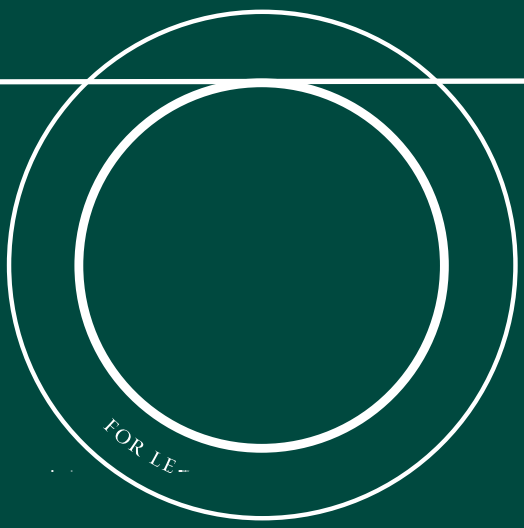
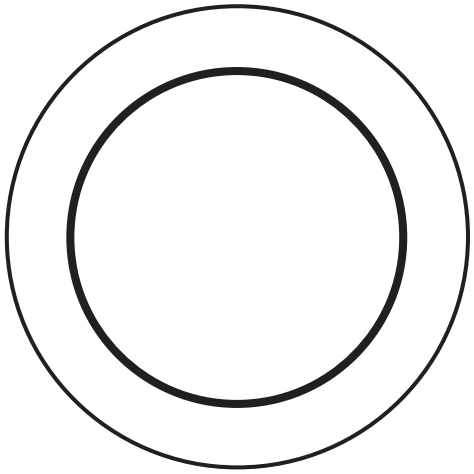

FOR LE



&$ 7$ / 2

$ &RHGXFDWLRQDO ,QGHSHQGHQW 8
2IIHULQJ 8QGHUJUDGXDWH DQG *UD

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

STEVENSON
UNIVERSITY

Table of Contents

Stevenson University .....4.

[redacted]

Academic Calendar

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

Academic Calendar: Fall 2021 to Summer 2022

Fall 2021	
Aug. 30 - Dec. 19	Fall 2021 semester (21FSEM)
Aug. 30 - Oct. 24	8 week 1 (21F8W1)
Sept. 6	Labor Day - University closed
Sept.16	Yom Kippur - University closed
Oct. 28	Final grades for 21F8W1 available t

About Stevenson

Founded in 1947 as Villa Julie College, Stevenson University serves more than 2,700 undergra duate students at its campus in Owings Mills, Md., as well as students in its Doctor of Psychology program and more

providing group fitn ess classes, small training classes, and fitness challenges. There are 15+ group fitness and small training classes running per week. This includes but not limited to BODYSHRED, Pop, Lock, & Hip Hop, Butts 1 * X W V 3 L O D W H V < R J D < R J D more W H V D Q G = X P E D) R U information on class schedules, different fitness challenges happening, or specific questions, please contact Matt Grimm () by email at mgrimm@stevenson.edu.

Clubs and Organizations

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

Academic & Pre -Professional

47 House : In order to prepare students for the work force, '47 House aims to give members hands -on experience in t he fields of marketing, advertising, and public relations. 47house@stevenson.edu

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

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

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

American Chemical Society (ACS) : The American Che P L F D O 6 R F L H W \ K H O S V L W V P H P E H U V Pd W \ ¦ ð S V L W V P H P E \n Z PR å¡'p d O S y.à y.¿ ñ @$

[( )]1 9 T-6(c0 g 0 G [(i)6(u)5(s))5(Th)-6(i)6(1 0 0 1 792 re6(l)-6(u)1 0 0 1 540 g m(s)6(.)-7((on))-5( )5(r)-)1 0 0 1 540 9 T-6(ce)-5(A)5(l)6(p)-11(h)6(a)-7(P

Journalism Club : The Journalism Club's goals are to provide a space where students can develop skills in journalism, discuss current journalism news, and provide resources to the overall student body on how to find non-biased journalism sources.

Legal Society : The Legal Society Club provides and encourages an environment that accommodates: learning, using, and applying the law in our country. This

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

Sigma Alpha Pi (SAP) : The Society of Leadership and Success, Sigma Alpha Pi, is dedicated to creating lasting positive changes in peop le's lives. The society is an organization that helps people discover and achieve their goals. Membership in the society offers life -changing O H F W X U H V I U R P W K H Q D W L R Q V O H D G L Q J S U H V H Q W H U V D Q G D community where like -minded success-oriented individuals come together and help one another succeed. The society also serves as a powerful force of good in the greater community by encouraging and organizing action to better the world. SAP@stevenson.edu

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

Service

Food Recovery Network: The Food Recovery Network (FRN) is a student-led movement against food waste and K X Q J H U) 5 1 Y R O X Q W H H U Vood from S D N D J H O H I W R Y H U I campus marketplaces and transport them to hunger fighting facilities around the Baltimore area. All Stevenson University students are welcome to join. This is a great opportunity to receive service hours on campus and make a positive impact in th e community. foodnet@stevenson.edu

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

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

Stude nt Publications

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

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

Arts Alive! Stevenson

While the Baltimore area has a wide variety of cultural attractions, Stevenson University offers its own array of events. Through professional artist exhibitions, theatre productions, and musical performances, students are able to gain a greater appreciation for the arts with out ever having to leave campus. Arts Alive! programming encourages all students to engage with the arts regardless of major or experience level.

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

The 326-seat proscenium main stage in the Inscape Theatre hosts a pair of stage productions annually, S U H V H Q W H G E \ 6 W H Y H Q V R Q V 7 K H D W U H D Q G 0 H G L D Performance Department. Plays, including student -directed works, are also staged in the more intimate, 60 -seat studio theatre. All students are invited to audition

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 and Leadership, holds a print collection that covers a wide range of topics. This library also houses the print legal collection for Legal Studies students.

There is a browsing collection at both the Greenspring

Student Health Services

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

Student Health Services

The Wellness Center offers limited primary care services by appointment with the University's physician or nurse practitioners. A minimal fee will be charged to the student's account for s

verifying successful completion of the pre-requisite course.

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

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

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

community service, travel, military service, or courses at non-collegiate institutions.

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

The courses for which a student is registered as of the census date determine the amount of financial aid they will receive. Enrollment as of the census date will be compared to the Enrollment Status on the student's Offer Letter to determine if the eligibility requirements are still being met for each of the aid programs listed. Offer Letter revisions are sent via e-PDLOWRDVWXGHQWV University account. It is possible for a student's aid to be increased, decreased, or even canceled.

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

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

Tuition A ssistance (TA) and Maryland National Guard Benefits

the University to calculate how much financial aid a student is eligible to receive.

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

Disbursement of Aid

Funds will post to a student's account after the financial aid census date. The census date typically marks the end of the add/drop period for the semester. This is the date a "snapshot" is taken of all students' enrollment to establish the "official enrollment" for reporting purposes and financial aid eligibility.

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

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

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

‡ Accelerated Students - Enrollment status is monitored

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

Financial aid applicants may be selected for a process called verification by the U.S. Department of Education and SU. This review process requires applicants to submit income documents and other information as requested by the University. Selected applicants will be notified by the SU Financial Aid Office in writing. Failure to provide the required documents or successfully complete the IRS Data Retrieval directly through the FAFSA will prevent the student from being officially offered aid. More information about the verification process and the IRS Data Retrieval Tool may be found on the Financial Aid Office website at Stevenson Fin ancial 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 p assed. If the student received a grade higher than an "F", this is considered passing by the Department of Education regulations and they may then only repeat that course one time using federal financial aid. If the student has not received a passing grade previously in the course, there is no limit to how many times the course may be retaken, provided satisfactory academic progress policy guidelines are met. Continually repeating courses may eventually impact the requirements affecting Satisfactory Academic Progress (SAP).

Continued Eligibility

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

Stevenson Financial Aid Satisfactory Academic Progress (SAP)

Financial aid recipients are required to be in good academic standing and maintain satisfactory academic progress toward th eir degree requirements. Satisfactory academic progress (SAP) is the term used to define successful completion of coursework to maintain eligibility for student financial aid. Federal regulations require the SU Financial Aid Office to establish, publish, aQG DSSO\ VWDQGDUGV WR PRQLWRU D VWXGHQW V SURJUHVV towards a degree. Satisfactory academic progress, as described below, is evaluated annually (end of the spring semester) and cumulatively by the Financial Aid Office regardless of whether financial aid was received at the time. Progress is determined quantitatively (credit hours versus hours earned and maximum time frame) and qualitatively (grade point average). Failure to maintain satisfactory academic progress may result in the suspension of financial aid eligibility. The Financial Aid

The appeal letter must address the extenuating circumstance(s) as to why satisfactory academic progress was not made, and what has changed in the student's situation that would allow them to now demonstrate satisfactory progress after the probation semester. Extenuating circumstances can include, but are not

- Students who are taking modules/accelerated courses, the Financial Aid Office will review the following to determine if a R2T4 is needed.
  - Did the student complete all the requirements for graduation from the program of study?
  - Did the student successfully complete, with passing grades, Title IV-eligible coursework in a module or combination of modules consisting of 49% or more of the countable days in the payment period or period of enrollment (excluding scheduled breaks of five or more consecutive days and all days between modules)?
  - Did the student successfully complete, with passing grades, Title IV-eligible coursework equal to or greater than what the school

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

Consumer and General Information

Every student applying to the University for admission is encouraged to apply for assistance through the Financial Aid Office. Information about policies, procedures, and most of the information that a student will need to apply for financial aid, including the types of aid available and how to apply, can be accessed through Stevenson 8 Q L Y H U V L W \ V I L Q D Q F L D O D L G Z H E V L W H : H V W U R Q J O \ H Q F R X U D J H all students to spend time reviewing the tools and information there. It is impor tant that students and families are aware of the policies that govern access to financial aid records at Stevenson6g 0 G [(f)-3(i)6(n)5(an)5(c)-6(i)6(al)-6( )5(ai)6(d)riod, 1p 1p 1p 1p 1p ci(s)6(tu) /-6(., G [(fp)-6(<004)]

Academic Information

SEE: The Stevenson Educational Experience

The Stevenson Educational Experience (SEE) is academically grounded in the liberal arts and sciences while at the same time integrating experiential scholarship, ethical reasoning, and career readiness, thereby preparing graduates for learning and for living. 5 H J D U G O H V V R I W K H V W X G H Q W V P D M R U i l d H a u n c e , p u r p o s e , a n d (emphasizes both intellectual and practical skills, using inquiry-based methods to promote critical and creative thinking into matters ranging from personal to social to national to global. By requiring firsthand experience, SEE assures that graduates will be prepared to synthesize what they have learned and apply it in solving the complex challenges they will face in life. By setting a standard for ethical reasoning, SEE helps students develop patterns of applying those principles personally, academically, and professionally so as to demonstrate their integrity. At its essence, SEE offers students the opportunity to explore diverse perspectives, acquire expertise in an academic discipline, and develop the professional and personal skills necessary for life beyond college.

See it. Do it. Live it.

The SEE Student Learning Goals and Outcomes

SU Goal No. 1: Intellectual Development (ID)

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

Outcomes, Goal 1:

The SU graduate will be able to:

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

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of D a t a , A u d i e n c e , P u r p o s e , a n d (diverse points of view.

Outcomes, Goal 2:

The SU graduate will be able to:

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

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

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

Outcomes, Goal 3:

The SU graduate will be able to:

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

Liberal Arts and Sciences Distribution Requirement (31 - 33 credits).

$ O O E D F K H O Seeking Students must complete courses that fulfill the SEE liberal arts and sciences distribution requirement. No single course may count in

Students can declare a minor by submitting a Declaration of Minor Form, which is available through the Student Menu in WebXpress under the Forms link prior to their last semester of study. Once this declaration is submitted to the Registrar's Office, students can track their progress in their minor using "My Progress" in Student Planning. Minors may not be requested after a student has graduated. Minors are currently being offered in the following fields:

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

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

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

6HFRQG %DFKHORU¶V 'HJUHHV

7KH VHFRQG EDFKHORU V SURJUDP LV GHVLJQHG WR PHHW WKH needs of graduates who wish to attain proficiency in another major field. To qualify for admission, students must hold a baccalaureate degree from a regionally accredited institution. A maximum of 90 transferable FUHGLWV IURP D EDFKHORU V GHJUHH SURJUDP IURP DQ accredited institution may be applied toward the second EDFKHORU V GHJUHH

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

summer and spring break. Participation requires an application be submitted by stated deadlines. Costs vary, with many options allowing financial aid and scholarships to be applied. It is recommended that students confer with their acad emic advisors early on in their time at SU to plan an international or domestic study experience into their overall academic program. Engaging in off - F D P S X V S U R J U D P V G L U H F W O \ H Q K D Q F H V 6 W H Y H Q V R Q V P L V V L R Q to graduate students with the competence and confide nce needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

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

SUO Student Success Resources

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

Academic Support Services Provide

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

Disability Serv ices

Stevenson University provides reasonable accommodations to qualified students with documented disabilities. To establish eligibility for services, students must register with the Office of Disability Services (ODS) and iden tify the specific accommodations they require. Eligibility for accommodations is determined on an L Q G L Y L G X D O L] H G E D V L V E D V H G R Q W K H V W X G H Q W V G R F X P H Q W H G 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.

Courses at Another6( )5(th)4(e)] TJ th

have financial aid implications and will also make an athlete ineligible if the athlete is no longer full-time. The VA does not pay for audited courses for those students who receive VA benefits. Courses that are audited are the same cost as courses that are taken for credit, and no academic credit is given for an audited class. Students who change a course to audit status are expected to participate in the class.

Incompletes

appropriate action to improve their performance and provides guidance and requirements on how to do so. Students on academic probation are required to earn a semester grade point average of 2.0 or higher. Students earning a semester grade point average of 2.0 or higher in their first semester of probation whose cumulative grade point average remains below 2.0 are permitted a second semester of probation to bring their cumulative

Final Examinations

All students are required to take final examinations or complete final projects. If a student misses an examination or project deadline because of an emergency or illness, the student must contact the faculty member as soon as possible. If the student cannot reach the faculty member, the student should

Graduation Information

To qualify for graduation, students must meet all University and program requirements as stated in the University catalog. Students must fulfill catalog requirements in effect at the time of ma triculation or students may elect to move to a later catalog year.

completed 12 or more credits that count toward degree requirements during that semester. Foundational courses are not included in this calculation. A student is not eligible fo U WKH 'HDQ V /LVW ZKLOH DQ LQFRPSOHWH JUDGH LV in effect.

:KR¶V :KR $PRQJ 6WXGHQWV LQ $PHULFDQ Colleges

Each year, junior and senior students are selected by the 8QLYHUVLW\ IRU OLVWLQJ Students in R V :KR $PRQ American Universities & Colleges. Students are selected on the basis of scholarship, participation, and leadership in academic and extracurricular activities, citizenship, and service.

University Awards for Graduating Students

Stevenson, membership in Alpha Epsilon Rho is administered through the FMI (Film & Moving Image) Club and requires membership in the National Broadcasting Society; a cumulative GPA of at least a 3.25; active participation in club meetings and events; and demonstrated service to th e profession.

Alpha Phi Sigma - National Criminal Justice Honor Society

development; and to promote excellence in service to humanity.

Upsilon Phi Delta - National Honor Society for Healthcare Management

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

Upsilon Pi Epsilon International Honor Society for Computer and Information Disciplines

Upsilon Pi Epsilon recognizes undergraduate and graduate students. Undergraduate student must have completed 45 credits plus a minimum GPA of 3.3 in the major and a minimum 3.0 GPA overall, while graduate students must have completed a minimum of 18 credits in their degree program and earned an overall GPA of

Other Options

The bachelor's to master's option is available for students majoring in business administration who wish to combine W K H L U E D F K H O R U V F R X U V H Z R U N Z L W K Z R U N W R Z D U G D P D V W H U V G H J U H H L Q R Q H R I 6 W H Y H Q V R Q V J U D G X D W H S U54

Technology Required Courses - 6 credits

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

Other Options

The bachelor's to master's option is available for students majoring in business communication who wish to F R P E L Q H W K H L U E D F K H O R U V F R X U V H Z R U N Z L W K Z R U N W R Z D U G D P D V W H U V G H J U H H L Q R Q H R I 6 W H Y H Q V R Q V J U D G X D W H programs. Students choosing this option may ear n their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their student success doach. A master's degree in communication studies is available. For more information on this program, see the *Admissions*

Elective	One course from ACC, FIN, INBUS, MGT, or MKT	3

Minor in Cybersecurity

A minor in cybersecurity is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a student success coach for more information. Specific information regarding minor req uirements may be found in the *Academic Information* (p. 38) section of the catalog.

Other Options

The bachelor's to master's option is available for stud b4ts may bs(e)-100912 0 612 792 re W* n BT /F1 9 Tf 1 0 0 1 54.024 628.9 Tm 0 g

junior year. Once admitted into this program, students develop an educational plan in consultation with their student success coach. For more information on this program see the *Admissions* (p. 23) section of this catalog.

Legal Studies

Description

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

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

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

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

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

Outcomes

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

1. Conduct research using all appropriate resources to identify and obtain relevant legal authority.
2. Compose documents based on factual investigation, legal research, and analysis to inform and/or persuade.
3. Apply legal terminology, principles of law, and rules of ethical legal practice to the performance of paralegal services.
4. 6(h)-7(, re W* n doc)6( )5(On)-8.e, and law,

wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ZD\V RI EHLQJ DQG ZD\V RI NQRZLQJ

Description

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

Only those students who have already been accepted LQWR WKH SDUWLFLSDWLQJ FROOHJH V DVVRFLDWH GHJUHH SURJUDP are eligible to apply to the ATB option. Students must fulfill all requirements for the Stevenson University %DFKHORU V GHJUHH DV OLVWHG LQ WKH $7% RSWLRQ LQFOXGLQJ those courses which are prerequisites for the ATB option. Students interested in this option should contact the ATB Coordinator in Stevenson University Online.

Stevenson University Online Articulated College Transfer (SUO ACT)

7KURXJK 6WHYHQVRQ 8QLYHUVLW\ 2QOLQH V $UWLFXODWHG College Transfer (SUO ACT), nursing students who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) in nursing have satisfied all general education UHTXLUHPHQWV IRU 6WHYHQVRQ 8QLYHUVLW\ 2QOLQH V $7% 51 to BS, and RN to MS options. Students must complete program requirements, 30 institutional credits and 120 credits to earn the Bachelor of Science in nursing.

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

Outcomes

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

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

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

Policies

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

Stevenson University Online Articulated College Transfer (SUO ACT)

7 K U R X J K 6 W H Y H Q V R Q 8 Q L Y H U V L W \ 2 Q O L Q H Articulated College Transfer (SUO ACT), nursing students who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) in nursing have satisfied all general education U H T X L U H P H Q W V I R U 6 W H Y H Q V R Q 8 Q L Y H U V L W \ 2 Q O L Q H to BS, and RN to MS. St udents must complete program requirements, 30 institutional credits and 120 credits to earn the Bachelor of Science in nursing. Stevenson University will accept a maximum of 70 transfer credits from a regionally accredited community college and 90 credits from a regionally accredited four -year institution. Please contact an enrollment counselor for further details.

Outcomes

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

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

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

Policies

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

Requirements

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

Major Requirements:

GEN 200	Writing and Research for the Adult Learner V $ 7 % 5 1	3
NURS 312	Physical Assessment and Pathophysiology	3
NURS 313	Concepts of Professional Nursing Practice	4
NURS 315	Information Technology in Nursing and Health Care	3
NURS 414	Nursing Leadership For RNs	3
NURS 415	Professional Seminar II	3
NURS 418	Nursing Research for RNs	3
NURS 424	Health in the Community	5
NURS 434	Professional Seminar III	3

Other Program Requirements

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

- ‡ Freshman Composition
- ‡ Anatomy and Physiology I and II
- ‡ Microbiology
- ‡ Introduction to Psychology
- ‡ Introducti on to N4. TJ ET Q q 0.00000912 0 612 792 re W* n B

in authentic relationships t hrough which all persons are respected and nurtured. Within these co -created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ZD\V RI EHLQJ DQG ZD\V RI NQRZLQJ

Description

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

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

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

RN to MS Admissions Criteria

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

Stevenson University Online Articulated College Transfer (SUO ACT) *

7 K U R X J K 6 W H Y H Q V R Q 8 Q L Y H U V L W \ 2 Q O L Q H V $ U W L F X O D W H G College Transfer (SUO ACT), nursing students who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) in nursing have satisfied all general education requirements for Stevenson 8 Q L Y H U V L W \ 2 Q O L Q H V $ 7 % 5 1 to BS, and RN to MS options. Students must complete program requirements, 30 institutional credits and 120 credits to earn the Bachelor of Science in nursing. Stevenson University will accept a maximum of 70 transfer credits fr om a regionally accredited community college and 90 credits from a regionally accredited four - year institution. Please contact an enrollment counselor for further details.

Outcomes

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

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

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

Policies

NURS 418	Nursing Research for RNs	3
NURS 424	Health in the Community	5
NURS 434	Professional Seminar III	3
NURS 515	Concepts of Nursing Informatics	3

Other Program Requirements

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

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

Professional Studies

Description

The bachelor of science in professional studies is a degree-completion program designed for working professionals. This degree will enable students to maximize transfer credits completed at regionally D F F U H G L W H G L Q V W L W X W L R Q V D Q G F R P S O H W H D E D F K H O R U V G H J U H H while maintaining professional and personal responsibilities. In addition to taking online courses, students can earn credit for documented learning acquired through work and life experiences via credit for prior learning. The goal of the professional studies degree is to prepare professionals for the 21st century workplace, regardless of their position. Students benefit from coursework that is design ed to make them successful in professional setting. This degree aligns well with most of the career readiness competencies identified by the National Association of Colleges and Employers. The professional studies program is a rigorous yet flexible degree that will accommodate a wide range of individuals seeking to finish their college education with professional skills valued by 21st century employers.

Outcomes

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

1. Communicate in written, oral, and multimedia modes as appropriate to professional contexts and audiences.
2. Apply digital tools for collaboration and productivity in professional settings.
3. Evaluate multiple information resources for use in projects, papers, and presentations.
4. Analyze key ethical issues in human conduct scenarios in professional settings.
5. $ V V H V V D Q R U J D Q L] D W L R Q V V W U H Q J W H improvement using organizational communication and creative leadership theories and frameworks .

Policies

Students must earn a minimum GPA of 2.00 in the major.
) X U W K H U P R U H W K H O R Z H V W D F F H S W D E O E
major003>4<00440046>-6<00rr3(s 1 0 0 1 179.217[<007[<007[<00t01

Undergraduate Courses

ACC - Accounting

ACC 140 - Financial Accounting (3 credits)

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

Prerequisite: Eligible for ENG 151 and MATH 135.

ACC 141 - Managerial Accounting (3 credits)

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

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

CDF - Cybersecurity and Digital Forensics

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

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

Prerequisite: None.

CDF 240 - Linux System Administration (3 credits)

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

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

CDF 251 - Network Security (3 credits)

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

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

CDF 252 - Networking II (3 credits)

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

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

CDF 261 - Digital Forensics (3 credits)

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

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

CDF 271 - Intrusion a nd Penetration Testing (3 credits)

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

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

CDF 281 - Advanced Network Defense (3 credits)

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

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

CDF 290 - Legal Aspects of Cybersecurity (3 credits)

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

Prerequisite: None.

CDF 391 - Incident Response and Investigation (3 credits)

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

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

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

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

Prerequisite: A grade of C or better in IS 2 31.

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

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

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

CDF 475 - Advanced Digital Forensics (3 credits)

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

CJUS 265 - The Juvenile Justice System (3 credits)

Examines the juvenile justice system including its history, structure, and interrelationships among law enforcement, the courts, and corrections. This course also explores federal, state, and local laws and programs with an emphasis upon case law and statutory law, both historical and current. Issues in terms of the philosophy of parens patriae doctrine and constitutional procedures are also explored.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 275 - Corrections (3 credits)

Examines the history, structure, and functions of corrections, and the legal and philosophical basis for the punishment of cr iminal offenders including the role of corrections as one of the three major components of the criminal justice system.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 280 - Law Enforcement (3 credits)

Provides students with an understanding of the fundamental principles of law enforcement. This course presents a substantial chronology of policing in the United States, beginning with the pre -American experience and ending with recent events. A wide spectrum of law enforcement agencies, identifying t he most important characteristics of city, state, and federal police work are examined. The services and importance of different police activities (patrol, traffic, and criminal investigation) are explained and particular attention is given to current issu es and trends in law enforcement.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 285 - Criminology (3 credits)

Examines the nature and extent of criminology. This course places emphasis on past and current theories of crime; typologies of crime; a nd programs for the prevention, control, and treatment of crime. Students will explore criminal behavior from a variety of theoretical and historical perspectives. In addition, students will develop a better understanding of how crime, criminal behavior, and the criminal justice system are related.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 310 -

CJUS 385 - Research Methods in Criminal Justice (3 credits)

Examines research methods and techniques used within the field of criminal justice. Topics discussed include research design, measurements, sampling, data collection, data analysis, quantitative vs. qualitative methods, research ethics, and application. The course will provide students with the ability to conduct research and the insight to become intelligent consumers of research. Achieving these goals will ensure the ability in both the students' occupational and personal decision making skills in making informed and reasoned choices on the validity and potential utility of research findings.

Prerequisite: A grade of C or better in any 200-level CJUS course and MATH 136 or PSY 136 or by permission of the academic program administrator.

CJUS 390 - Domestic Security (3 credits)

Introduces the causes, dynamics, and history of terrorism, extremist groups and cults, and their impact on the law enforcement profession. Emphasis is placed on issues associated with the causes and goals of terrorism, the cultural phenomenon of extremist groups and cults, and the challenges presented by these to future law enforcement professionals. Discussion topics will include a historical perspective of terrorism, international and domestic terrorism, political, cultural, and religious responses to terrorism, future predictions and role of law enforcement, the militarization of a civilian law enforcement, the birth, rise and dynamics of extremist religious and political groups, and the dynamics and impacts of cults and inter- and intra-national considerations.

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

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

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

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

CJUS 495 - Criminal Justice Capstone (3 credits)

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

Prerequisite: A grade of C or better in MATH 136, CJUS 210, CJUS 385, and senior classification. SEE Certification: Writing Intensive.

CHEM - Chemistry

CHEM 113 - Food Chemistry (4 credits)

Explores chemical concepts related to food and its preparation and storage. This course focuses on the chemical composition of ingredients and the chemical changes that occur with the preparation of the food we eat and drink. Topics covered include chemical oxidation, fermentation, and the role of proteins, fats, sugars, and leavening agents in food. Hands-on exercises allow students to observe the chemical transformations involved in food preparation and storage.

Prerequisite: Eligible for MATH 135 or higher. SEE Certification: Scientific Reasoning - Laboratory.

CHS - Counseling and Human Services

CHS 101 - Family Studies (3 credits)

Explores family forms and issues across the life course in terms of current and historical trends as well as cross-cultural variations. The course addresses marriage and the family, partner selection and intimate relationships, and family crisis and social policy.

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Social Sciences.

CM - Communication Studies

CM 101 - Public Speaking (3 credits)

Focuses on the development of skills in the writing and presenting of various types of speeches. Students will practice and deliver several speeches with the goals to inform, persuade, and entertain audiences.

Prerequisite: None. SEE Certification: Communication Intensive.

CM 115 - Interpersonal Communication (3 credits)

Emphasizes a connection between theory and practice to comprehensively view the concepts and research in dyadic interpersonal communication. Students improve upon a wide range of interpersonal skills to apply these to personal, social, and workplace relationships. In addition, issues of cultural diversity, ethics, technology, and power are covered.

Prerequisite: None. SEE Certification: Communication Intensive.

CM 205 - Communication Ethics (3 credits)

CM 211 - Intercultural Communication (3 credits)

ENG - English

Note: SAT verbal scores, college placement tests, and K L J K V F K R R O W U D Q V F U L S W V G H W H U P L Q semester English requirements. Advanced placement credit may be given based on the Advanced Placement tests given by the College Entrance Examination Board. (See "Placement" in the *Admissions* (p. 23) section of this catalog.) All students must establish evidence of writing competence by achieving a minimum grade of "C" in ENG 151 or presenting AP credit before proceeding to other English courses or graduating from the University. Except in the case of students who enter as transfers with writing and literature course credits from previous semesters, all writing courses must be taken at Stevenson University.

ENG 150 - College Writing I (3 credits)

Focuses on sentence and paragraph construction in order to help students write clear, coherent, and well-developed expository prose. Students will review grammar and effective writing practices as they construct essays that respond to one or more sources of information. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources. Note: Students are placed into this course on the basis of college entrance exams and placement test results.

Prerequisite: Placement.

ENG 151 - College Writing I (3 credits)

Develops the ability to write clear, coherent, and well-developed expository prose. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources.

Prerequisite: By placement .

ENG 152 - College Writing II (3 credits)

Develops the ability to write clear, coherent, and well-developed arguments. This course requires close reading of poetry, drama, and fiction and includes instruction in argumentation.

Prerequisite: A grade of C or better in ENG 150 or ENG 151.

ENG 281 - Topics in Literature (3 credits)

Studies selected topics that recur in literature across time and/or across cultures. Students read texts closely and analyze them as representative samples of the literary treatment of the topic. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in ENG 152 or ENG 153. SEE Certification: Humanities.

ENG 286 - Literary Genres: The Short Story (3 credits)

Studies the development and/or the form of the short story. Students read texts closely and analyze them according to the conventions and definitions of the genre.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities.

FMI - Film and Moving Image

FMI 101 - Cinema I: Storytelling (3 credits)

Introduces knowledge of basic video production equipment, crew functions, and techniques. Students learn and practice the foundational vocabulary of digital filmmaking and direct and shoot various short films of their own, working individually and in groups. Students also learn the principles of basic digital editing. Course includes studio and lecture.

Prerequisite: None. SEE Certification: Fine Arts.

FIN - Finance

FIN 300 - Principles of Finance (3 credits)

Studies the financial tools and techniques used to manage money and investments in the modern business enterprise. Topics include financial analysis and planning, money and capital market instruments, risk analysis, and the time value of money.

Prerequisite: A grade of C or better in ACC 141, EC 201, EC 202, IS 135, and MATH 136.

FSCI - Forensic Science

FSCI 100 - Survey of Forensic Science (3 credits)

Introduces the various aspects of forensic investigations in solving crimes. Topics include drugs and toxicology, explosives, forensic biology (DNA), forensic chemistry (trace evidence analysis), firearms and toolmark identification, and questioned document examination. Evidence collection and processing in a manner that allows its use in court proceedings will be covered. Restricted to non-science majors.

Prerequisite: Placement into MATH 135 or higher and ENG 151 or higher. SEE Certification: Scientific ReasoningScScScScSc

research-based projects incorporating historic and contemporary visual culture and digital design references. Students are required to apply the appropriate newly learned tools in the creation of original imagery. Emphasis is placed on selecting and utilizing software and hardware in accordance with professional standards and practices. Course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite: None.

GDES 270 - Introduction to Corporate Communication Design (3 credits)

Builds on technology skills introduced in GDES 124. This course gives non-designers the skills they need to produce professional publications, including writing, editing, designing, and printing. Emphasis is placed on communicating ideas effectively in a variety of media, understanding basic design and typographic principles, and using publishing software to create print-ready documents. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Restricted to non-graphic design majors.

Prerequisite: A grade of C or better in GDES 124.

GDES 370 - The Relationship of Design and Business (3 credits)

Analyzes the client/designer relationship from both design and business perspectives while seeking to develop a mutual appreciation. Emphasis will be placed on analyzing case studies, writing a design brief, understanding and communicating responsibilities, and addressing ethical and legal questions. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in GDES 211 or GDES 270.

GEN - Stevenson University Online

GEN 200 - Writing and Research for the Adult Learner (3 credits)

Examines the way in which perceptions of the human experience influence life choices. Students will critically analyze theories of adult learning, behavioral changes, goal setting, and self-efficacy through the investigation of language and texts. Ethical and moral reflections will be exhibited through journals, discussions and debates. The course focuses on thinking critically, learning to learn, managing stress, planning time, conducting research, writing effectively, and evaluating language and texts. A scholarly research paper will be completed. The course prepares learners for the rigor of academia and increases their confidence that they can be successful.

SEE Certification: Writing Intensive.

HE - Health

HE 101 - Introduction to Stress Management (1 credit)

Provides students with a basic understanding of the concepts of stress management and the application of these concepts to personal stress management. Students will be presented with various tools and strategies both to assess personal areas of stress and to manage stress culminating in the development of an individual stress management plan.

Prerequisite: None.

HIST - History

HIST 110 - The United States: 1877 to Present (3 credits)

Surveys the major events, ideas, and personalities critical to the development of the United States from 1877 to the present. This course will examine the consequences of the Civil War and Reconstruction, Populism, Progressivism, the two World Wars, the Roaring Twenties, the Great Depression, the Cold War, and the post-Cold War world.

Prerequisite: A grade of C or better in ENG 150, or ENG 151 or ENG 153 (may be taken concurrently). SEE Certification: Humanities.

HIST 337 - The United States: The Sixties (3 credits)

Emphasizes primary sources to explore the fast-paced social, political, and cultural changes that occurred in America from 1960 to 1974. This course explores major trends in society, the economy, and politics. Topics include the presidencies of Kennedy, Johnson, and Nixon; the civil rights and black liberation movements; the Vietnam War; the rise and fall of the New Left; and the counter-culture.

Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or ENG 153.

INBUS - International Business

INBUS 315 - International Business Management (3 credits)

telecommunications, the Internet and the Web, decisions making systems, and e thical and social issues in IT.

Prerequisite: A grade of C or better in IS 135.

IS 231 - Network Technologies (3 credits)

Prepares the student to perform key network configuration and troubleshooting skills used by IT professionals. Students will learn th e functional concepts of leading network architectures. Students examine in detail the TCP and IP family of communication protocols, structured cabling systems, fiber optic and wireless systems.

Prerequisite: A grade of C or better in IS 140.

IS 232 - TCP and IP Communication Protocols for Windows and UNIX (3 credits)

Prepares the student in the planning, installation, configuration, and management of a TCP - and IP-based network. Students will learn to monitor, optimize, diagnose, and resolve problems on t he network using standard tools and utilities found in the workplace. The internal process of TCP will be examined along with the classic hacking attacks and countermeasure techniques.

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

IS 235 - Advanced Wind ows Server Architecture & Administration (3 credits)

Examines the management tools essential for creating, designing, and maintaining a Windows Server Active Directory. Students will learn planning, installation, configuration, and administration of Window s Active Directory. Students will create from the ground up a network infrastructure using Windows Advanced Server.

IS 331 - CISCO TCP and IP Routing (3 credits)

Examines techniques for deployment of quality of service features, route distribution, and route cost determination, all of which i mprove performance and guarantee delivery of the business' most important data. Students will gain hands-on experience in the configuration and management of CISCO routers and switches. Best practices in the design of an effective routed infrastructure wil l be addressed.

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

IS 332 - High Speed Broadband Networks (3 credits)

Provides an in-depth examination of leading broadband network technologies including ATM, xDSL, Cable Modem, Gigabit Ethernet, T -Carrier Systems, SONET and SDH, Frame Relay, SMDS, VOIP, Internet2, and GEANT. The course will also explore topics in fiber optic systems including Wavelength Division Multiplexing (WDM) and Dense WDM (DWDM). Students will learn how to design and cost out global netw ork connections, and compare the leading product offerings from the top tier vendors in each area of broadband network technology.

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

IS 335 - Wireless LANS and Mobile Communication Systems (3 credits)

Examines the concepts and implementation of wireless technologies to include the IEEE 802.11 family of wireless local area network standards, IEEE 802.16 Wi- MAX, Local Multipoint Distribution Service (LMDS), satellite networks (GEO, MEO, LEO), microwave and laserlinks, and Mobile IP. Students will explore technologies such as the cellular communications system, General Packet Radio Services (GPRS), Global System for Mobile communication (GSM), Specialized Mobile Radio (SMR), Universal Mobile Telecommunications Service (UMTS), and 4G Wireless systems.

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

IS 343 - Web Architecture & Design Technologies (3 credits)

Explores the art and architecture of web design. Students will learn the concepts of creating dynamic and interactive web pages with graphics, video, sound and animation using advanced Dynamic HTML techniques. JavaScript and ASP.NET will be introduced. Using popular web design tools, students will create several business -focused websites.

Prerequisite: A grade o f C or better in IS 240 and IS 301.

IS 345 - Java Programming (3 credits)

Creates JAVA applications and Applets using the command line and WebSphere. The course will cover the use control structures, custom classes, design methods, manipulate arrays, use OOP design principles to develop reusable components, processing, handle errors with exception code, create multithreaded applications, create networked applications, and leverage JDBC for improved database connectivity.

Prerequisite: A grade of C or better in IS 240.

IS 348 - Advanced Business Applications (3 credits)

Develop applications and components, apply inheritance and polymorphism to objects, organize code using name-spaces, handle errors, access data using ADO.NET, create Windows applications and controls, create transactional and queuing components, create web services, and use assemblies to organize and deploy applications and libraries. Students will build a series of database connected, business applications.

Prerequisite: A grade of C or better in IS 241 and IS 252.

IS 349 - Service -Oriented Architecture and Dynamic Web Development (3 credits)

Implements a Service-Oriented Architecture, and develops Web Services and Web Services clients. Utilizes XML-based open standards-WSDL, SOAP, and UDDI-to support Web Services. Students will also build several dynamic Web sites implementing advanced features including Web forms, XML, database connectivity, client side and server side scripting, and electronic payment.

Prerequisite: A grade of C or better in IS 343 and IS 348.

IS 350 - IS Internship (3 credits)

Allows students to earn credit for an internship. Open to students who are currently working in an IT position during the semester enrolled or to students who have worked an internship during a preceding semester. Students will reflect on the ways in which their course work prepared them for the workplace. They will demonstrate the ability to articulate, verbally and in writing, how they applied IT skills and knowle dge learned in specific courses to the tasks performed during their internship.

Prerequisite: Junior status.

IS 361 - E-Collaboration and Social Networking (3 credits)

Examines various technologies, applications, and issues associated with electronic coll abora 1 0 0 1 54.03[TBT / 612 792 re V

Students learn

il com(u)5tting, electronic wor

IS 365 -

IS 443 - XML E-Business Applications (3 credits)

Develops in-depth knowledge in writing well -formed XML Syntax, creating richer documents using namespaces to distinguish XML vocabularies, leveraging DTD's and Schemas to improve compatibility with externally designed applications, designing cascading style sheets to improve the expression of XML data, using the XPath querying language and XLST style sheets to enable applications to extract components of an XML document. Students build an XML application that translates data from dissimilar databases in a web -based application.

Prerequisite: A grade of C or better in IS 301.

IS 444 - Wireless Application Development (3 credits)

Develops hands-on experience in the design of wireless applications using Microsoft's .NET Compact Framework and the Mobile Internet Toolkit development environment for mobile applications. Students will create several applications for handhelds.

Prerequisite: A grade of C or better in IS 345.

IS 462 - Current Topics in E -Commerce (3 credits)

Explores current topics in electronic commerce through reading and discussion of the primary literature and examination of existing and emerging theories, tools, and applications. Related ethical, cultural, social, organizational, and political issues are also discussed. Students will conduct research and propose extensions and improvements to existing e -commerce business models.

Prerequisite: Senior status, and a grade of C or better in IS 301 and IS 320.

IS 475 - Special Topics in Information Systems (3 credits)

Offers topics which vary each year to reflect new and emerging computer -related technologies and techniques in business and industry.

Prerequisite: Fourth year status or permission of the instructor.

IS 480 -

LAW 120 - Contract Law (3 credits)

Provides a detailed introduction to the common law of contracts and the Uniform Commercial Code. Examines such topics as the bases for enforcing promises, the bargaining p rocess, contract formalities, enforcement, breach, defenses, remedies, and assignment and delegation. Drafting skills are introduced and developed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 150, or ENG 151 or ENG 153 (may be taken concurrently).

LAW 125 - Legal Research and Writing I (3 credits)

Provides an introduction and overview to the methods of legal research and legal writing. Students will examine the various sources of law and categories of research materials. Students will be introduced to writing citations and learn how to develop a research plan, how to

MGT 422 - Strategic Management (3 credits)
Investigates the theories, techniques, and models of

NURS 315 - Information Technology in Nursing and Health Care (3 credits)

Presents nursing informat ics as a combination of computer science, information science, and nursing science. Nursing informatics assists in the management and processing of nursing data, information, and knowledge in the practice of nursing and delivery of health care. This course addresses how technology shapes nursing practice, nursing education, and access to health care information and examines informatics as an area of nursing specialization. Restricted to RN to BS majors.

Prerequisite: A grade of C or better in NURS 312 and NURS 313.

NURS 414 - Nursing Leadership For RNs (3 credits)

Provides opportunities for registered nurse students to explore a variety of topics essential to facilitation of nursing leadership in health care environments. Nurses learn about theories of organizational behavior, leadership, and management. Dialog centers on topics of

Directory

Board of Trustees of Stevenson University

T. Scott Pugatch
Chair of the Board
Greenhill Properties, Inc.

Anna L. Smith
Secretary of the Board
Wilmington Trust

Robert C. Brennan
Treasurer of the Board
Maryland Economic Development Corporation (Reti red)

Arthur F. Bell, Jr., CPA
Belltower LLC

Sandra R. Berman
Sandra & Malcolm Berman Charitable Foundation

Robert D. Biagiotti, P.E.
Baltimore Gas and Electric Company

Barbara M. Bozzuto

David A. Burrows, Jr. '92 '94 '94 '95 '99M
Visual Integrators

Ronald M. Causey, CPA
SC&H Group

Anthony Davis '02,'03MS
ex officio, Past President, Alumni Association Board
BGE Home

Samuel M. Dell III
ExxonMobil, Retired

Karen P. Gibbs
The Gibbs Perspective

Herbert J. Hoelter
National Center on Institutions and Alternatives

Nancy C. Hubble, GRI, CRS, ABR
Long & Foster Real Estate, Christie's International,
The Hubble Bisbee Group

Sean A. Isaac M.D.
US Anesthesia Partners

Brenda Bowe Johnson, Ph.D.
The Language House, Inc.

Donna L. Kahoe '99
Maryland Board of Town Commission ers

Meredith A. Mowen '95
1919 Investment Counsel

Sheela Murthy, Esq.
Murthy Law Firm

Jennifer Ward Reynolds, CFA
Ward Properties

Paul Mark Sandler, Esq.
Shapiro Sher Guinot & Sandler

Margaret "Meg" Sheetz

Kathleen Sher
K Sher Consulting

James B. Stradt ner, CFA
Century Private Investments, LLC

Judith S. Waranch, Esq.
The Waranch Group LLC

Orsia Foudos Young, Esq. '79

Academic Affairs

Susan T. Gorman (1991)
Executive Vice President, Academic Affairs and Provost
B.A., Kenyon College;
Ph.D., Johns Hopkins University

Academic Affairs

Cheryl Wilson (2016)
Vice Provost for Academic Affairs
B.A., SUNY Geneseo
M.A., Ph.D., University of Delaware

Career Services

Susan Gordon (2018)
Vice President, Career Services
B.S., Wake Forest University
M.S., Johns Hopkins University
M.S., American University

Information Technology

P. B. Garrett (2020)
Chief Information Officer
B. A., University of Central Florida
M.A., Columbia University
Ed.S., Nova Southeastern University

Institutional Research and Assessment

May P. Hser (2018)
Director, Institutional Research and Effectiveness
B.A., Rangoon University
M.E., Ph.D.,The State University of New York, Buffalo

Library

Sara G. Godbee (2008)
Director, Library Services
B.A., College of Charleston
B.S., University of South Carolina Upstate
MLS, University of Maryland

Online Learning

Ali Eskandarian (2020)
Vice Provost, Online Learning
B.S., George Washington University
Ph.D., George Washington University

Outreach

Amanda Hostalka (1998)
Vice Provost for Outreach
B.F.A., Maryland Institute College of Art
M.A., MFA, University of Baltimore

Registrar

Rhonda S. Stokes (2021)
University Registrar
B.B.A., Radford University
M.Ed., Marymount University

Marketing and Digital Communications

John Buettner (2009)
Vice President, Marketing and Digital Communications
B.A., Washington College
M.A., Villanova University

Student Affairs

Tiffany Sanchez (2018)
Vice President, Student Affairs
B.A., University of New Mexico
MBA, Bowling Green State University

Jeff M. Kelly (2005)
Associate Vice President and Dean of Students
B.S., University of Scranton
M.S., Northeastern University
Ed.D., Widener University

Cristina C. Garcia (2019)
Director, Diversity and Inclusion
B.A., Siena College
M.S.,SUNY College at Plattsburg

Linda S. Reymann, RN (1992)
Assistant Vice President, Wellness Center
B.S.N, M.S., University of Maryland, Baltimore
M.S., Ph.D., Loyola University Maryland

University Advancement

Christopher R. Vaughan (2018)
Vice President, University Advancement
B.A., Loyola College of Maryland
MBA, Loyola University of Maryland

Emeriti

Dyer P. Bilgrave
Professor Emeritus
B.A., Towson University
M.P.S., New York Theological Seminary
M.A., American International College
MFA, Brandeis University
M.A., Ph.D., University of Maryland, Baltimore County

Helen Rose Dawson
Vice President and Dean Emerita
B.A., Trinity College
M.S., Fordham University
D.Ed., Nova Southeastern University

Kevin J. Manning
President Emeritus
B.A., Webster University
M.S., Shippensburg University
Ph.D., The Ohio State University

Mary Diane Payne
Assistant Vice President and Professor Emerita
B.S., Brescia College
M.S., University of Cincinnati

Robert J. Suggs
Professor Emeritus
B.M.E., Wichita State University
M.M., Catholic University of America
D.M.A., University of Maryland, College Park

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 o.82 Tge5(i)6(c)6(e)Tm 0 g 0 G [(B)-3(.)6(A)5(.)-3(.)6(A)5(.)6(.)-7( )5(W)-5(ebs)9(ter)-5( )5(U)-3(n)5(i)6(v)-5(er)-3(s)6(i)6(ty)] TJ ET Q q 0.0000492 r

Program in Theatre

Ryan Clark (2015)
Program Coordinator, Theatre and Associate Professor, Theatre
B.S., Towson University
M.F.A., Florida State University

School of Nursing and Health Professions: Sandra R. Berman School of Nursing and Health Professions

Meredith C. Durmowicz (2002)
Interim Dean, Sandra R. Berman School of Nursing and Health Professions and Professor, Biological Sciences
B.S., Marquette University
Ph.D., Johns Hopkins University

Judith A. Feustle, RN (1991)
Associate Dean, Nursing
B.S.N., M.S., University of Maryland, Baltimore
M.Ed., Sc.D., Johns Hopkins University

Department of Nursing

Laura Petri, RN (2019)
Chair, Nursing and Graduate Program Director and Assistant Professor, Nursing
B.S.N., TowsonUniversity
M.S.N., University of Massachusetts Boston
Ph.D., University of Maryland at Baltimore

Program in Graduate Nursing

Laura Petri, RN (2019)
Graduate Program Director and Chair, Undergraduate Nursing and Assistant Professor, Nursing
B.S.N., Towson University
M.S.N., University of Massachusetts Boston
Ph.D., University of Maryland at Baltimore

Program in Medical Laboratory Science

Lara Biagiotti, MLS(ASCP) (2011)
Program Coordinator, Medical Laboratory Science and Adjunct Professor, Medical Laboratory Science
B.S., University of Maryland, Baltimore
M.S., Johns Hopkins University

School of the Sciences: Beverly K. Fine School of the Sciences

Meredith C. Durmowicz (2002)
Dean, Beverly K. Fine School of the Sciences and Professor, Biological Sciences
B.S., Marquette University
Ph.D., Johns Hopkins University

Gary Anderson (2019)
Adjunct Instructor, Business Administration
B.S., Towson University
M.S., Loyola University Maryland

Tiffany Anderson (2019)
Adjunct Professor, Psychology
B.A., Texas Southern University
M.S., Drexel University;
Ph.D., Loyola University Maryland

Brian L. Andrews (1989)
Adjunct Instructor, Political Science
B.A., Eastern Nazarene College
M.A., American University

Lea Alexa Andrus

Jamie Carter

Victoria Cozad, RN (2018)
Lecturer, Nursing
Women's Hospital Foundation Distinguished Professor
B.A., Valparaiso University
M.A., University of Maryland, Baltimore County

Rachel Craig (2021)
Adjunct Professor, Biology
B.S., Mount St. Mary's University
D.P.T., University of Maryland, Baltimore

Christina Cramer (2018)
Adjunct Professor, Psychology
B.A., St. Mary's College of Maryland

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

Meredith C. Durmowicz (2002)
Dean, Beverly K. Fine School of the Sciences; Professor, Biological Sciences
Interim Dean, Sandra R. Berman School of Health Professions
Vice Provost for Sponsored Programs and Research
B.S., Marquette University
Ph.D., Johns Hopkins University

Timothy M. Dwyer (2006)
Professor, Chemistry
B.S., Regis College
Ph.D., Dartmouth College

Shannon Dyson (2014)
Adjunct Instructor, Graphic Design
B.S., Stevenson University
M.A., University of Baltimore

Helaina Ebling (2011)
Adjunct Professor, Counseling & Human Services and Supervisor II
A.A., Villa Julie College
B.A., Towson University
M.S., University of Maryland Baltimore7q 0.00000912 0 612 792 2792 re W*g 0 G T22 0 612 792 re W* n BT /F1 9 Tf 1 0 0 1 148.58 45

Helena Jenkins RN (2019)
Lecturer, Nursing
B.S., Hunter College
M.S., University of Maryland, Baltimore County

Carolyn H. Johnson, Esq. (1998)
Graduate Program Director, Forensic Studies and Program Coordinator, SUO and Professor, Forensic Studies
B.A., Dickinson College
J.D., University of Maryland, Baltimore

Edwin Johnson (2021)
Adjunct Professor, History
B.A., M.A., Ph.D., Morgan State University

Jody Johnson (2016)
Adjunct Professor, Physics
B.A., Dickinson College
M.S., University of Maryland
Ph.D., University of Maryland, Baltimore

Kabrina Johnson (2021)
Adjunct Professor, Graduate Nursing
B.S., M.S., York College of Pennsylvania
M.S., Morgan State
D.N.P., University of Maryland, Baltimore

Keith Johnson (2012)
Professor, Biological Sciences
B.S., Central College
Ph.D., Texas A & M University

Mirma Johnson -Majors (2019)
Adjunct Professor, History
B.S., Howard University
M.S., Bank Street College of Education
Ed.D, Morgan State University

Glenn Johnston (2007)
Program Coordinator, Humanities and History and Assistant Professor, History, and Archivist
B.A., St. Lawrence University
M.A., State University of New York, Buffalo
M.Ed., Niagara University
Ph.D., University of North Texas

Eric Jorgensen (2010)
Adjunct Professor, Philosophy
B.S., University of Idaho
M.D.I., Nazarene Theological Seminary

Sandeep Joshi (2021)
Adjunct Professor, Biology
B.S., Bombay Veterinary College
M.S., Chandra Shekhar Azad University
M.S., Ph.D., Marshall University

Christopher Justice (2019)
Adjunct Professor, Business Communication
A.A., Middlesex County College
B.A., Rutgers University New Brunswick
M.A., Loyola University Maryland
Ph.D., University of Maryland, Baltimore County

Geetha Kada, RN (2013)
Adjunct Professor, Nursing
B.S., M.S.N., Omayal Achi College of Nursing
M.A., University of Chennai, India
Ph.D., Capella University

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

Alexandra Katzoff (2013)
Adjunct Instructor, Marching Band
B.A., University of Maryland, College Park

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

Lee Kennedy (2021)
Adjunct Instructor, History
B.S., Washington & Lee University
M.A., Loyola University Maryland

Gregory T. Keplinger (2006)
Professor, Film and Moving Image
A.A., Montgomery College
B.S., Towson University
MFA, American University

Pamela Kessler (2005)
Adjunct Professor, Legal Studies
B.A., University of Maryland, College Park
J.D., University of Baltimore

Ernest C. Kiehne (2017)
Adjunct Instructor, English
B.A., Vassar College
M.A., City College of New York

Diane Kilcoyne (2018)
Adjunct Professor, Law
B.A., University of Virginia
J.D., University of California, Davis

Wendy L. Kimber -Louis (2005)
Chair, Biological Science and Professor, Biological Sciences
B.S., Wolverhampton Polytechnic
Ph.D., Edinburgh University

Deborah E. King, RN (2009)
Adjunct Professor, Nursing
B.S.N., City University of New York
M.S., M.A., Ph.D., University of Maryland

Ashley Anne Kniss (2015)
Senior Lecturer, English
B.A., Eastern Mennonite University
M.A., Ph.D., Catholic University of America

Jason Knowles (2021)
Adjunct Instructor, English
B.A., Univerity of Maryland Baltimore County
M.A., University of Arizona

Courtney Koerber (2019)
Adjunct Instructor, Education
B.S., Stevenson University
M.S., McDaniel College

Ja'Ara McCoy (2021)
Adjunct Instructor, Counseling & Human Services
B.S., Stevenson University
M.A., University of Baltimore

Patrick McDowell (2011)
Adjunct I nstructor, Criminal Justice
B.S., M.S., Johns Hopkins University

Melanie McEntee (2012)
Adjunct Professor, Psychology
B.A., M.A., Ph.D., Loyola University Maryland

Marie Christine McGrath (2020)
Graduate Program Director, Doctor of Clinical Psychology (Psy.D.) and Professor, Psychology
B.A., Villanova
M.Ed., Ph.D., Temple University

Joseph G. McGraw, Jr. (1998)
Adjunct Professor, History
B.A., M.A., University of Virginia
J.D., University of Baltimore

Ronald McGuire (2013)
Adjunct Instructor, Cyber Forensics
B.S., Western Carolina University
M.S., University of Maryland Global Campus

Cornelia H. McKenna (2015)
Adjunct Professor, Mathematics
B.A., Bryn Mawr College
MBA, University of Baltimore

Rebecca McPherson (2019)
Adjunct Professor, Biology
B.S.,Kansas State University
M.S., Texas Tech University
Ph.D., University of the Sciences in Philadelphia

John McQuitty (2016)
Adjunct Professor, Religion
B.A., Oklahoma Baptist University
M.A., M.Div., Southwestern Baptist Theological Seminary
M.A., Syracuse University

Sandra A. O'Connor (1986)
Adjunct Professor, Law
B.S., J.D., Indiana State University

Steven O'Dell (2014)
Adjunct Professor, Forensic Sciences
M.S., University of Alabama at Birmingham
MBA, University of Phoenix

John J. O'Neill (1976)
Adjunct Professor, Information Systems
B.S., MBA, Loyola College in Maryland
M.S., Villa Julie College

Stephen W. Oliner (2004)
Adjunct Instructor, Forensic Studies
B.S., University of Maryland, College Park

Don Osborn (2016)
Librarian, Public Service
B.S., Frostburg State University
M.S., Drexel University

Alexandra Palmer (2018)
Adjunct Instructor, Marching Band
B.S., University of Maryland, College Park

Lisa Paris, RN (2013)
Adjunct Professor, Nursing
B.S.N., University of Maryland, Baltimore County
M.A., Hood College
D.N.P., Johns Hopkins University

Tamara Parisi, MLS(ASCP) (2014)
Adjunct Instructor, Medical Laboratory Science
B.S., Salisbury University

Harlan Parker (2017)
Orchestra Conductor and Adjunct Professor, Music
B.A., Emporia State University
M.A., Ph.D., University of Kansas

Amy Parlette (2017)
Adjunct Professor, Graduate Education
B.S., University of Maryland
M.S., Johns Hopkins University
Ph.D., Capella University

Bernadette Parrish (2015)
Senior Specialist, Student Records and Assistant Professor, English
B.A., Dickinson College
M.A., Johns Hopkins University

David E. Patrick (2004)
Adjunct Instructor, Information Systems
B.S.E., Loyola College in Maryland
M.S., Towson University

Sheila S. Pearlman (2010)
Adjunct Professor, Mathematics
B.S., Temple University
M.A., CAGS, University of Pennsylvania
Ph.D., University of Rochester

Robert P. Pelton (2000)
Professor, Education
B.S., M.S., State University of New York, Cortland
Ed.D., Nova Southeastern University

Bernard Penner (2009)
Adjunct Professor, Law
B.A., University of Maryland, Baltimore County
M.A., Towson University
J.D., University of Maryland School of Law

Laura Petri, RN (2019)
Graduate Program Director and Chair, Undergraduate Nursing and Assistant Professor, Nursing
B.S.N., Towson University
M.S.N., University of Massachusetts Boston
Ph.D., University of Maryland at Baltimore

Darren Peyton (2019)
Adjunct Instructor, Business Administration
B.S., Towson University
M.S., Aalborg University

Monika Piccardi (2021)
Adjunct Instructor, Healthcare Management
B.S., University of Maryland, Baltimore
M.S., Stevenson University

Lucy Pierre (2019)
Adjunct Professor, Biology and Medical Laboratory Science
B.S., York College of New York
MBA, Florida Institute of Technology
D.H.S., Nova Southeastern University

Adam Pincus (2021)
Adjunct Professor, Legal Studies
B.A., University of Pittsburgh
J.D., Nova Southeastern University

Dixie Poe, RN (2008)
Adjunct Professor, Nursing
B.S.N., Medical College of Georgia
M.S.N., Bowie State University
M.G.A., University of Maryland University College

Morris A. Pondfield (2001)
Adjunct Professor, Information Systems
B.A., University of Maryland, College Park
M.I.M., American Graduate School of International Management
M.S., University of Maryland University College

Laura M. Pope (2008)
Adjunct Professor, English
B.A., Goucher College
M.A., St. Mary's University

David Preston (2014)
Adjunct Professor, Mathematics
B.S., Clarion State College
M.S., Ohio University
M.S., Ph.D., University of Maryland, College Park

Colleen A. Pullis (2007)
Adjunct Professor, English
B.A., Colgate University
M.A., Binghamton University
Ph.D., University of Georgia

George "Tim" Puls (2010)
Assistant Coach, Men's Lacrosse and Adjunct Instructor,

David H. Nevins
Nevins & Associates, Chartered

Biomedical Engineering Advisory Board

Steve Arbitman '15
Research Associate
NextCure, Inc.

Martha Connolly, Ph.D.
Consultant and Former Director
MTech Partnerships, Maryland Technology Enterprise Institute

Steven Falk, M.S.
Chief Engineer, Maternal and Infant Care
GE Healthcare

Geoffrey Ling, MD, Ph.D.
Professor, Neurology
Johns Hopkins University School of Medicine

Tim Schatz '19
Senior Scientist
Abbott Laboratories

Neil Terry, Ph.D.
Senior Manager, R&D Systems Engineering
BD Life Sciences

Business Administration Advisory Board

Anne Angel
Vice President of Residential Management
David S. Brown Enterprises

Lori Blake
HR Director
Fuchs North America

Natalie Bohlen
Associate Buyer
South Moon Under

Timothy Fouts
Director of Corporate Business Developme nt
Lockheed Martin Corp

Emily Haas
Project Analyst
8AM Golf

Garren LaFond
Senior Business Consultant
SC&H

Nathan Liebel
Area Leader
BBT&T/Truist

Tim O'Donald
President
Harbor East Management Group

Corey Polyoka
Founder and Manager
Fern Holler

Gina Ramsey
President
Pink Dog Digital

Stacey Reilly
Visual Merchandising Planner
Nordstrom

George Riedel
Head of US Intermediaries
T. Rowe Price

Paul Sorenson
Financial Planner
Puckett & Sturgill Financial Group

Chad Steele
Senior Vice President of Communications
Baltimore Ravens

Brian Thackston
Director of Marketing and Operations
Frost & Associates

Marlene Titus
Program Director, Business & Accounting
Carroll Community College

Business Communication Advisory Board

Edie Brown
Edie Brown and Associates Public Relations

Chris Daley
Whirlaway, LLC

Jeff Davis
J. Davis Public Relations, LLC

Jack Gilden
Jack Gilden Marketing

Stacey Haines
Earl Beckwith & Associates

Sandra Wills Hannon
The Hannon Group

Brian Litofsky
Crown Trophy

Mollie Meeder
Connect Your Care

Cari Cramer Pierce
Flip Your Dog

Brandon Seidl
Director of Web Marketing and Digital Communication
Stevenson University

Kristen Schultz
Baltimore Orioles

Center for Environmental Stewardship Advisory Board

Bonnie Allan

Laura Bankey
Director of Conservation
National Aquarium

Michael T. Barbour, Ph.D.
Vice President and Director
Center for Ecological Sciences
Tetra Tech, Inc.

Gaylord L. Clark, III
Carriage House Farms

Michael S. Hollins
Ecosystem Recovery Institute

B. Thomas Hopkins
Geographical Information Systems (focus area)

W. Brooks Paternotte
Executive Director
Irvine Nature Center

Sara A. Tangren, Ph.D.
Director of Research
Chesapeake Natives

Chemistry

Brandy Creek '14
Film Archivist/Preservationist
Colorlab

Matt Davies, MPSE
Partner, Supervising Sound Effects Editor/Foley Artist
Studio Unknown

Erica Ginsberg
Executive Director
Docs In Progress

Nicholas Kovacic '05
Founder
Digital Cave Media

Sigmund Libowitz
Attorney at Law/Producer/Writer
Venable, LLP

Tavon Mayne '14
Video & Motion Graphics Designer
Stanley Black & Decker, Inc.

KJ Mohr
Program Director
Tampa International Gay & Lesbian Film Festival

Nicole Myers '11
Multimedia Production Specialist
GP Strategies/Social Security Administration

Brian Stetson
Executive Director o f Production

Marcia Neuburger
Legal Analyst
T. Rowe Price

Shannon Pfisterer
Courtroom Clerk
Circuit Court for Carroll County

B. Marvin Potler, Esq.
Principal
Offit Kurman, P.A.

Sarah Sawyer, Esq. '11
Attorney
Offit Kurman

Wes Schrum
Stevenson University Student
Legal Studies Program

Phyllis Strader
Paralegal
Exelon Corporation

Brianna Villa
Paralegal
Murthy Law Firm

Rita G. Weiner
Account Executive
Performa Spectrum Graphics

School of Design Advisory Boards

Cultural Programs and Exhibitions Advisory Board

Laura Amussen
Director of Exhibitions & Curator
Goucher College

Ryan Clark
Theatre & Media Performance
Stevenson University

Dina Fiasconaro
Department of Film & Moving Image
Stevenson University

Symmes Gardner
Center for Art, Design & Culture
University of Maryland Baltimore County

Gina Falcone Skelton
Skelton Design

Laura Smith
Department of English
Stevenson University

Jennifer Strasbaugh

Christina Bittinger -Melito
Associate Creative Director
ADG Creative

Jim Burger
Jim Burger Photography

Bryna Colley
Partner/Creative Director
2fold Collective

Mark Figueiredo
AVP, Creative Director
T. Rowe Price

Bob Gillespie
Creative Director
Propr Design

Jared Glasser
Graphic Designer, Interactive Marketing
McCormick & Company, Inc.

Chris Hartlove
Chris Hartlove Photography

Abby Ferretti Jackson
Creative Director
The Johns Hopkins University Carey Business School

Edwin Jenkins
Creative Director
Renegade Communications

Index

About Stevenson 8
Academic Achievement List 48
Academic Advisory Boards 109
Academic Affairs 86
Academic Awards 48
Academic Calendar 4
Academic Continuity Policy, Notice of Nondiscriminatory Policy and Catalog Disclaimer 4
Academic Coursework 8
Academic Dismissal 45
Academic Grading Information 43
Academic Information 38
Academic Integrity 47
Academic Probation 44
Academic Reinstatement 45
Academic Standing 44
Academic Standing Notice 44
Academic Suspension 45
Academic Warning 44
ACC - Accounting 66
Access to Technology Services 19
Accounting Program Advisory Board 109
Accreditations 11
Additional Learning Opportunities 41
Admission to the Bachelor 's to Master's Degree Option 25
Admissions 23
Admissions Procedures and Processes 23
Aid Application Procedure 31
Alumni Information 21
Arts Alive! Stevenson 18
Athletics 87
Athletics at SU 13
Attendance 46
Auditing of Online Undergraduate Courses 43
Auxiliary Services 87
Bachelor's to Master's Degree Opti ons 41
Baltimore Student Exchange Program 42
Biological Sciences Advisory Board 110
Biomedical Engineering Advisory Board 110
Board of Trustees of Stevenson University 86
Book Vouchers 32
School of Business and Leadership 88
Business Administration 53
Business Administration Advisory Board 110
Business Communication 54
Business Communication Advisory Board 110
Business Office 87
Calculation of Class Level 43
Campus Resources and Services 18
Campus Technology 18
Career Connections 20
Career Services 86
CDF - Cybersecurity and Digital Forensics 66
Center for Environmental Stewardship Advisory Board 111
Change of Catalog Year 46
CHEM - Chemistry 69
Chemistry and Biochemistry Advisory Board 111
CHS - Counseling and Human Services 69
CJUS- Criminal Justice 67
Clubs and Organizations 14
CM - Communication Studies 69
Computer Information Systems 55
Computer Logins 19
Conference Services

HE - Health 72
Healthcare Management Program Advisory Board 112

: K R V : K R $ P R Q J 6 W X G H Q W V L Q $ P H U 49 F D Q & R Withdrawal from the University 47

[redacted]

STEVENSON
UNIVERSITY

OWINGS MILLS CAMPUS
100 Campus Circle
Owings Mills, Maryland 21117-7803

OWINGS MILLS NORTH
11200 Gundry Lane
Owings Mills, Maryland 21117

GREENSPRING CAMPUS
1525 Greenspring Valley Road
Stevenson, Maryland 21153-0641

Phone: 410-486-7001
Toll-free: 1-877-468-6852
Fax: 443-352-4440

email: admissions@stevenson.edu
web: stevenson.edu

Facebook
facebook.com/stevensonuniversity

Twitter:
@StevensonU #beamustang

Instagram:
@stevensonuniversity #beamustang