permission to take an internship at an alternate site is given by the program. Psy.D. students must register in each of the four semesters in which the internship is pursued. (Pending review by the Academic Affairs Committee)

Prerequisite: Successful completion of all coursework except for PSY 901, Dissertation.. Offered: Fall, Spring, and Summer.

Schools of the University

School of Business and Leadership: Brown School of Business and Leadership

Cheryl A. Wilson (2016)
Interim Dean, School of Business and Leadership and Professor, English
B.A., SUNY Geneseo
M.A., Ph.D., University of Delaware

Department of Business Administration

Zamira Simkins (2009)
Chair, Business Administration and Professor, Finance
B.S., Kyrgyz-Russian Slavic University
M.I.A., Missouri State University
Ph.D., American University

Department of Information Systems

Steven Engorn (1989)
Chair and Assistant Professor, Information Systems (Geckle Distinguished Professor) Graduate Program Director and Program Coordinator, SUO
B. A., Brandeis University
M.S., Emory University
D.S., Capitol Technology University

Program in Accounting

Victoria J. Doby (1995)
Program Coordinator, Accounting and Professor, Accounting
B.A., MBA, Loyola College in Maryland
D.B.A., George Washington University

Program in Healthcare Management

Sharon Buchbinder (2011)
Graduate Program Director and Program Coordinator, SUO and Professor, Healthcare Management
A.A.S., Maria College
B.A., University of Connecticut
M.A., University of Hartford
Ph.D., University of Illinois

School of Design

Amanda Gingery Hostalka (1998)
Dean, School of Design, and Professor, Design
BFA, Maryland Institute College of Art
M.A., MFA, 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
MFA, Maryland Institute College of Art

Department of Communication

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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, Columbia University
York University

Program in Fashion Design

Leslie Simpson (2011)
Interim Program Coordinator, Fashion Design and Associate Professor, Fashion Design
B.S., Simmons College
M.S., Philadelphia University
Ph.D., Iowa State University

Music

Mark Lortz (2011)
Director, Music and Associate Professor, Music
B.A., M.M., M.M., Peabody Conservatory of Music, Johns Hopkins University
Ph.D., Temple University

School of Education

Christine Moran (1998)
Dean, School of Education and Professor, Education
B.A, M.A., LaSalle University
Ph.D., Temple University

Department of Education

Beth Kobett (1998)
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M.A., Webster University
Ph.D., Saint Louis University

Program in Graduate Education

Lisa A. Moyer (2017)
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B.A., M.Ed. University of Mary Washington
Ph.D., Virginia Polytechnic Institute and State University

School of Humanities and Social Sciences

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Department of Counseling and Human Services

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B.S., Brown University
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Department of English

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Chair, English Language and Literature and Professor, English
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M.A., Ph.D., University of Texas at Austin

Department of Humanities and History

Glenn Johnston (2007)
Program Coordinator, History and Humanities, Assistant Professor, History, and Archivist
B.A., St. Lawrence University
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Program in Forensic Studies

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Program in Interdisciplinary Studies

Esther D. Horrocks (1983)
Program Coordinator, Interdisciplinary Studies and Professor, Sociology and Anthropology
B.A., University of Minnesota
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Program in Theatre

Ryan Clark (2015)
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B.S., Towson University
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School of Nursing and Health Professions: Sandra R. Berman School of Nursing and Health Professions

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BBT&T/Truist

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Harbor East Management Group

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Founder and Manager
Fern Holler

Gina Ramsey
President
Pink Dog Digital

Stacey Reilly
Visual Merchandising Planner
Nordstrom

George Riedel
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Associate Dean and Professor of Forensics and Director, Center for Forensics Excellence
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Honorable Emmet Davitt
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Dr. Victoria J. Doby, CPA
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Fraud & Loss Prevention Solutions

Barry Levin, Ph.D.
Former State Toxicologist
State of Maryland

Irvin Litofsky
Director
Baltimore Coun ty Forensic Services Section

Adam Mattina, CISSP
Vice President, Deputy CISO
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Ronald McGuire
Adjunct Instructor
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Steven A. O'Dell
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