Information Directory

For inquiries on:
University Policy, General Information
Undergraduate Programs and Policies
Accelerated Undergraduate and Graduate Programs
Admissions and Financial Aid
Payment of University Charges
Transcripts, Academic Reports, Graduation
Student Services
Public Information
Athletics
Career Service

Contact:
President
Executive Vice President for Academic Affairs and Dean
Dean, School of Graduate and Professional Studies
Vice President, Enrollment Management
Registrar
Vice President for Student Affairs and Dean of Students
Vice President for Marketing and Public Relations
Athletic Director
Executive Director, Career Services and Cooperative Education

For further information, write:

STEVENSON UNIVERSITY
School of Graduate and Professional Studies
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Owings Mills, MD 21117

Phone (443) 352-4030
Toll free (877) 468-6852
Fax (443) 394-0538
E-mail: admissions@stevenson.edu
Website: www.stevenson.edu

Visitors to the University are always welcome. Personal interviews or visits are available in the day, in the evening, or on weekends. Please make arrangements in advance by e-mail or telephone.

The Stevenson University Graduate and Professional School Catalog is published on an annual basis. Information in this catalog is current as of August 2009. To obtain the most updated information on programs, policies, and courses, consult the University web site at <www.stevenson.edu.>

Notice of Nondiscriminatory Policy

Stevenson University admits students of any race, color, sex, religion, national or ethnic origin to all of the rights, privileges, programs, benefits, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, sex, religion, disability, and national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and other college-administered programs. The University is committed to providing all students with an educational environment free of bias, discrimination, intimidation or harassment. In this regard, Stevenson University complies with all relevant federal, state, and local laws. The University also complies with all applicable laws and federal regulations regarding prohibition of discrimination and accessibility on the basis of age, disability, veteran status, or otherwise. Students needing special accommodations to ensure barrier-free access should contact the Associate Dean for Academic Support Services.
Academic Calendar 2009-2010

Accelerated Undergraduate and Graduate Programs

(Note: Academic Calendar information for students enrolled in traditional undergraduate courses can be found in the traditional undergraduate catalog.)

<table>
<thead>
<tr>
<th>Fall Semester 2009</th>
<th>Summer Session 2010</th>
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<tr>
<td>August 24</td>
<td>July 4</td>
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<tr>
<td>September 7</td>
<td>Independence Day Holiday—University Closed</td>
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<tr>
<td>September 28</td>
<td>5-week terms</td>
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<td>May 24 through June 27</td>
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<td>Nov. 25—29</td>
<td>8-week term</td>
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<td>June 28 through August 1</td>
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<td>May 24 through August 1</td>
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<td>Dec. 24, 25, 31</td>
<td>5-week terms</td>
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<td>and Jan. 1</td>
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<td>May 24 through August 1</td>
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<td>10-week term</td>
<td>5-week terms</td>
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<tr>
<td>Weekend term</td>
<td>May 24 through June 27</td>
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Spring Session 2010

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<th>May Term 2010</th>
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<tr>
<td>May Term</td>
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<td>May 31</td>
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The University reserves the right to change at any time and without prior announcement any matter set forth in this catalog, including fees, charges, programs, policies, regulations, and requirements. The catalog is not to be regarded as a contract.
Dear Graduate and Professional Studies Student,

It is a pleasure to invite you to review the new listing of course work offered at Stevenson University. The 2009/2010 Stevenson University Graduate and Professional Studies Catalog provides a detailed overview of our diverse and expanding curriculum for both accelerated undergraduate and graduate programs for our non-traditional students.

Stevenson University continues to be a leader in developing innovative programs for our adult learners both in scope and method of delivery, and we are pleased to offer both on-site and online classes for our undergraduate and graduate students. We have now received approval from the Maryland Higher Education Commission to offer a degree in Criminal Justice beginning in the Fall 2009. This entirely online degree is one of the first of its kind in the nation.

Stevenson University's practical approach to education has increasing relevance in today's dynamic workplace. In fact, Stevenson continues to gain recognition as a national leader in career-focused university education. Academic quality enhanced by a low student-to-faculty ratio remains a hallmark of a Stevenson education. We are proud but not surprised that the University has been recognized in recent years as a “Great School. Great Price” institution by the *U.S. News & World Report* annual college ranking issue. This ranking is based on many factors, especially on quality academics, peer review, and tuition.

The rapid and lively transformation over the past several years has led to two vibrant campuses just a few miles apart. A new building for the Howard S. Brown School of Business and Leadership in Owings Mills, which includes our new state-of-the art Mock Trial Courtroom, has joined our premier residential housing complex, a sports and wellness center, and a dining room/student life facility. We have created a new and convenient entranceway to the campus, and the construction of a new gymnasium and expansion of the sports and wellness center will be completed by fall 2010.

The thriving Greenspring campus offers advances in science facilities for undergraduate research, nursing simulation skills training, and outstanding facilities for our other majors, including a fully equipped theatre and art gallery.

We pledge we will continue to provide a student-centered learning experience to help you pursue your career and to achieve success in higher education. As you review your catalog, I offer you my best wishes on your personal path and encourage you to take full advantage of the Stevenson’s career-focused educational offerings.

Sincerely,

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

Imagine Your Future. Design Your Career.*

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

Through its School of Graduate and Professional Studies (GPS), undergraduate and graduate degrees are available to adult students seeking to establish careers, enhance existing careers, or change careers. GPS provides an adult-focused learning environment that includes flexible and accelerated formats, multiple avenues for access, state-of-the-art technology, support services, and practical, hands-on applications to enable students to meet the challenges of today’s work environment. GPS offers accelerated degree programs that are designed to enable busy people to complete their degrees and pursue their career goals while maintaining their work and family schedules.

Most undergraduate degrees can be completed within eighteen to twenty-four months depending on the number of credits a student has acquired before entering the program. Many undergraduate degree programs can be completed by taking courses that are scheduled in a mixed 5, 8, or 10-week accelerated hybrid or online format, or in a traditional 15-week format. Depending on the courses, classes meet either once or twice weekly in the evenings, or on the weekends; many classes are conducted entirely online. Class work incorporates hands-on projects, practical knowledge that is applicable to everyday work challenges, and group interactions with fellow students. Students are expected to complete many of their assignments and coursework outside of class, using Blackboard, e-mail, and other means.

Students progress through the program with other adults who have the same busy lifestyles, motivation, and challenges. This provides camaraderie as well as a rich and exciting learning environment.

The university’s accelerated graduate degrees can be completed in as few as sixteen to eighteen months. The University’s Forensic Studies and Business and Technology Management programs are offered in 8-week sessions, either on-site or online. A graduate degree in Forensic Sciences is offered in an accelerated hybrid format.

### Learning Beyond

College is a time for students to explore and discover, to develop lifelong values, interests, and abilities. The classroom experience begins by laying the framework of knowledge and skills. Learning Beyond carries students one step further by encouraging them to apply academic learning beyond the campus and bring their experience back to the classroom.
The Learning Beyond Program offers numerous types of credit-bearing experiential learning: study abroad, service learning, field placements, the Washington Center internships, independent study and research, program-specific internships, and other experiential learning opportunities offered as part of many classes. Stevenson enthusiastically supports this dynamic educational philosophy. Both faculty and students are encouraged to participate in as many opportunities as they can.

<table>
<thead>
<tr>
<th>Stevenson Ideals</th>
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<tr>
<td>Motto: “Pro Discendo, Pro Vivendo”</td>
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<tr>
<td>(For Learning, For Living)</td>
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</tbody>
</table>

**Mission**

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

**Values**

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

Promoting a sense of community, the university embraces the common bonds and obligations within and beyond the campus while respecting individual and cultural differences.

Fostering learning, the university promotes the pursuit of theoretical and practical knowledge while encouraging a life well-lived and a lifelong philosophy of informed, critical thinking to meet evolving challenges and opportunities.

Instilling integrity, the university requires acting with dignity and honesty while adhering consistently to the university’s ethical codes.

Achieving excellence, the university lauds superior performance while recognizing the importance of persistence toward goals.

**Diversity Statement**

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

**Strategies**

**Academic Affairs**

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

**Student Life**

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

**Financial Resources**

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

**Vision**

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

**History of Stevenson University and Villa Julie College**

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

The Middle States Association of Colleges and Schools awarded Villa Julie regional accreditation in 1962. In 1967, the College became an independent institution with control vested in a newly formed Board of Trustees comprised of business, civic, and professional leaders. By the late 1960s, enrollment had increased to full capacity. In 1970–71, the College erected a multi-million dollar complex, consisting of a Library/Learning Resources Center and Administrative Wing, Art Center, and Student Center. Evening and summer sessions were inaugurated, and the number of degree programs increased. In 1972, the College became coeducational. Accreditation was reaffirmed by the Middle States Association of Colleges and Schools in 1972 and again in 1982.

**Baccalaureate Degrees Granted for First Time**

In 1983, the College became the first in the region to install a campus-wide computer network. In 1984, Villa Julie became a four-year college offering the bachelor’s degree in Computer Information Systems. In 1985, the bachelor’s degree in Paralegal Studies was added. The College continued to offer its two-year programs leading to the Associate of Arts degree in these and in all other majors.

In 1985–86, the College again responded to continually increasing student interest by constructing a new three-story classroom/laboratory building. Along with the growth of the student body and faculty through the years and the...
enlargement of the physical plant, the academic offerings of the College were augmented steadily to include new majors and programs. The arts and sciences continued to form the core of all curricula, as they do today. The additional major programs provided a wider choice of professional career possibilities and at the same time supported the changing requirements of the business and professional communities in the region. The concept of career education combined with the liberal arts became a hallmark of the College’s philosophy, Pro Discendo, Pro Vivendo: For Learning and For Living.

In 1988, the Middle States Association again reaffirmed the College’s accreditation, this time as a four-year college offering bachelor’s and associate’s degrees. New baccalaureate programs were added: Liberal Arts and Technology; and Business Systems: Administrative Science, Computer Accounting, and Business Information Systems.

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

Changes Through the 1990s

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

In 1991, a Cooperative Education program was initiated for junior and senior students, making it possible for them to experience firsthand a working environment directly related to their fields of study.

Off-Campus Housing Available

Off-campus housing for students in garden-type apartments was opened a short distance from the College in 1993. The Cooperative Education program was also expanded and opened to all students in the baccalaureate programs. The College was awarded membership in NCAA Division III in 1994. In 1995, the College began the first phase of the construction of an academic center, theatre, student union with gymnasium, and science center based on the College’s campus master plan of the early ’90s.

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

In 1997, the College celebrated its 50th anniversary. The Academic Center, Theatre, and Art Gallery opened in August, and in November, the Student Union (including a gymnasium) opened. MHEC endorsed five new bachelor’s degree programs in Biology, Chemistry, English Language and Literature, Interdisciplinary Studies, and Psychology.

In 1998, more than 1,000 people attended the dedication of the new buildings, including the renovated Science Center. A new bachelor’s degree program in Visual Communication Design was also endorsed by MHEC.

In 1999, President Carolyn Manuszak and Dean Rose Dawson retired with a combined 65 years of service to Villa Julie. MHEC approved two new bachelor’s degree programs in Early Childhood Leadership and Biotechnology.

New President Inaugurated

The new decade brought the inauguration of Villa Julie’s fourth President, Kevin J. Manning, Ph.D. The College began offering an accelerated BS/MS degree in Advanced Information Technology, enabling students to earn both a bachelor’s and a master’s degree in five years. MHEC endorsed two new degree programs for the College: Business Communication and Family Studies (now Human Services). Villa Julie College and the Union Memorial Hospital announced a four-year Nursing Education Agreement. In 2001, two new master’s degrees in technology were approved by MHEC.

In 2002, the School of Graduate and Professional Studies was created to accommodate the needs of adult learners. Through this school, adult students can enroll in master’s degree programs, evening/weekend bachelor’s degree programs, or accelerated bachelor’s degree programs. This same year, Career Architecture™ was introduced. Career Architecture is a unique program for personal and professional development that helps each student to identify her or his values, skills, interests, strengths, and abilities. In September 2003, the College was proud to be recognized locally by The Daily Record, a statewide business publication, as one of the winners of Maryland’s Innovators of the Year Award for the Career Architecture concept.

Owings Mills Campus Opens

In June 2003, the College broke ground for its first campus-owned student housing complex in nearby Owings Mills. Apartment-style housing for 550 students and a community center opened in 2004. The College also leased classroom space on the same piece of land, allowing students to live and attend classes at the same location for the first time in Villa Julie history.

At the same time the College celebrated the grand opening of the housing complex in August 2004, ground was broken for the next phase of housing, which led to three suite-style buildings opening over the next two years. Those moves, along with the purchase of the former Baltimore Ravens training facility and the office building where the College leased classroom and office space, gave Villa Julie more than 80 acres of land at the Owings Mills complex.

In August 2006, the ninth residence hall opened at Owings Mills, and the resident population topped 1,000 students. The Rockland Center opened in October 2006 to provide a spacious student dining center, offices for Student Affairs staff, and a banquet hall for functions organized by on and off-campus groups. In May 2007, the College broke ground on the next new building for Owings Mills, a 60,000-square-foot academic building to house the newly formed Howard S. Brown School of Business and Leadership and other programs. The building was completed in Fall 2008 and features a new, high-tech mock trial courtroom for the Forensic Studies program. The University celebrated the opening of the new Howard S. Brown School of Business and Leadership in April 2009 with a visit from entrepreneur and publisher Steve Forbes. Additional expansion of the Owings Mills campus includes the construction of Wooden Way Hall, a residence hall for Learning Beyond students, scheduled to open in August 2009.

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

The development of the Howard S. Brown School of Business and Leadership, which will bring together faculty from information systems, legal studies, and business, will provide the University with the chance to develop an entrepreneurial environment for faculty and students. Dr. Shelton Rhodes was hired to serve as the first Dean for the newly formed School. This growth is the most recent step in the expansion of academic offerings at Stevenson. A bachelor’s degree in Medical Technology was added during the 2005–06 academic year to replace the two-year Medical Laboratory Technology program. A bachelor’s degree in Public History was also added.

In recent years, the Nursing Division has received significant federal support. In December 2004, Sen. Barbara Mikulski visited the college to announce nearly $250,000 in federal funds to support distance-learning efforts utilizing the Verizon Center for Excellence in Teaching and Learning. In 2006, the College received the largest grant in its history—just over $1,000,000 to expand the nursing program. Also in 2006, the Nursing Division graduated the first students from the distance-learning program as students from the Eastern Shore received their bachelor’s degrees as part of a partnership with Chesapeake College. The Division has partnerships with eight community colleges to bring bachelor’s degree classes to students enrolled in those schools. In August 2006, the College began offering its successful Master’s in Forensic Studies degree online. The program, launched in 2004, trains forensic investigators in three tracks—law, accounting, and information technology. The first graduates of the program received their diplomas in May 2006, and an online track of the degree debuted in August 2006 to bring the program to professionals across the country. In August 2007, investigations and interdisciplinary tracks were added to the program.

Villa Julie took a leadership role in educating Maryland’s future teachers in March 2008 when it announced the creation of the state’s first teacher preparation program for middle school educators. Beginning fall 2009, Stevenson University will offer a degree in Criminal Justice. This entirely online degree is one of the first of its kind in the nation.

On the athletic field, the College joined its first-ever athletic conference, the North Eastern Athletic Conference, in 2004. A year later, Villa Julie accepted an invitation into the Capital Athletic Conference. Stevenson’s teams now compete for conference titles in this traditionally strong conference that includes institutions from Maryland, Virginia, Delaware, and Pennsylvania. Several Stevenson teams have competed in the NCAA Championships. In 2009, the men’s lacrosse team finished its regular season ranked No. 1 nationally and made it to the Division III semifinals. Many of Stevenson’s teams play and practice at the Caves Sports and Wellness Center, the new name for the facility formerly used by the Baltimore Ravens. The complex officially opened in Summer 2006 after extensive renovations to accommodate the new Wellness Center and Mustang athletics. A new gymnasium under construction at the Owings Mills campus will be completed by Fall 2010.

University Status and Name Change

In 2004, the Board of Trustees began discussing the possibility of transitioning to University status because of the growth in student population and the addition of a second campus. A year later, the Board authorized the administration to study the feasibility of becoming a university and to assess whether to simultaneously change the name of the institution. Significant research followed to assess public perception of the name Villa Julie. The Board approved university status in November 2006 and later established a committee to oversee a study of name options for the institution. The entire College community had a hand in selecting the name as an online bulletin board provided a forum for suggestions. More than 80 names ideas came from that resource. Historical and legal research and surveys shortened that list to seven potential names in late 2007.

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

In March 2009, President Manning approved the University Restructuring Plan adopted by the Faculty Council. The plan created three new schools within the Villa Julie College of Arts and Sciences: one to encompass the departments of art, business communication, and film, video, and theatre; a second to encompass the biological sciences, chemistry and physical sciences, mathematics, and nursing departments; and a third to encompass the departments of humanities, human services, interdisciplinary studies, English language and literature, and psychology. A School of Education was established while the Howard S. Brown School of Business and Leadership and the School of Graduate and Professional Studies remain as originally configured.

Accreditations and Memberships

Program Accreditations for Accelerated Programs
- American Bar Association, 321 N. Clark Street, Chicago, IL 60654. (Paralegal Studies Program)
- Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104 (267) 284 - 5000
- Commission on Collegiate Nursing Education, 1 Dupont Circle, NW, Suite 530, Washington, DC 20036-1120. (Nursing Program)
- National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326 (Nursing Program)
- All degree programs are approved for the education of veterans by the Department of Veterans Affairs.

A complete list of program accreditations can be found in the traditional undergraduate catalog.

University Memberships
- American Academy of Forensic Sciences
- American Accounting Association
- American Association for the Advancement of Science
- American Association for Paralegal Education
- American Association for State and Local History
- American Association of Certified Public Accountants
- American Association of Colleges and Universities
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Critical Care Nurses
- American Association of Museums
- American Association of Physics Teachers
- American Association of University Professors
- American Association of University Women
- American Bar Association
- American Baseball Coaches Association
- American College Health Association
- American College Personnel Association
- American Council on Education
National Collegiate Athletic Association, Division III
National Committee on Planned Giving
National Communications Association
National Council for Accreditation of Teacher Education
National Council of Teachers of Mathematics
National Council of University Research Administrators
National Council on Public History
National Fastpitch Coaches Association
National Field Hockey Coaches Association
National Health Care Anti-Fraud Association
National League for Nursing
National Organization for Human Services
National Orientation Directors Association
National Science Teachers Association
National Soccer Coaches Association of America
Northeast Association for Institutional Research
North East Collegiate Volleyball Association
Organization of American Historians
Owings Mills Corporate Roundtable
Professional Organizational Development Network
Reisterstown/Owings Mills/Glyndon Chamber of Commerce
Sigma Theta Tau
Sigma Xi, The Scientific Research Society
Society for Human Resource Management
Society for the Exploration of Psychotherapy Integration
Society for the Teaching of Psychology
The College Board
The Potomac & Chesapeake Association for College Admissions Counseling
The Tuition Exchange, Inc.
United States Intercollegiate Lacrosse Association
U.S. Track and Field and Cross Country Coaches Association
Valleys Planning Council
Women's Basketball Coaches Association
Life at Stevenson

Student Affairs Office
The Student Affairs Office is concerned with day-to-day student life from planning, coordinating, and implementing extra- and co-curricular activities to providing information on campus resources. Students are encouraged to assume leadership roles in the implementation of diverse activities. The Student Affairs Office also coordinates Residence Life, Student Activities, and the Wellness Center.

Student Life

Athletics at SU

Intercollegiate Athletics
Stevenson University is a member of the NCAA Division III and offers a wide variety of sports for both men and women. Known as the "Mustangs," the university fields the following teams for men and women: basketball, soccer, cross country, dance, lacrosse, golf, cheerleading, volleyball, and tennis; for men only, baseball; and for women only, field hockey and softball. Most of the University's sports compete in the Capital Athletic Conference (CAC). Formed in 1989, the CAC is a nine-member coalition of four-year, co-educational institutions. All the institutions are located in close geographic proximity and have similar educational and athletic philosophies. The men's volleyball team competes in the North East Collegiate Volleyball Association, while Stevenson's men's and women's golf teams compete as independents.

All student athletes are encouraged to compete for the varsity athletic teams and also to be multi-sport athletes. A midsummer call for tryouts will be advertised on www.gomustangsports.com with instructions on how to comply with both NCAA Compliance and the Athletic Training Guidelines. Students are eligible to earn a physical education credit by participating on a team or serving as a manager of a team.

Intramurals
The intramural program provides both competitive and noncompetitive sports throughout the year. The program is open to all students, faculty and staff at Stevenson who are interested in friendly on-campus recreational play. Some intramural activities that are offered: basketball, dodgeball, flag football, floor hockey, ping pong/table tennis, racquetball, soccer, tennis, and wiffle ball. To participate, contact the Athletic Department for dates and times or check out the intramural website.

Sport and Fitness Facilities
The Stevenson University Gymnasium is located in the Carolyn Manuszk Student Union. Designed to host NCAA Division III regional playoffs, the gym is 14,400 square feet, has a hardwood floor, and seats 1,300 spectators. The Student Union is home to a 3,500-square-foot Athletic Training Center certified by the National Athletic Trainers Association (NATA) and equipped with an examining room, whirlpools, and rehabilitation machines.

The University has two fitness centers; one on each campus and both of which are open to all students free of charge. The Fitness Centers feature free weights, cardio-vascular training machines, and state-of-the-art Cybex strength training equipment. The University employs a limited number of personal trainers to assist with planning workouts in the Fitness Centers. The Fitness Centers are open 9:00 a.m. to midnight on weekdays and 9:00 a.m. to 10:00 p.m. on weekends during the fall and spring semesters.

The University also has several Bermuda grass athletic fields, an Astro-Turf field, a bubble for indoor practices and intramurals, and tennis courts. In the fall of 2008, Stevenson added an outdoor sand volleyball court and an outdoor basketball court. Located on the Owings Mills campus, the Caves Sports and Wellness Center houses several locker rooms, offices for athletic staff, lounges for students, classrooms, and a Wellness Center for medical and counseling services open to all students. The construction of a new gymnasium and expansion of the Caves Sports and Wellness Center will be completed by fall 2010.

Clubs and Organizations

Clubs are established in response to student interests and requests. The clubs are not agents of the University nor are they subject to the day-to-day direction of the administration. The following organizations may be of interest to adult undergraduate and graduate students. A complete list of organizations recognized by the Student Government Association (SGA) can be found in the traditional undergraduate catalog.

Accounting Association: The Accounting Association provides accounting students with the opportunity to interact with fellow accounting students and with professional accountants. It 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.

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

Agnus Dei: Agnus Dei is an organization that promotes fellowship through the Catholic faith. The organization participates in and organizes many outreach and service programs.

Association of Information Technology Professionals (AITP): The Association of Information Technology Professionals is an international association providing superior leadership and education in information technology. AITP is dedicated to using the synergy of information technology partnerships to provide education and benefits to its members and to working with the information industry to assist in the overall promotion and direction of information technology. Members in the association are in colleges, universities, banking, industry, retail, the armed forces, local and state governments. Students
interested in information technology are welcome to participate.

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

Campus Crusade for Christ: Campus Crusade for Christ is a non-denominational Christian fellowship group. The ministries in which students participate include weekly meetings with music, Bible study and discussion as well as outreach and service projects.

College Republicans: College Republicans seeks to promote political awareness and involvement across campus. The group works with the Maryland Federation of College Republicans in advancing the Republican youth effort and participates in nonpartisan acts of community service to better our nation. Meetings provide a forum for students with conservative political viewpoints to learn about our government and the Republican Party, and engage in debate over current events issues. All students are encouraged to join.

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

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

International Club: The International Club promotes awareness, embraces and supports diverse cultures and religions through a variety of educational and social programs including, but not limited to, speakers, films, cultural fairs, and dinners. The club is open to all students, faculty and staff.

Justice Society: The Justice Society meets periodically to plan activities that enhance interest in, and knowledge of, the paralegal profession. The club schedules speakers who are experts in various fields of law and also plans educational field trips.

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

Philosophy Club: The Philosophy Club, which is open to all students, provides an outlet for discussions based on contemporary and classical ethical and philosophical issues.

Phi Beta Lambda: A national business society that serves as an advocate for responsible business practice.

Progressive Club: The Progressive Club exists to create a campus dialogue about political and social issues through progressive and liberal thinking. The organization will promote open dialogue to work towards solving social problems on a local and global level.

The Q Group: The Q Group was formed to promote acceptance and support for the gay, lesbian, bisexual, transgender, queer, ally, etc. students on campus. The group strives to educate the students at Stevenson University about the GLBTQA community and to encourage a sex-positive environment on the SU campus. The group offers fun events/activities embracing the GLBTQA students on campus.

Reformed University Fellowship (RUF): RUF is an evangelical and reformed Christian fellowship that is sponsored by the Presbyterian Church of America. The goal of the group is to challenge today’s university students to think seriously about the world around them from a distinctly biblical and historically Christian perspective.

RN to BS Nursing Club: The RN to BS Nursing Student Club provides an environment of support for registered nurses (RNs) returning for their Bachelor of Science (BS) degree. The group provides a forum to discuss current issues and concerns in an informal setting. This group endeavors to create opportunities for RNs to become involved in university activities, to develop mentor relationships, and to encourage and support RNs in their academic and professional efforts.

Speed Illusionz Car Club: This group brings students, staff, and others together to express and share their love for the automotive industry with car shows, rallies, auto crossing (racing through a coned course in a parking lot), meet and drives, and nights at the drag strip. The only qualification is to like cars, trucks, or bikes to become a member.

Wilderness and Ecology Club: The Wilderness and Ecology Club provides students with opportunities to participate in outdoor activities such as camping, hiking, and the like. In addition, students will also help preserve and restore both the local and global environments.

Women Against Exploitation and Inequality (WAEI): Women Against Exploitation and Inequality promotes awareness of the inequality and exploitation of women in society in order to influence change both individually and socially. This organization focuses on women’s issues in order to promote social change for both men and women. WAEI is open to anyone who would like to see a change in the social structure of society.

Community Outreach and Service

Educational Services to the Community

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

Community Service Opportunities for Students

The University encourages and supports community service. Through organizations such as the Stevenson Service Corps, students can serve the community in many ways. The Learning Beyond office under the supervision of the VISTA Coordinator plans and monitors opportunities with agencies around the Baltimore area. The University supports students who aim to develop an awareness of social issues and a desire to contribute to their solution rather than their perpetuation. Formal service learning opportunities have been developed within the curriculum of the university.

Cultural Activities

While the Baltimore area has a wide variety of cultural attractions, Stevenson University offers its own array of events. Between exhibits by professional artists, student plays, and performances by nationally renowned musicians, students can gain a greater appreciation for the arts without ever having to leave campus.

Each year, the University Art Gallery presents a series of eight exhibitions highlighting diverse media. The museum-quality gallery provides a significant venue for artists and
Psi Chi - National Honor Society in Psychology

Psi Chi, the International Honor Society in Psychology, promotes excellence and scholarship in psychology and works to advance the science of psychology. The criteria for membership are: must be a second-semester or later psychology major or minor and meet the following academic criteria: have a 3.0 GPA in Psychology with a minimum of three Psychology courses, have a cumulative GPA of 3.0, and be in the highest 35% of GPAs for their academic year.

Sigma Alpha Pi - National Leadership Honor Society

Sigma Alpha Pi was founded to help individuals create the lives they desire by helping them discover what they truly want to do, and giving them the support, motivation, and tools to achieve their goals. Members achieve this through speaker presentations, success networking team meetings, and a leadership training day. Students are invited to join based on academic and leadership achievement.

Sigma Tau Delta - International English Honor Society

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

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Sigma Theta Tau - International Honor Society of Nursing

Rho Epsilon, Stevenson University’s chapter of Sigma Theta Tau is open to candidates who demonstrate scholastic achievement, academic integrity, and leadership qualities. Candidates are invited to join the society when they meet the following eligibility requirements: completing at least one-half of the required nursing component of the baccalaureate curriculum; maintaining at least a 3.0 grade point average (GPA) and ranking in the top 35% of their class. Nurses in the community who demonstrate excellence in practice and leadership may also be nominated. A formal induction ceremony is held during the spring semester. The purpose of Sigma Theta Tau is to create a community of leaders and scholars in practice, education, and research to enhance the health of all people. The society supports learning and professional development of members to improve nursing care worldwide.

Student Publications

The Villager, the student newspaper, is issued bi-weekly during the school year. Its staff consists of journalism students and other contributors from the university community. Its purpose is to report college news, to represent as many diverse views as possible, and, generally, to act as a channel of information. The Villager provides a laboratory environment in which those interested in journalism can gain skills in writing, editing, design, and layout.

Spectrum, an annual literary and fine arts magazine, includes poems, short stories, essays, black and white photography and artwork submitted by students, faculty, staff, and alumni. Submissions are selected anonymously and edited by student Spectrum staff. A one-credit general education option is
available for people interested in editing and working on the Spectrum staff. ProseWorks is an online journal, featuring work in prose, with a special interest in the artful, the provocative and the inspiring. ProseWorks embraces the realm of creative nonfiction including memoir, biography, nature and science writing, travel writing, and the many hybrid forms of literary nonfiction thriving in contemporary literature.

**Campus Resources and Support Services**

**University Store**

Located in the Student Union across from the gymnasium, the Stevenson University Store has available required and recommended books and supplies for classroom use. A wide variety of other goods and services are for sale, including computer software, accessories, a large selection of Stevenson imprinted clothing, gift items, greeting cards, magazines, and newspapers.

During the semester, the University Store’s hours of operation are Monday through Thursday from 8:30 a.m. to 7:30 p.m., Friday from 8:30 a.m. to 4:30 p.m., and Saturday from 8:30 a.m. to 1:30 p.m. Additional hours are scheduled before the beginning of each semester.

Students may also purchase merchandise and textbooks from the University Store online at <store.stevenson.edu>.

**Dining Services**

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

The Marketplace is an innovative, all-you-can-eat dining experience located in the Rockland Center at Owings Mills. In addition, Pandini’s, a warm and inviting Italian eatery, is also located on the first floor of Rockland and offers a fantastic menu of hand-stretched gourmet pizzas and flatbread sandwiches with operating hours separate from the Marketplace. Pandini’s includes comfortable seating and plasma televisions to enhance the experience. The popular coffee shop, Jazzman’s Café, is in the nearby Avalon Community Center. Meal plan blocks and flex dollars are accepted at all Owings Mills dining locations.

At Greenspring, the Mustang Corral offers a la carte options Monday through Friday in the Student Union. Everyone is welcome, and students on meal plans can use their blocks and flex dollars in this location. Sandella’s, has been added to the Mustang Corral to provide fresh wraps and personal pizzas. On the lower level of the Student Union, SubConnection offers a tasty menu of subs and sandwiches. Watch for new and exciting concepts from the food service. We are always looking to enhance student life.

Based on student input, Stevenson University and Sodexo have added an exciting new feature to Dining Services. Beginning in fall 2009, Stevenson will offer off-campus use of the meal plan flex dollars. This new feature allows flex dollars to be used at many participating businesses in the Owings Mills and Greenspring locales. Restaurants and businesses continue to join the program and will be added to the list given to all students.

If you have any questions about this or anything related to Dining Services, please contact the Auxiliary Services Office at 443-334-2240.

**Experiential Learning and Career Services**

Career Services provides all students with a variety of career-focused programs, services, and resources. Beginning with the Freshman First-Year Seminar, the Career staff introduces Stevenson’s unique Career Architecture process to help students realize their values, skills, interests, and uniqueness. This powerful process continues throughout the students’ university years resulting in competent, skilled and prepared graduates ready for the competitive world of work.

The Career Services staff works with students to develop the skills, experiences, and confidence needed for success. Expert career advice and individualized attention help students grow in their career development. Career Services staff can also help students with résumé critiques, job search assistance, mock interviews, career assessment tools, career counseling, and/or graduate/professional school preparation. The Perfect Interview is an online tool that allows students to practice and review as many interviews as they desire. Students can participate in on-campus recruiting by visiting employers, career seminars, and workshops presented by business and community leaders, career exploration fairs, networking etiquette meals, and many other events. Career Services maintains a comprehensive 24/7 career website, Mustang Central, which provides information on job and internship opportunities, on-campus recruiting, career planning, job success tips, résumé and interviewing resources, and much more.

Experiential learning is an important part of the career process and includes internships, study abroad, one-credit options, service learning and research. Through experiential learning, students have the opportunity to use the skills and knowledge they have acquired in the classroom and apply them on the job. Experiential learning also enables students to become civically engaged and aware of the real life issues that they will encounter in the world when they graduate. The Experiential Learning and Career Services Office, in collaboration with faculty, support the career development and real life experiences that develop Stevenson University students into prepared and skilled emerging professionals for the working world.

**Library - Learning Resource Center**

Located in the Learning Resource Center, the Stevenson Library on the Greenspring campus is a hub of campus activity and houses the circulating collections. Since 2005, the Stevenson University Library has been a member of the Maryland Interlibrary Consortium (MIC), comprised of 5 area colleges and providing access to shared collections totaling 800,000 volumes. Students and faculty can request materials from partner libraries for delivery to the Greenspring and Owings Mills campuses within 24 hours.

Knowledgeable and friendly staff members are available to instruct students in the use of the collections. The online catalog allows easy access to traditional collections while carefully selected databases augment the materials. Among the full text electronic resources are Lexis-Nexis Academic, Business Source Premiere, The Baltimore Sun and Science Direct. A complete listing of electronic offerings is linked at <http://library.stevensonuniversity.org/> (click on the databases link). Most of these electronic resources are searchable from home or office.

The library also offers reference service in person and electronically. The library was specifically recognized in spring 2004 for its contribution to statewide reference service through the Maryland AskUsNow virtual reference service, which provides all Maryland residents access to a librarian via live chat 24 hours a day, seven days a week. A robust information literacy program is growing within the university curriculum.

Open in the evenings and on weekends during the regular semester, the library offers a variety of study environments including wireless network access, individual study carrels, listening/viewing rooms for multimedia, group study areas, a computer laboratory/library instruction classroom, and lounge and quiet study areas. Students need only a current Stevenson ID card to borrow circulating material from the library.
Library hours at the Greenspring campus during the semester are Monday through Thursday, 8:00 a.m. to 10:00 p.m.; Friday, 8:00 a.m. to 5:00 p.m.; Saturday, 9:00 a.m. to 5:00 p.m.; and Sunday, 12:00 p.m. to 6:00 p.m.

In 2008, a satellite library at the Owings Mills campus opened featuring reference materials covering paralegal studies, business and related disciplines. The Howard S. Brown School of Business and Leadership Library features extended late hours during the regular semester, study rooms, a computer lab and more. Visit the Stevenson University Library website for details and hours of operation. Now the SU Library is on Facebook! Just search for us using the search terms Stevenson University Library and become a fan!

**New Student Orientation**

Prior to the start of each session, an orientation is held for new students. Students are provided with information about the academic, social, extra-curricular and personal services available at the university. In addition, students are given instruction in the use of Blackboard, the university’s online course management system.

**Student Handbook**

All students may access the GPS Student Handbook online at <http://www.stevenson.edu/SharedMedia/PDF/gpsadm/GraduateAcceleratedHandbook.pdf> which tells about resources available on campus, gives general information and regulations, lists some University policies of particular relevance to students, and contains helpful hints and a usable calendar containing many of the University’s special events.

The Student Handbook does not include an exhaustive list of University policies. It is the student’s responsibility to review, understand, and comply with all University policies and procedures, which can be found on the web at <www.stevenson.edu>.

**Tutoring and Academic Assistance**

**Academic Advising**

Academic advisement allows students to plan college experiences and coursework to better achieve personal and career goals. Each student is assigned an academic advisor who specializes in the selected major program. Advisors assist in course scheduling and are a source of information about their respective disciplines and areas of interest or experience. Although it is the responsibility of the student to fulfill all requirements for graduation, the advisor is an expert who can provide background knowledge and information to assist the student's own decision-making. Advisors can also discuss options for students wishing to continue their education after earning an undergraduate degree.

Students who are considering transferring, changing majors or who need specialized assistance should contact an academic advisor. All students are strongly encouraged to consult with their academic advisor at least once each semester. Academic advisors can also provide assistance to accelerated students as they plan schedules based on the sequence of what courses will be offered.

**Online Tutoring**

Online tutoring services are available in designated academic areas to both undergraduate and graduate students through SmarThinking. Tutoring services are available to students through a variety of means including one-on-one live online tutoring sessions, drop-in tutoring sessions, scheduled tutoring sessions, or through submission of writing assignments for feedback.

**Tutoring Center: The Academic Link**

The Academic Link, nationally certified by the College Reading and Learning Association, serves as Stevenson University’s tutoring and academic assistance center, offering free tutoring in most courses to all enrolled undergraduate students. This student-oriented center, located in Knott Hall 201, "links" students to a wide array of support services and innovative programs to help students achieve academic success and attain their goals. The Link’s mission is to provide services and resources to students and faculty which will enhance student satisfaction, strengthen academic performance, and improve retention.

Students work with dedicated peer and faculty tutors as a team to learn effective study strategies, increase understanding of course content, and become independent learners. Students who need help in a class or who are interested in raising their grade from a "B" to an "A" are encouraged to stop by to learn about the services, to use the computers, or to study in the learning environment of the Link. Test-proctoring services, for which the faculty member and student must make arrangements with the Link in advance, are available for students with documented reasons and are offered by appointment only.

The Academic Link staff can be reached at 443-334-2285. Visit the Link’s website at <http://academiclink.stevensonuniversity.org>.

**Campus Technology**

Stevenson University has current technology available to faculty and students. All classrooms have teaching workstations which include computing, the ability to show video tapes and DVD’s, as well as sound and projection systems to enhance the teaching and learning process.

Stevenson University provides general use classrooms, specialized computing laboratories, and computer classrooms. Wireless access to the campus network is available throughout most academic facilities and resident halls. Additional enhancements to the wireless network will soon cover public gathering areas outside most facilities.

The University has a suOne card which is the student’s identification card, financial transaction card, and access card allowing access into facilities where appropriate. For more information contact the suOne card office.

The Office of Information Technology operates two data centers; maintains over 80 servers; backs up more than 35 TB of storage; is networked on high speed gigabit fiber links between our two campus sites with all campus buildings linked by fiber network; supplies a 200 Mbps connectivity bandwidth to the Internet provided by two carriers for reliability and redundancy; offers wireless networking in every building and outdoor areas through more than 240 radio transmitters. Our professional technical staff are on-call 24 hours a day/ 7 days a week.

Help desk services are provided by Tech Connection in the Office of Information Technology, located in the Academic Center 302 and in the Howard S. Brown School of Business and Leadership Library. This technology support center offers technology assistance to all students, faculty and staff in resolving issues for the various equipment, software and services available at Stevenson University. Tech Connection is managed by two full-time professional staff and supported by student support staff. Students interested in working in Tech Connection can contact us via e-mail <techconnection@stevenson.edu>, by calling 443-334-3000, or by stopping in AC 302.
Getting Technology Assistance

Call Us: To get help on a technology issue, please call Tech Connection at 443-334-3000 (x3000 from on-campus) or toll-free at 1-866-344-8190.

Directly Submit a Ticket: Submit your request to our online ticketing system found at <https://helpdesk.stevenson.edu>.

By E-Mail: You may also submit a help request by e-mail by sending your request to helpdesk@stevenson.edu.

Blackboard is the online course management system used by the University. Many courses use this 24/7 online resource to post messages, house online discussions, and post assignments and syllabi. Students can gain access to this resource from anywhere through the Internet.

Acceptable Use of Technology Policy

The Office of Information Technology is responsible for the security, maintenance, upgrading, and overall integrity of the technological networks, systems and equipment of the University. The University has a number of policies regulating the use of technology and reserves the right to extend, limit, restrict, or deny computing privileges and access to its information resources. All users of the information resources are expected to respect the rights of other users, the integrity of physical facilities and controls, and pertinent license and contractual agreements regarding the information, system and/or software. For further information, visit the Office of Information Technology web site at <http://oit.stevensonuniversity.org>.

Verizon Center for Excellence in Teaching and Learning

The Verizon Center for Excellence in Teaching and Learning represents the newest evolution in education at Greenspring. renovations in 2004 converted a lecture hall into two classrooms filled with sophisticated teaching enhancement technology. The unique project was designed to develop distance education possibilities for the entire campus. Each classroom accommodates 24 students plus an instructor and includes wireless Internet and full-motion video capabilities. The instructor can use large video screens at the front and back of the room for presentations or to view and interact with students at a remote location. Each desk in The Verizon Center has a monitor for students to also see into classrooms at remote locations. The Nursing Division currently uses The Verizon Center to conduct full-motion video classes in conjunction with several community colleges throughout Maryland.

Mock Trial Courtroom

In 2009, Stevenson University and the School of Graduate and Professional Studies opened a state-of-the-art mock trial courtroom on the Owings Mills campus. Housed within the new Brown School of Business and Leadership, the courtroom is based on the high-tech courtroom at William & Mary Law School. The courtroom was designed for the University’s Forensic Studies and Forensic Science master’s degree students as an important part of their capstone expert witness coursework. The undergraduate paralegal program also uses the space, with Stevenson’s students the first undergraduates in the state to have a courtroom for their studies.

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

The Wellness Center

The Wellness Center includes both Student Health Services and Counseling Services. These services are located at the Owings Mills campus on the top level of the Caves Sports and Wellness Center. The Wellness Center staff can be reached at 443-352-4200 or fax 443-352-4201.

Student Health Services

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

Counseling Services

From time to time, most people go through stages of growth that present unique and challenging decisions. College students have an added burden because they are learning to independently juggle school, work and family responsibilities. At times, these demands can be overwhelming. Counseling Services provides an opportunity for students to talk with an objective professional about these personal concerns. What is discussed will remain confidential. Counseling is provided free to all Stevenson University students.
Admissions

General Admissions Policy

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

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

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

Admissions Procedures and Processes

Admission to Accelerated Undergraduate Programs

Admission requirements for the accelerated programs in Business Administration, Business Information Systems, Criminal Justice, Computer Information Systems, Interdisciplinary Studies, and Paralegal Studies consist of the following:
1. Completed application for Accelerated Undergraduate Admissions.
2. Two years of professional work experience.
3. Interview with an admissions counselor to discuss requirements, course transferability, and appropriate program entry date. Admissions interviews may be scheduled by calling 410-486-7001 or 1-877-468-6852. (Interviews may be conducted over the phone.)
4. Official college transcripts from each college previously attended.
5. At least 30 transferable credits with a minimum cumulative GPA of 2.5. Applicants with fewer than 30 credits need to submit an official high school or GED transcript.

Admission to the RN to BS program option requires the following:
1. Current Maryland registered nurse’s license in good standing.
2. Completed application for Accelerated Undergraduate Admissions.
3. Completion of the Prerequisite Course List with a cumulative GPA of 2.8. (See course list under program description.)
4. Official college transcripts from each college previously attended.
5. Substantiation of adherence to the Nursing Department’s health requirements.
6. Evidence of current health insurance.
7. Evidence of CPR certification.
8. Proof of current liability insurance coverage.
9. Two professional recommendations completed by supervisor or peer.
10. Interview with an admissions counselor to discuss requirements, course transferability, and appropriate program entry date. Admissions interview may be scheduled by calling 410-486-7001 or 1-877-468-6852. (Interviews may be conducted over the phone.)

Transfer of Credit

Students desiring to transfer from another college and admittance to a degree program at Stevenson University must submit official transcripts of all previous college records. 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.

Matriculated students must complete the last 30 credits of their degree at Stevenson University.

The courses and credits completed with a grade of "C" or better at other regionally accredited institutions are transferable to Stevenson. The transferability of credits from an institution that is not accredited by a regional accreditation agency may be considered upon receipt of documentation that demonstrates equivalency regarding course information and learning outcomes. It is the student’s responsibility to provide this documentation.

All transferable courses must be comparable to courses offered at this University. Classes that do not transfer include developmental/remedial, personal development, orientation courses, and credit given for portfolio work and internships by the other institution. Regardless of the number of transfer credits accepted, students must still complete the academic program requirements as shown in the Catalog and on the student’s degree audit.

Incoming transfer students have access to their degree audit through WebXpress after registration. Upon acceptance evaluated transfer credit may be viewed through WebXpress. Stevenson students are encouraged to review their degree audit each semester.

Transfer applicants should have left the sending institution in good standing. Grades and grade point averages earned at another institution do not transfer. The credits apply toward graduation, but the grade points are not used in calculating the academic average required for graduation. Students seeking information on the transferability of credits should contact the Registrar’s Office.

Admission to Graduate Programs

The Graduate Admissions Office is committed to ensuring that the incoming classes will be comprised of highly qualified individuals representing a diversity of academic and professional backgrounds and accomplishments. Admission to the master’s degree programs is open to individuals who have attained bachelor’s degrees from regionally accredited colleges or universities. The Admissions Committee evaluates applicants based on academic and professional accomplishments, written recommendations, and personal interviews.

Applicants to the accelerated graduate programs are expected to have a cumulative GPA in past academic work of no less than 3.0 on a four-point scale. All applicants are given opportunities to discuss their professional experience in the
areas of their desired programs via the resume and writing samples. Admissions requirements consist of the following:
1. Completed Graduation Application with the $25 fee.
2. College transcripts of all previous college-level coursework.
3. GRE Scores—Standardized test scores are optional for all graduate programs.
4. Information session or personal interview with an admissions representative. Call 410-486-7001, or toll free 877-468-6852 to schedule this appointment.
5. Writing sample—250-350 words (Optional)
6. Letters of recommendation—academic or work-related (Optional)
7. Resume of professional experience (Optional)

Application Deadline
The Stevenson University Admissions Office reviews applications on a rolling basis throughout the year. However, the University strongly encourages applicants to the accelerated undergraduate programs or to the graduate programs to submit all required documents no later than four weeks prior to the start of the desired session.

International Students
All international students (except U.S. Permanent Residents/Resident Aliens) should apply for admission as freshmen, transfer, or graduate students by the application deadline of March 1 for fall admission and September 1 for spring admission. Applicants should submit completed applications, including all required documents, as early as possible and always before the deadline. Evaluation of an applicant’s credentials will take place only after all application materials are received. Decisions are released in writing on a rolling basis. Applications completed after the deadline will not be considered for that semester but may be reviewed for the following semester upon receipt of a new application.

Admissions Requirements for International Students
Freshmen - International students applying as incoming freshmen with no post-secondary school education must submit the following:
1. Application for Admission. The online application at <www.stevenson.edu> is preferred.
2. English Proficiency. International students must demonstrate a satisfactory level of English proficiency. Any student whose native or official language is not English must submit an official TOEFL (Test of English as a Foreign Language) score. The following TOEFL scores are required for admission: 213 or higher (computer-based); 80 or higher (Internet-based) or 550 or higher (paper-based). The website for TOEFL information is <www.ets.org>. International students who have completed courses equivalent to ENG 151 and ENG 152 at Stevenson University with a grade of "C" or better may be exempt from providing TOEFL scores.
3. Transcripts and certificates of all previous academic work. International students who have attended or who are currently attending a U.S. post-secondary school institution must submit official transcripts from all institutions. Students who have completed post-secondary coursework outside of the U.S. must submit these records for evaluation directly to either World Education Services (WES) or the American Association of Collegiate and Admissions Officers (AACRAO). Transfer students who have completed less than 30 credits (as determined by the Admissions Office) will be required to submit an official U.S. high school transcript or an evaluation of the non-U.S. secondary school transcript.
4. Documents Required for International Students Currently Attending a U.S. Post-Secondary Institution. A legible and high quality copy of the following valid documents is required to be submitted: visa, passport I.D. page, I-20 (if any), I-94 (if any), and a letter from a school official from the current U.S. institution indicating eligibility to attend.
5. Financial Resource Statement. All applicants holding or intending to seek an F-1 student visa must complete the International Student Declaration of Finances form. This form is downloadable from the Admissions website under International Student Frequently Asked Questions (FAQs).
6. Official Bank Statements. An official statement from the international student’s or sponsor’s bank verifying the student’s financial resources (in U.S. dollars) for the entire cost of attendance for one year must be submitted along with a literal English translation if necessary. The cost of attendance can be found on our website under International Student Frequently Asked Questions (FAQs).

Traditional Transfer Students - International students applying as transfer students from another post-secondary college or university must submit the following:
1. Application for Admission. The online application at <www.stevenson.edu> is preferred.
2. English Proficiency. International students must demonstrate a satisfactory level of English proficiency. Any student whose native or official language is not English must submit an official TOEFL (Test of English as a Foreign Language) score. The following TOEFL scores are required for admission: 213 or higher (computer-based); 80 or higher (Internet-based) or 550 or higher (paper-based). The website for TOEFL information is <www.ets.org>. International students who have completed courses equivalent to ENG 151 and ENG 152 at Stevenson University with a grade of "C" or better may be exempt from providing TOEFL scores.
3. Transcripts and certificates of all previous academic work. International students who have attended or who are currently attending a U.S. post-secondary school institution must submit official transcripts from all institutions. Students who have completed post-secondary coursework outside of the U.S. must submit these records for evaluation directly to either World Education Services (WES) or the American Association of Collegiate and Admissions Officers (AACRAO). Transfer students who have completed less than 30 credits (as determined by the Admissions Office) will be required to submit an official U.S. high school transcript or an evaluation of the non-U.S. secondary school transcript.
4. Documents Required for International Students Currently Attending a U.S. Post-Secondary Institution. A legible and high quality copy of the following valid documents is required to be submitted: visa, passport I.D. page, I-20 (if any), I-94 (if any), and a letter from a school official from the current U.S. institution indicating eligibility to attend.
5. Financial Resource Statement. All applicants holding or intending to seek an F-1 student visa must complete the International Student Declaration of Finances form. This form is downloadable from the Admissions website under International Student Frequently Asked Questions (FAQs).
6. Official Bank Statements. An official statement from the international student’s or sponsor’s bank verifying the student’s financial resources (in U.S. dollars) for the entire cost of attendance for one year must be submitted along with a literal English translation if necessary. The cost of attendance can be found on our website under International Student Frequently Asked Questions (FAQs).

Additional Requirements - All international students accepted to Stevenson University must then submit the following:
1. Enrollment Deposit. The enrollment deposit is applied to the accepted student’s tuition bill. This deposit is non-refundable after May 1 for fall entrance and December 1 for spring entrance. The Certificate of Eligibility (I-20) for accepted F-1 students will not be issued until the deposit is received.
2. Stevenson University Health Form. This form, which is downloadable from the University’s website, must be completed in its entirety and mailed to the Stevenson University Wellness Center before June 1 for fall admission and November 1 for spring admission. Residential students will not be allowed to move into the residence halls and begin classes, and non-residential students will not be allowed to start classes, until all required immunizations have been received and this form submitted. Proof of medical insurance is required for all international students attending Stevenson University.

3. SEVIS Fee. Accepted international students are responsible for paying the Student and Exchange Visitor Information System (SEVIS) fee. See <www.fmjfee.com>.

Graduate Students - International graduate students applying must submit the following:
1. Application for Admission. The online application at <www.stevenson.edu> is preferred.
2. English Proficiency. International students must demonstrate a satisfactory level of English proficiency. Any student whose native or official language is not English must submit an official TOEFL (Test of English as a Foreign Language) score. The following TOEFL scores are required for admission: 213 or higher (computer-based); 80 or higher (Internet-based) or 550 or higher (paper-based). Students who have earned a score of 520 or higher on the SAT Critical Reading test may be exempt from the TOEFL requirement. The website for TOEFL information is <www.ets.org>.
3. Transcripts and certificates of all previous academic work. International students who have attended or who are currently attending a U.S. post-secondary school institution must submit official transcripts from all institutions. Students who have completed post-secondary coursework outside of the U.S. must submit these records for evaluation directly to either World Education Services (WES) or the American Association of Collegiate and Admissions Officers (AACRAO).
4. Transfer F-1 student documents. In addition to official transcripts, an international student currently attending another post-secondary institution in the United States must submit a copy of his or her current I-20, I-94, U.S. visa, passport, and a letter or certificate of eligibility from the current U.S. institution indicating eligibility for graduate work.
5. Financial Resource Statement. All applicants holding or intending to seek an F-1 student visa must complete the International Student Declaration of Finances form. This form is downloadable from the Admissions website under International Student Frequently Asked Questions (FAQs).
6. Official Bank Statements. An official statement from the international student’s or sponsor’s bank verifying the student’s financial resources (in U.S. dollars) for the entire cost of attendance for one year must be submitted along with a literal English translation if necessary. The cost of attendance can be found on our website under International Student Frequently Asked Questions (FAQs).

Scholarships. International freshmen and transfer undergraduate students are automatically considered for merit scholarships. The scholarship review is based on secondary school performance and SAT or ACT scores for freshmen and previous post-secondary school academic coursework for undergraduate transfer students. Federal financial aid programs are restricted to U.S. citizens and permanent residents.

Permanent Residents (Resident Aliens)
An applicant who is currently a documented U.S. Permanent Resident (Resident Alien) can follow the recommended application deadline stated elsewhere in this catalog for freshmen, transfer, or graduate students. These applicants must meet all of the stated admissions requirements and follow the same application procedures specified in this catalog and must submit a high-quality, legible copy of the front and back of his or her Permanent Resident (Resident Alien) card. Permanent Residents applying to undergraduate programs are considered for scholarships and federal financial aid programs.

Military Service Members
Stevenson University is a member of the Service Members Opportunity Colleges (SOC), a consortium of national higher education associations that help meet the voluntary higher education needs of service members. A joint education agreement also exists between the Maryland National Guard and Stevenson University. Active Guard members receive a 15% tuition discount and should submit appropriate paperwork to the Student Solution Center to qualify for this discount. Service members desiring information about courses and degree requirements should contact the Registrar.

Stevenson University also participates in the Yellow Ribbon program.

Non-Degree Students

Accelerated Undergraduate Students
Admission as a non-degree seeking undergraduate student requires submission of the following:
1. Special application for non-degree status.
2. High school transcript (required only for students who have been out of high school for less than two years and have not attended college)
3. College transcripts At the time of registration, students who have attended college must provide transcripts of all prior credit courses from all colleges attended. Students must be in good standing at the last college attended and must meet the same GPA requirements as those stated for degree-seeking students.
4. Letter of permission from the home institution (Applicants who are visiting college students—those planning to take a course and transfer it to their home institution—must provide a letter from the Registrar of their home institution giving permission to take specific courses at Stevenson University.) Non-degree students must take fewer than 12 credits in a semester and are not eligible for financial aid.

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

A student denied admission as a degree student may enroll as a non-degree student only with the approval of the Dean of the School of Graduate and Professional Studies.

Graduate Students
A student may enroll in graduate courses without seeking a graduate degree. Such students must complete a special application for non-degree status which must be approved by the Dean of the School of Graduate and Professional Studies. The criteria for admission are the same as those for degree-seeking students. Not more than six credits may be taken while under this status. After six credits, students must apply for admission to continue.
Admission to the BS/MS Option for Current Stevenson University Undergraduates

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

Business and Technology Management or Forensic Studies

Students develop an educational plan in consultation with both their undergraduate academic advisor and the appropriate graduate program coordinator. Business Administration, Accounting, Business Information Systems, Computer Information Systems, Criminal Justice, Paralegal Studies majors, or those students in other majors with permission from their undergraduate division director or department chair, may pursue the BS/MS option in Business and Technology Management or Forensic Studies. In order to be admitted to the BS/MS option, the student must:

- Have completed at least 60 undergraduate credits at the time of application.
- Have a minimum 3.0 GPA, or permission from the undergraduate Dean or Department Chair.
- Meet with the undergraduate academic advisor to discuss suitability for this option.
- Submit a completed Application to Enroll and a completed Graduate Application by April 1 for priority consideration to begin taking graduate courses in the fall semester or by November 1 for priority consideration to begin taking graduate courses in the spring semester.
- Maintain a 3.0 minimum GPA while in the BS/MS option.

Forensic Sciences Option in Biotechnology Program

Biotechnology majors may pursue the BS/MS option in Forensic Sciences. Students who wish to pursue this 4+1 program earn a B.S. in Biotechnology in four years and an M.S. in Forensic Sciences in as little as one additional year. Students must maintain a cumulative and Science/Math GPA of 3.0 or better and a grade of “C” or better in all science and mathematics courses. Admission to the program is selective, and students must apply to the master’s program in their third year.

Program applications will be available September 1st and due by October 1st. In order to be admitted to this BS/MS Option, the student must:

- Meet the accumulated undergraduate credit and GPA standards.
- Meet with the biology department chair and the science/math dean and be evaluated for suitability for this program.
- Complete the Graduate Application and the Program Application including three letters of recommendation prior to October 1st.

Forensic Sciences Option in Chemistry Program

Chemistry majors may pursue the BS/MS option in Forensic Sciences. Students who wish to pursue this 4+1 program earn a B.S. in Chemistry in four years and an M.S. in Forensic Sciences in as little as one additional year. Students must maintain a cumulative and Science/Math GPA of 3.0 or better and a grade of “C” or better in all science and mathematics courses. Admission to the program is selective and students must apply to the master’s program in their third year.

Program applications will be available September 1st and due by October 1st. In order to be admitted to this BS/MS Option, the student must:

- Meet the accumulated undergraduate credit and GPA standards.
- Meet with the chemistry department chair and the science/math dean and be evaluated for suitability for this program.
- Complete the Graduate Application and the Program Application including three letters of recommendation prior to October 1st.

- Meet with the chemistry department chair and the science/math dean and be evaluated for suitability for this program.
- Complete the Graduate Application and the Program Application including three letters of recommendation prior to October 1st.

Placement

Computer Literacy Assessment

Computer-based learning is an essential component of a Stevenson University education. All students are required to successfully complete IS 134—MS Windows and Office Applications unless exempted. Students who meet any of the following exemptions have demonstrated computer literacy and do not have to take IS 134. They are as follows:

- Achieve a passing score on the Computer Literacy Assessment Test.
- Achieve the grade of “C” or better in an equivalent course at another institution.
- Students majoring in Visual Communication, Nursing, or Video, Film, and Theatre take a comparable course in their major.

All Business Information Systems, Computer Information Systems, Business Administration, Accounting, Business Communication, Criminal Justice and Paralegal majors are also required to take IS 135 - Advanced MS Office Applications. Students in these majors are strongly encouraged to take the Computer Literacy Assessment Test. For further details on the Computer Literacy Assessment, visit the Information Systems Academic Department home page.

Placement Testing for English and Mathematics

Placement testing is required for undergraduate students who:

- have not completed a college-level English Composition course equivalent to Stevenson’s ENG 151 with a minimum grade of “C.” This test must be taken before registration.
- have not completed at least a 3-credit intermediate algebra course with a "C" or other passing grade.

To schedule placement testing, students should contact the Admissions Office at 443-352-4405.

Advanced Placement

Incoming students who submit Advanced Placement test scores from the College Entrance Examination Board and who achieved satisfactory scores are considered for advanced placement or credit. College credit may be granted for scores of 4 or 5. In certain subjects, college credit is awarded for a score of 3.

The results of these tests are received by the Registrar’s Office in mid-July. They are reviewed, along with the grades in the subjects, by the departments concerned and, when appropriate, placement and/or credit is granted. Credit is entered in the student’s record and can be viewed on WebXpress.

More information can be found by visiting the Admissions website. For questions about AP credit, contact the Registrar’s Office.

International Baccalaureate

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

Adults returning to college or beginning to seek a college degree may wish to investigate opportunities available to them through Credit for Prior Learning. In order to earn Credit for Prior Learning, students must demonstrate that, from significant experiences in their lives, they have acquired knowledge and/or skills and abilities that are the equivalent of learning acquired from a college course. This learning (called Prior Experiential Learning) can be the result of a variety of life experiences: employment, volunteer work, community service, travel, military service, or courses at non-collegiate institutions.

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

Credit for Prior Learning is limited to a maximum of 30 credits for undergraduate students and 6 for graduate students, and may be used to fulfill the Core Curriculum Requirements and electives. In some cases, they may be used to fulfill program requirements. Grades for credit earned for prior learning are given as pass or fail. Students in a degree program at Stevenson University can pursue Credit for Prior Learning through the following:

1. **CLEP Examinations.** CLEP, a program of the College Entrance Examination Board, is a nationwide system of credit-by-examination. Stevenson does grant credit to undergraduate Stevenson students earning Stevenson designated passing scores on CLEP exams. Students who are interested should contact the Credit for Prior Learning Coordinator for the School of Graduate and Professional Studies for details about which exams are the equivalent of selected Stevenson courses. If the student achieves the designated passing score on an accepted examination, and submits official documentation of the test results, college credit will be awarded.

2. **Departmental Challenge Exams.** Undergraduate students wishing to earn credit by taking a Stevenson departmental challenge exam should contact the Credit for Prior Learning Coordinator for GPS. Graduate students should contact the Student Support Coordinator. The content of departmental examinations is determined by the academic division chair. Students must qualify to take exams by demonstrating that they have substantial experience and expertise in the subject area. The cost for a challenge exam is $600.

3. **Portfolio Presentations.** The Stevenson University portfolio provides students with a vehicle for converting into college credit college-level learning that has been achieved through verifiable professional work experiences and other life experiences. It is an option designed to assist the adult student in pursuit of a degree. Converting experiential learning through the portfolio benefits the adult student by decreasing the number of classroom hours and expense required for degree completion. Through the portfolio, students systematically demonstrate and document college-level learning equal to specific courses within Stevenson’s academic disciplines. The cost for portfolio review is $600.

To qualify to petition for prior learning credit through the portfolio, students must meet with the Associate Dean for Accelerated Programs and submit documentation of at least three years full-time and/or five years part-time professional or community experiences, be in good academic standing (cumulative GPA 2.0 in course work at Stevenson University), and seek approval of the Dean of the School of Graduate and Professional Studies for specific courses for which to petition for credit.

After qualifying, undergraduate students register for PLA101—Prior Learning Assessment Portfolio—and select the course to be petitioned for credit. PLA101 is an eight-week, online three-credit course during which students compose their portfolios. Up to thirty college credits may be petitioned through the portfolio process for the undergraduate student, six for the graduate student. Each course must receive prior approval by the Dean of the School of Graduate and Professional Studies. Completed portfolios are reviewed by faculty evaluators who determine a grade of “P” (Pass) or “NC” (for "No Credits Awarded"). Credits are awarded only if students successfully demonstrate that their documented experience meets the requirements of the course petitioned. Awarded credits are posted on the student’s transcript and are counted toward degree completion requirements.
Financial Information

Costs

Tuition and Fees (2009–2010)

Accelerated Undergraduate Students
Tuition (per credit) $450
Combined Registration and Technology Fees (per semester) $75

Accelerated Graduate Students
Tuition (per credit) $495
Combined Registration and Technology Fees (per semester) $75

Miscellaneous Fees
Application Fee $25
Return Check Fee $25
Transcript Fee (per copy)* $3
Graduation Fee $25

*Normally transcript requests are processed within three working days. Same-day service for transcripts is available for a charge of $10. Students must make requests for same-day service in person in the Registrar’s Office. Official transcripts can also be ordered using WebXpress.

Refund Policy

Tuition is refundable according to the following schedule:

Accelerated Hybrid Classes:
Monday after first class meeting 100%
Tuesday after first class meeting and beyond 0%

Accelerated Online Classes:
8th calendar day after start of session 100%
9th calendar day after start of session and beyond 0%

Accelerated Undergraduate and Graduate Courses:
Through the published last day to drop for the session 100%
After the published last day to drop for the session 0%

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

Financial Aid

Scholarships, grants, and loans are available to SU students enrolled in accelerated undergraduate and graduate programs of study. The primary sources of funding are the federal government and State of Maryland. All students are encouraged to apply. Graduate students may apply for need and non-need based student loans. All students must be enrolled at least half-time to be considered for aid.

Credit hour requirements are as follows:

<table>
<thead>
<tr>
<th>Tuition and Fees (2009–2010)</th>
<th>Dependent Student</th>
<th>Independent Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>$450</td>
<td>$5,500 (maximum $3,500 subsidized)</td>
<td>$6,500 (maximum $4,500 subsidized)</td>
</tr>
<tr>
<td>$495</td>
<td>$7,500 (maximum $5,500 subsidized)</td>
<td>$8,500 (maximum $5,500 subsidized)</td>
</tr>
<tr>
<td>$25</td>
<td>NA</td>
<td>$20,500 (maximum $8,500 subsidized)</td>
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Federal Financial Aid Programs

A brief list of programs available from the federal government is as follows:

The Federal Pell Grant Program provides grants to eligible full-time and part-time undergraduate students. The maximum grant for the 2009–2010 academic year is $5,350. A student can apply for a Pell Grant by completing the Free Application for Federal Student Aid (FAFSA).

The Federal Direct Student Loan Program allows eligible students to borrow low-interest subsidized and unsubsidized loans to help finance their educational expenses. The lender is the U.S. Department of Education. All borrowers must enroll at least half-time and complete the Free Application for Federal Student Aid (FAFSA). New direct loan borrowers must also complete online Entrance Counseling and a Master Promissory Note (MPN).

The maximum amount a student can borrow each year depends on the class level and on whether or not a student is classified as a dependent or independent student.
Direct subsidized Stafford loans are for students with demonstrated need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods.

Direct unsubsidized Stafford loans are not based on financial need; interest is charged during all periods.

Repayment begins six months after a student graduates, leaves school, or drops below half-time enrollment. Students will receive repayment information and will be notified of the first payment due date during this six-month grace period.

More detailed information about the federal student aid programs is available at Student Aid on the Web, at <www.studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>.

Maryland State Programs

The Maryland Higher Education Commission sponsors numerous grant and scholarship programs for Maryland residents. A short list of their programs include:

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

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

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

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

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

Service to Scholarship Partnership Grant

Stevenson University collaborates with the Maryland Department of the National Guard providing members with a 15% discount on tuition and fees for both full-time and part-time matriculated students in all of our undergraduate, graduate, and accelerated programs.

Veterans' Benefits

Stevenson University is approved by the Maryland Higher Education Commission for the training of veterans under the Veterans Readjustment Benefits Act of 1966, Public Law 89-358.

A veteran desiring to determine eligibility under any of the VA chapters may obtain information and an application at <www.gibill.va.gov>. After a notice of eligibility has been received from the VA, the student should contact the certifying official in the Registrar’s Office to request certification of enrollment. The veteran will meet with a certifying official to review all paperwork and complete the necessary forms. Each semester, a “Declaration of Intent” form should be completed. This form is available in the Registrar’s Office or on the Registrar’s Office website. Completion of the form signals the student’s intent to receive veterans’ benefits for the upcoming semester.

Beginning, August 2009, veterans who are eligible may receive benefits under Chapter 33 (The Post-9/11 Veterans Educational Assistance Act of 2008.) Veterans should contact the VA to determine their eligibility for this specific program. Stevenson University also participates in the Yellow Ribbon Program for those students who qualify for 100% eligibility in Chapter 33. The certifying officials in the Registrar’s Office do not advise veterans about the selection of a program nor provide estimates of allotments.

All allowance checks are sent directly to the veteran by the VA except for those in Chapter 33. Any inquiries regarding these checks should be made directly to the VA. The veteran should be prepared to pay his or her own tuition and fees at the beginning of each semester since the checks do not arrive until approximately eight weeks after the VA process is completed.

Qualifying for Need-Based Aid

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

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

Need-Based Aid Application Procedure

1. Apply for admission to Stevenson University. You must be an accepted student to receive a financial aid award package.

2. Complete the online Free Application for Federal Student Aid (FAFSA) at <www.FAFSA.ed.gov>.
   - The Stevenson University federal school code is #002107.
   - The priority filing deadline for the fall semester is February 15.

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

Student Eligibility Requirements

In general, to receive aid from the federal student aid programs, you must meet the following requirements:

- Be a U.S. citizen or eligible noncitizen.
- Have a high school diploma, General Educational Development (GED) certificate, pass an approved "ability to benefit" test, or have completed a high school education in a home school setting that is recognized as a home school or private school under state law.
- Enroll in an eligible program as a regular student seeking a degree or certificate.
- Be registered with Selective Service if required (in general, if you are a male age 18 through 25).
- Meet satisfactory academic progress standards set by Stevenson University.
- Certify that you are not in default on a federal loan or owe money on a federal grant.
- Certify that you will use federal student aid only for educational purposes.
Additionally, most financial aid programs require at least half-time enrollment (6 credits for undergraduate students; 3 credits for graduate students) each semester. Please see the individual financial assistance programs for minimum credit requirements.

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

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

### Awarding of Aid

#### Cost of Attendance

The Cost of Attendance (COA) represents a reasonable estimate of the cost of attending the university for a full academic year (fall and spring semesters). It includes direct costs (tuition, fees, housing and board); and indirect costs (books, supplies, transportation and personal/miscellaneous expenses). Direct costs are charges for which the student will be billed directly by the University. Indirect charges are costs incurred as a result of going to college, but for which a student is not necessarily billed. Additional information concerning COA is available in the Financial Aid Handbook at <http://ssc.stevensonuniversity.org/financial-aid/0910forms/>.

#### Financial Aid Census Date and Enrollment Verification

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

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

#### Disbursement of Awards

All financial aid is disbursed by semester, one half in each term. If a student is attending only one semester, aid will post as a single disbursement in the given term.

If there is a credit balance from financial aid, a student will receive a refund check from the Student Solution Center. Refund checks are not issued until aid is posted to the student’s account. Please be advised that refunds linked to State of Maryland financial aid are often delayed due to the receipt date of State funds. It is common that State funds are the last to arrive on campus.

### Stevenson University Scholarship and Grant Disbursements

SU funds are available to students enrolled in traditional undergraduate programs. These funds will automatically post to your account upon completion of SU census date review.

#### Federal Grant Disbursements

Federal grant aid for traditional students will post to the account upon completion of the SU census date review. Federal grants for accelerated students will post after the LAST drop date for all sessions for which the student is enrolled in the semester.

#### Stafford & PLUS Loan Disbursements

**Traditional Students:** Certified loans will be disbursed and posted to a student’s account upon completion of the SU census date review providing the student has maintained at least half-time enrollment.

**Accelerated and Graduate Students:** Enrollment status is monitored after the drop date for each of the sessions for which a student is enrolled during the semester. Once half-time enrollment is attained, the Financial Aid Office will certify and disburse the loan funds. For example, if a student is enrolled for three credit hours in 8-week 1 and three credit hours in 8-week 2 during the fall semester, the loan will be disbursed after the 8-week 2 drop date. The student must be enrolled at least half-time at the time of disbursement.

**State of Maryland Scholarship and Grant Disbursements**

We will report a student’s enrollment status to the Maryland Higher Education Commission upon completion of the SU census date review. The State will disburse funds to the University via EFT in November for the fall semester and March for the spring semester.

**Work-Study Funds Disbursements**

Work-Study earnings are not posted to student accounts. The student will receive a bi-weekly paycheck directly from your supervisor.

**Private Scholarship, Grant, and Loan Disbursements**

Private scholarships and awards from independent sources will be credited to a student’s account upon receipt of these funds by the SU Office of Student Accounts. It is often the case that private scholarship funds are sent to the university in one check and therefore, are posted to your account as a single disbursement for the fall semester.

**All Funds**

If a student is taking classes outside his primary program area, some forms of aid may not be disbursed until after the LAST drop date for which the student is enrolled or when half-time enrollment is reached.

### Book Vouchers

Under certain circumstances, a student may be able to take a credit against his or her financial aid in the form of a book voucher. Book vouchers can be used to purchase required books and supplies from the University Store. The student’s loans must be certified, and the total aid combined with any other form of payment on the student’s account must exceed the total charges. For more information, contact the Solution Center.

### Student Loan Entrance and Exit Counseling

Federal regulations require new SU borrowers to complete Loan Entrance Counseling before loans may be disbursed. Required online counseling is available by selecting Stafford Loan Entrance Counseling and MPN at <http://ssc.stevensonuniversity.org/financial-aid/>.
Exit counseling is required when a student borrower graduates, drops to less than half-time attendance, or stops attending SU. Required online counseling is available by selecting Loan Exit Interview at <http://ssc.stevensonuniversity.org/financial-aid>.

Financial Aid Verification
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 will prevent the student from being awarded.

Continued Eligibility
Financial aid awards are valid for one academic year. Students must reapply for aid by filing the FAFSA every year between January 1 and February 15 to ensure maximum consideration of aid.

Satisfactory Academic Progress Policy
Stevenson University established and consistently applies the following standards of satisfactory academic progress to all students receiving Title IV federal financial aid, state aid, and institutional aid. Students making satisfactory academic progress are required to be enrolled in a degree program, complete the minimum number of credits each year, and maintain a minimum cumulative grade point average, as set forth below.

Stevenson Financial Aid Satisfactory Academic Progress (SAP)
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 Stevenson University Office of Financial Aid to establish, publish, and apply standards to monitor a student’s progress towards a degree. The Stevenson University SAP test occurs each summer, after the completion of any given spring semester, and after the official posting of a cumulative grade point average.

The student’s academic performance must meet the following SAP standards:
- Qualitative standard: Represented by the grade point average (GPA). The student must maintain a minimum cumulative GPA to remain eligible for aid.
- Quantitative standard: This standard has two parts. First, the student must complete the degree or certificate program within a maximum time frame. Second, the student must successfully complete a required percentage of the credits attempted. This component is referred to as the credit completion ratio.

Appealing SAP: If a student’s academic performance does not meet the minimum standards set forth in the qualitative and/or quantitative test(s), the Stevenson Office of Financial Aid maintains an appeals process that seeks information from the student related to the progress issue. In most cases, approved appeals of the SAP policy are connected to major life changes, new medical conditions, or family situations that made academic progress a hardship.

If you have questions about Stevenson Satisfactory Academic Progress Policy or the Stevenson SAP Appeal Guidelines & Procedures, please contact the Director of Financial Aid.

Return of Title IV Funds Policy
The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

For a student who withdraws after the 60% point in time, there are no unearned funds. However, the Financial Aid Office must still complete a return calculation in order to determine whether a student is eligible for a post-withdrawal disbursement. The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

- Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.
- Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:
  - Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

- If a student earned less aid than was disbursed, Stevenson University would be required to return a portion of the funds, and the student would be required to return a portion of the funds. The student may owe a debit balance to the University when Title IV funds are returned.
- If a student earned more aid than was disbursed to him/her, Stevenson University would owe the student a post-withdrawal disbursement which must be paid within 120 days of withdrawal.
- The University must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student’s withdrawal.

Refunds are allocated in the following order:
- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of Funds is required
- Academic Competitiveness Grants for which a Return of Funds is required
- National SMART Grants for which a Return of Funds is required
- Federal Supplemental Opportunity Grants for which a Return of Funds is required
- Other assistance under this Title for which a Return of Funds is required (e.g., LEAP)

Note: All financial aid information is accurate as of the time of publication. However, due to periodic changes in aid programs and in application procedures, students are encouraged to contact the University to assure that all information is current.

All applicants should address requests for information about financial aid and submit all required records and forms to:
Director of Financial Aid
Stevenson University
1525 Greenspring Valley Road
Stevenson, Maryland 21153-0691
General Academic Information

University Curriculum

For each undergraduate degree, the University is committed to providing a solid base in the liberal arts. Therefore, all students are required to take courses that will help them develop an understanding of their cultural heritage; an appreciation of the arts and the humanities; the ability to communicate with ease orally and in writing; an understanding of society and how it functions; a knowledge of scientific methods and an interpretation of the natural world; and the ability to reflect, reason, and handle quantitative knowledge.

Through the courses in the major fields, students gain knowledge and understanding in a subject and experience in applying the content and methods of inquiry in that general area of study, such as the arts and humanities, science, business, information systems, accounting, law, or nursing. In each curriculum, students are also required to study subjects closely related to the major and to take courses that include knowledge and experience in technology. The goal throughout is to blend the liberal arts and a major field, thus providing an education that prepares our graduates for employment and for graduate study, a preparation for productive involvement in today’s world, and a desire for continuing education for the future.

Accelerated Bachelor’s Degree Programs

Accelerated degree programs are restricted to adult students. Courses are offered in the evening, weekend and online, making them convenient for working adults. Accelerated bachelor’s degrees are offered in the following:

- Business Administration
- Business Information Systems
- Computer Information Systems
- Criminal Justice (online)
- Interdisciplinary Studies
- Nursing (RN to BS option – on-site and online)
- Paralegal Studies

BS/MS Degree Options

Highly motivated and academically qualified undergraduates may accelerate their undergraduate studies and earn both a bachelor’s and a master’s degree in as few as five years through the BS/MS Option.

- BS/MS options have been designed to permit undergraduates majoring in Business Administration, Business Information Systems, Computer Information Systems, Criminal Justice, Interdisciplinary Studies or Paralegal Studies at the University to obtain both a bachelor’s in their major and a master’s in Business and Technology Management, or Forensic Studies.
- Chemistry or Biotechnology majors (or those who have comparable coursework) may choose a BS/MS option that leads to a master’s degree in Forensic Sciences.

Transfer students are also eligible to apply for the BS/MS option. The transferability of credits from an institution that is not accredited by a regional accreditation agency may be considered upon the receipt of documentation that demonstrates equivalency regarding course information, equivalencies, and learning outcomes. It is the student’s responsibility to provide this documentation.

BS/MS Options Leading to Master’s Degrees in Business and Technology Management and Forensic Studies

Students apply for both admission to the Stevenson Graduate Program and admission to the BS/MS option during the first semester of their junior year. Once selected, students develop an educational plan in consultation with their undergraduate and graduate advisors.

These BS/MS Options offer students a significant savings on tuition costs: Students may take at the undergraduate tuition rate up to two graduate courses (6 credits) that may count to satisfy both graduate and undergraduate university or major requirements. (Students must check with undergraduate advisors to determine which courses, if any, will count toward their undergraduate degree.) While still completing their undergraduate degree, students in these BS/MS options may take an additional four graduate courses (12 credits), including summer courses, at the undergraduate tuition rate. Students may take a maximum of six graduate courses (18 credits) at the undergraduate tuition rate while completing their undergraduate degree. The remaining graduate courses must be taken at the graduate tuition and fee rate after completion of the baccalaureate degree and acceptance into a graduate program.

In order to be admitted to the BS/MS option, the student must:

- Have completed at least 60 undergraduate credits at the time of application.
- Have a minimum 3.0 GPA, or permission from the undergraduate Department Chair.
- Submit a completed Application to Enroll and a completed Graduate Application by April 1 for priority consideration to begin taking graduate courses in the fall semester or by November 1 for priority consideration to begin taking graduate courses in the spring semester.
- Completed at least 75 credits before registering for graduate courses.
- Maintain a 3.0 minimum GPA while in the BS/MS option.

BS/MS Option Leading to Master’s Degree in Forensic Sciences

Students who enter Stevenson University as freshmen will have the option of pursuing a 4+1 program where they can earn a bachelor’s degree in Chemistry or Biotechnology in four years and a master’s degree in Forensic Sciences in as little as one additional year. This program fully prepares students for a career in a public or private forensic
laboratory, the biotechnology industry, and/or for further study at the doctoral level in Forensic Science.

Students choosing this option must apply to the master's program during their junior year. If admitted, they will begin taking graduate-level courses in their senior year. Students in this option must maintain a 3.0 cumulative and science/math grade point average. Admission to this program is selective, and continuance will be dependent upon demonstrated competencies, GPA, and other published measures. Program applications will be available September 1st and are due October 1st.

**Second Bachelor's Degrees**

The second bachelor's program is designed to meet the needs of graduates who wish to attain proficiency in another major field. To qualify for admission, students must hold a baccalaureate degree from a regionally accredited institution. A maximum of 90 transferable credits from a bachelor's degree program from an accredited institution may be applied toward the second bachelor's degree. The transferability of credits from a non-regionally accredited institution may be considered upon the receipt of documentation that provides course information, equivalencies, and learning outcomes. It is the student's responsibility to provide this documentation.

In addition, the student must meet the requirements of the “new” major department and must take the final 30 credit hours at Stevenson University. These 30 credits may not be met through the credit for prior learning option. To become fully acquainted with the program and its advantages, students should arrange for an appointment with an academic advisor. At that time, questions regarding formal admission, academic requirements, course load, and other topics can be discussed in detail. Students should bring copies of their college transcripts to this appointment.

Students who are earning two bachelor's degrees at Stevenson University must complete all program and secondary requirements for each degree as well as complete a minimum of 30 credits which count only toward the second bachelor’s degree. These courses may consist of program requirements, secondary requirements, and general electives (if needed). To complete the second degree, students must have earned a minimum of 150 credits.

**Master's Degrees**

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

- Business and Technology Management (on-site and online)
- Forensic Studies (on-site and online)
- Forensic Sciences

**Minors**

In order to enhance the university experience and assist in the development of Career Architecture, Stevenson University offers students the opportunity to structure and to pursue a minor field of study separate from and in addition to the student’s major field of study. The minors program allows students to expand their career options and professional flexibility, to develop skills to be applied to graduate or professional programs, and/or to pursue personal or intellectual interests. The minor option represents a significant opportunity for students to assess their needs and aspirations and to construct their own courses of study at Stevenson.

All students are encouraged to consider the minor option, but students are not required to pursue or complete a minor in order to complete a degree. Students who wish to minor in a particular field or discipline can structure a minor course of study with the assistance of an academic advisor, and they must declare their intentions to the Registrar's Office. Minors must be declared prior to the student's final semester.

The minor consists of at least 6 courses (for a minimum of 18 credit hours) in a particular discipline. For departments that offer bachelor's degrees, these courses must come from the major requirements within the discipline. These courses may be at any level, but students must meet all regular prerequisites before taking any course. All courses taken for a minor must be in the same discipline, and none may be a Core Skills requirement except by permission of the department or program in which the minor is pursued.

Courses that are among the “Major Requirements” of a student's major at the time of graduation may not apply toward the student’s minor. At least nine of the total credit hours for the minor must be taken at Stevenson University. Students may not apply for a minor after the bachelor’s degree is awarded. Upon graduation, the student’s transcript will indicate the minor course of study that the student has completed.

Minors are currently being offered in the following fields:

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

For information on whether or not a minor is being considered in other fields, contact the appropriate department chair or program coordinator. Some departments and programs may individually decide not to offer a minor. The following departments have already decided not to offer minors at the present time: Biotechnology, Business Communication, Early Childhood Education: Liberal Arts and Technology, Elementary Education: Liberal Arts and Technology, Forensic Sciences, Interdisciplinary Studies, Medical Technology, Middle School Education: Liberal Arts and Technology and Nursing.

**Special Programs**

While at the University, students have the option of selecting off-campus learning experiences through cooperative education, fieldwork, internship, and/or independent study, in addition to the courses listed in the catalog.

**Internship (non-credit)**

Non-credit internship opportunities exist for all students seeking bachelor’s degrees. As an important part of the Career Architecture process at Stevenson University, career
exploration and preparation are keys to a student’s success. In internship positions, students gain valuable hands-on experience working part-time while pursuing degrees. Students are eligible for non-credit internship positions on the basis of their academic achievement, faculty recommendations, and the completion of requirements. Students can work part-time during the academic year, and full-time over the summer. Many students receive full-time job offers from their internship employer upon graduation. All non-credit internships are housed on Mustang Central, an online jobs database. To begin the process, students should contact a counselor in the Career Services office.

Internship (for credit)

As an important part of the Career Architecture process at Stevenson University, career exploration and preparation are keys to a student’s success. This off-campus learning experience is reserved for second, third, and fourth-year undergraduate students who want to gain essential hands-on learning beyond the classroom prior to graduating. Internships may or may not be paid depending on departmental and employer policy. Students receive credit and a pass/fail grade for their participation, which is minimally 120 hours during a semester. Placement of students is arranged by the University for select areas of study, whereas other areas of study encourage students to self-select opportunities.

Students can explore internship opportunities through Mustang Central, an online jobs database maintained by Career Services. The Career Services office can also assist students with resume/cover letter writing and interview preparation skills. All internships must be approved by the appropriate Department Chair. Students must secure an internship and register for the coordinating course prior to the semester in which they plan to complete the internship. Upon selection and approval of an internship, students will be assigned a faculty advisor who will monitor the experience. At the conclusion of the internship, the student, faculty advisor, and work supervisor evaluate the experience.

Fieldwork

Fieldwork, by design, is an experience that will involve the student in the metropolitan community as a volunteer assistant in some humanitarian endeavor. It serves as a practical laboratory for a course that the student is taking. Cooperation of the agencies that engage students is prearranged by the University. Faculty members counsel and visit the student engaged in fieldwork, and the student, faculty, and fieldwork supervisor evaluate the student’s experience at the conclusion of the time of service.

Directed Study

Directed study options are available to those who demonstrate the ability to pursue their particular interests in depth. Prior to involvement in a directed study, the student must first enter into an agreement with a supervising faculty member in such a way that the student sets forth his or her plan for the proposed study. The student prepares a clear, concise statement of the course area, topic, or problem to be studied; the reasons for doing the study; tentative plans for background reading, bibliography, and other research; plans to initiate the study; an outline; and the anticipated outcomes of the study. Approval of the Executive Vice President for Academic Affairs and Dean must be secured after evaluative criteria have been established by the student and his or her instructor and prior to beginning the directed study.

University Curriculum Objectives

Philosophy and Objectives of the Core Curriculum

Philosophy: Stevenson University is committed to a strong general education program facilitating and preparing students to meet civic responsibilities and employer needs and expectations in a diverse, increasingly global, and ever-changing community. The Core Curriculum emphasizes the following goals: the development of essential skills; a broad exposure to a diversity of perspectives and values in the liberal arts and sciences; and the exploration of individual, cultural, global, and ethical considerations in human relations. To the degree that the Core meets these goals, the university will be achieving its mission, and Stevenson University graduates will be well positioned to succeed in their careers and assume their places as responsible, judicious, and contributing citizens to both their communities and the world.

Objectives of the Core Curriculum

Development of essential skills
1. Demonstrate effective oral and written communication skills.
2. Demonstrate basic technological competence.
3. Demonstrate ability to obtain, evaluate, and use information to solve problems.
4. Demonstrate knowledge of basic wellness principles.
5. Exposure to a diversity of perspectives and values in the liberal arts and sciences.
6. Identify key concepts, perspectives, methods, values underlying, and applications of the fine arts, social sciences, humanities, mathematics and the sciences.
7. Exploration of individual, cultural, global, and ethical considerations in human relations.
8. Demonstrate knowledge of the effects of individual, cultural, and global differences on human relations.

In 2009, the Faculty Council approved resolutions regarding the University writing and computer literacy requirements. These were approved by the President and are in effect for 2009-2010 catalog year.

Goals of the University Writing Requirement

The goals of the Stevenson University Writing Requirement are to produce graduates who will write with integrity and authority in the style and to the standards of his or her academic discipline and to the standards of academic communication.

Objectives of the University Writing Requirement
1. Upon successful completion of the writing curriculum, Stevenson University graduates will
2. Demonstrate undergraduate competence in advanced critical thinking: synthesis and evaluation.
3. Demonstrate undergraduate competence to the standards of the academic discipline.
4. Demonstrate a working knowledge of the writing style of the academic discipline.
5. Demonstrate undergraduate competence in finding and identifying sources suitable for a specific problem and a specific audience.

Writing plays a vital role in the Stevenson Core Curriculum. A sequence of writing courses prepares students to meet the requirements of their university course work and the expectations of future employers. First-year students are placed in writing courses using a combination of Verbal SAT scores and an ETS English placement test (See Placement). Depending on their placement, some students must take
ENG 148, Introduction to Composition, which includes a review of grammar. All students must demonstrate competency in writing by earning a minimum of a "C-" in ENG 151, Composition and Writing from Sources. Honors Program students may substitute HON 171 and ENG 172H for ENG 151 and 152. In addition, students are required to take a 200-level writing course which may be in their major.

**Goal of the University Computer Literacy Requirement**

At Stevenson University, the goal of computer literacy is to equip students with the ability to identify, access, and use technology to communicate effectively and ethically.

**Objectives of the University Computer Literacy Requirement**

1. Identify basic computer hardware, software, devices, and application.
2. Access the tools and software available to them through the Stevenson University network.
3. Use appropriate technology tools to produce a viable product in an academic and professional environment.
4. Make decisions in an ethical manner while using technology.

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**University Degree Requirements**

**Requirements for the Bachelor's Degree**

In order to obtain a bachelor’s degree from Stevenson University, a student must fulfill the following requirements:

- Earn a minimum of 120 credits, which must include a minimum of 30 credits at the 300- or 400-level.
- Complete the Core Curriculum for a bachelor’s degree (see Core Curriculum section of this catalog).
- Successfully complete the courses required by the major. “I” grades (incompletes) must be cleared from the student’s record.
- Achieve a cumulative grade point average of at least 2.00; the GPA is calculated on the basis of work done at Stevenson University only.
- Program requirements may stipulate a higher GPA. Students should contact the department for information.
- Earn a minimum cumulative grade point average in the major of 2.00. Majors may have additional grade/GPA requirements. Please consult the “Fields of Study” section of this catalog for specific program requirements.
- Earn at least 30 credits at Stevenson University;
- Earn the final 30 credits at Stevenson University unless permission is granted in writing by the Associate Dean for Academic Support Services.
- Comply with the general regulations of the University.
- File the official Application for Graduation.

**Core Curriculum (Bachelor’s Degree)**

Stevenson University requires all bachelor’s degree-seeking students to complete a minimum of 16 academic courses in the liberal arts and sciences and 1 course in physical education. In order to fulfill this requirement, all students must complete the following:

**Skills Courses**

- Three writing courses (9 credits)
  - ENG 151 (Note: A grade of “C-” in ENG 151 is required to meet the University writing competency requirement and to proceed to other English courses);
  - ENG 152;
  - an additional writing course, 200-level or higher, which may be in the major.

- One communication course (3 credits). This course may be in the major.
- One physical education course. May also be fulfilled by a life skill or wellness learning course. (1 course, 1 credit).
  - Completion of one season of a Stevenson team sport will also satisfy this requirement. Only one credit may be counted in a student’s total credit count. PE courses are pass/fail.
- Computer Literacy Requirement. All students entering the University are required to successfully complete IS 134—MS Windows and Office Applications, unless specifically exempted. Students do not need to take IS 134 if they have demonstrated computer literacy by one of the following methods:
  - Achieve a passing score on the Computer Literacy Assessment.
  - Achieve a grade of “C” or better in an equivalent course at another institution.
  - Achieve a grade of “C” or better in an equivalent course as required by majors in Visual Communication Design, Nursing, and Film, Video and Theatre.

**Distribution Courses**

Note: All these courses must be outside of the discipline of the major, but they may fulfill secondary program requirements for the major.

- Fine Arts (3 credits)
  - Art
  - Film
  - Music
  - Photography
  - Theatre
- Social Science (2 courses, 6 credits, from two different disciplines)
  - Anthropology
  - Economics
  - Geography
  - Human Services
  - Political Science
  - Psychology
  - Sociology
- Mathematics and Science (3 courses, 10–12 credits, at least one lab science and one math at the level of Math 121 or higher, not including Math 132. (Math 201, however, may only be used as a second math course in this requirement.)
  - Mathematics
  - Biology
  - Chemistry
  - Physical Science
  - Physics
- Humanities (4 courses, 12 credits, from at least three different disciplines)
  - History
  - Literature
  - Philosophy
  - Religion

**Core Electives** (2 courses, 6 credits) These two courses may be selected from any of the distribution disciplines or from foreign language courses, communication (CM) courses, English writing and language courses, or interdisciplinary courses that include one of the distribution disciplines. Both of these courses must be outside of the discipline of the major, and they cannot be used to fulfill any additional Core requirements, but they may fulfill secondary program requirements for the major.
Foreign Language
Candidates for the Bachelor of Arts degree must complete six credits of foreign language at the 200-level. They may use their two Core Electives (see above) to fulfill this requirement.

Graduation Information
To qualify for graduation, students must meet all university and departmental requirements as stated in the University catalog. Students must fulfill catalog requirements in effect at the time of matriculation; however, students may elect to move to a later catalog year. Students may not split requirements from multiple catalog years. It is the responsibility of the student to fulfill all requirements for graduation. Careful consultation with an academic advisor is strongly encouraged.

Degrees are conferred in May, August, or December. Participation in a commencement ceremony does not confer a degree. Diplomas and final transcripts may be withheld for any graduate with unresolved financial obligations or non-compliance with federal financial aid regulations.

The academic records of anyone receiving a degree are closed three months after the end of the semester. Any changes to the academic record must be made by this date.

Graduation Application
Graduating students are required to file an application for graduation. The application must be filed with the Registrar’s Office according to published deadlines. At the time of application, a $25 fee is charged.
- December graduates must file by August 1.
- May graduates must file by January 1.
- August graduates must file by March 1.
Failure to apply by the published deadlines may delay the evaluation and awarding of a student’s degree. Students may apply online via WebXpress or complete the “Application for Graduation Form” available in the Registrar’s Office.

Graduation Ceremonies
Scheduled commencement ceremonies are held in May and December. Spring and summer graduates are invited to participate in the commencement ceremony in May. Fall graduates are invited to participate in the commencement ceremony in December.

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

- Summa Cum Laude: 3.90–4.00
- Magna Cum Laude: 3.70–3.89
- Cum Laude: 3.50–3.69

Honors are not awarded for graduate degrees.

Graduation Awards for Accelerated Students
(Note: graduation awards for Accelerated Students are presented at Graduation for the School of Graduate and Professional Studies)

Dean’s Award for Exceptional Scholarship
The Dean’s Award for Exceptional Scholarship is conferred from time to time on one undergraduate graduating student and one graduating graduate student who has performed academically in a particularly exceptional way, has demonstrated unique intellectual ability and initiative, and has contributed to the academic pursuits of his or her peers.

Marion and Henry J. Knott Achievement Award
The Marion and Henry J. Knott Achievement Award is presented to one graduating student (undergraduate or graduate) who has demonstrated the ability to achieve academically, to reach out to the needs of others at the university, and to persevere toward a goal while also managing major primary responsibilities outside college life.

Nursing Division Awards
The Sharon Anne Dwyer Award for Excellence in Clinical Practice is presented to the pre-licensure and RN/BS graduate who has demonstrated excellence in both the art and science of nursing and whose care of patients and families is characterized by creativity, insight, compassion, and accountability.

The Judith A. Feustle Award is presented to the pre-licensure and RN/BS graduate who best exemplifies the holistic practice of nursing through excellence in clinical care, critical thinking, leadership, and professionalism.

The Megan Sheridan Award is given in memory of Megan Sheridan to the pre-licensure and RN/BS graduate whose vision and insight into the practice of professional nursing reflects exceptional sensitivity to the unique characteristics and needs of each patient and family entrusted to her care.

The R.O.S.E. AWARD (Recognition of Student Excellence) was initially presented by the first graduating class in May 1994 to recognize student excellence. This award is presented by the pre-licensure and RN/BS graduating class to the member of that class who best exemplifies the qualities of peer support and guidance with gratitude from your fellow students.
Academic Policies

Academic and student policies are contained in the online, comprehensive Stevenson Policy Manual, which is updated regularly. The following section contains information on some basic academic policies and procedures that pertain most directly to students.

### Academic Awards

#### Academic Achievement List

The Academic Achievement List announces part-time undergraduate students who demonstrate outstanding scholastic achievement during each semester. To qualify, a student must earn a cumulative grade point average of 3.5 or better in the semester in which he or she accumulates 15, 30, 45, 60, 75, 90, 105 or 120 credits. Transfer credits are not included in this computation.

#### Dean's List

The Dean's List announces full-time undergraduate students whose academic achievement is outstanding during each semester. To qualify, a student must earn a grade point average of 3.5 or better and must have completed 12 credits or more during that semester. A student is not eligible for the Dean's List while an incomplete grade is in effect.

#### Who's Who Among Students in American Colleges

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

### Academic Information

#### Grade Point Average

Academic standing, graduation, and honors are based on the grade point average. This is computed by multiplying the number of semester hours of credit by the points given to the grade and dividing the sum of the products by the total number of semester hours carried. The grade points allotted to each letter grade are listed in the Grading System section of the catalog.

#### Academic Probation

Any student who has attempted 9 to 18 semester hours of credit and whose grade point average falls below 1.50 is on academic probation. A student who has attempted 19 to 29 semester hours of credit and whose grade point average falls below 1.90 is on academic probation. After a student takes 30 or more credits, he or she must maintain a grade point average of 2.00 in order to be in good academic standing. All students on academic probation are required to meet with their academic advisor or their program coordinator prior to the beginning of the next semester.

#### Academic Suspension

Student grades are reviewed at the end of each semester. Two consecutive semesters below the standard for good academic standing (as defined above) will result in academic suspension for a minimum of one full semester; i.e., a fall or spring term. After the semester of academic suspension, students may petition to be reinstated by submitting a letter to the Academic Review Board no later than May 1 for the fall semester and November 1 for the spring semester.

If extenuating circumstances exist, a student may appeal this suspension prior to being away from the University one full semester. (Specific deadlines and instructions for appeals are in the letter that the student receives upon suspension.) Students for whom an appeal is granted will come before the Academic Review Board to discuss their academic status.

In either of the above circumstances, the Academic Review Board may make one of the following decisions:
- The student is reinstated on continued probation and must follow specific requirements outlined in the reinstatement letter.
- The student is not reinstated.

#### Academic Standing - Graduate Students

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

A minimum cumulative 3.0 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within five years after the first course applied to the degree was completed.

#### Access to Records

Stevenson University complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380, as amended p.1. 93–568) and any subsequent amendments or regulations. In accordance with FERPA, Stevenson University students have the right to inspect and review information in their official university records. The Registrar coordinates the inspection and review procedures for student educational records. Students wishing to review their records must present a written request to the Registrar, listing the item or items of interest, and must present their Student I.D. at the time of the request. The Registrar will grant access within a reasonable period of time but not later than 45 days after the request is made.

Additional information about FERPA may be found on the Registrar’s section of the University’s web site or in the Student Handbook.
Athletic Department Class Conflict Policy

Stevenson would like to provide the best education possible for those individuals who have chosen to represent the University in intercollegiate athletic participation. Student athletes will, on occasion, have varsity athletic conference games scheduled at times which conflict with regularly scheduled academic classes. Student athletes should keep in mind their athletic schedules when pre-registering for classes each semester. Please refer to the complete policy which outlines student, faculty, and athletic department responsibilities. The policy and the appropriate forms may be found at <www.stevenson.edu>.

Attendance

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

Auditing Courses

A student may audit a class if it is open for enrollment. Students may change an audit to a credit course only during the first week of class. Students may change a credit course to an audit until the last day to withdraw with a “W.” Any requests to change a course’s status must be made in writing to the Registrar’s Office. Changing a course to “audit” may have financial aid implications. Courses that are audited are the same cost as courses that are taken for credit, and no academic credit is given for an audited class. Students who change a course to audit status are expected to attend the class.

Calculation of Class Level

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

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Completed Credits</th>
<th>Class Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 to 26.5</td>
<td>First</td>
</tr>
<tr>
<td>Sophomore</td>
<td>27 to 54.5</td>
<td>Second</td>
</tr>
<tr>
<td>Junior</td>
<td>55 to 89.5</td>
<td>Third</td>
</tr>
<tr>
<td>Senior</td>
<td>90 or more</td>
<td>Fourth</td>
</tr>
</tbody>
</table>

Course Add/Drop

Students may add or drop classes only during the published add/drop period. Course changes during the published time will not appear on the student’s transcript.

Course Load

The normal full-time undergraduate student load is 15 to 18 credit hours per semester. Any undergraduate student who is carrying 12 or more credit hours is classified as a full-time student. A student may not register for more than 18 hours in any one semester without the permission of the Dean of the School of Graduate and Professional Studies. Students are prohibited from taking more than 22 credits in a single semester.

A semester hour represents credit earned for one hour of class or two hours of laboratory work during each week of one semester for fifteen weeks or its equivalent in guided learning in an accelerated time frame. Thus, a student who does satisfactory work in a class that meets three times a week for one semester or its equivalent in an accelerated format receives three credits for that class. In certain courses, three or more periods of laboratory, clinical, field-work, or internship are equivalent to one lecture period.

Course Registration

Students must register on the days scheduled in the academic calendar. Students register at their assigned appointment time, and all registration is done online using WebXpress. For those unable to access a computer, in-person registration is also available in the Registrar’s Office or with your Student Support Coordinator. Undergraduate accelerated students with fewer than 30 completed credits are required to see their advisor prior to registration.

Students who are required to have a health form must have it on file with the University nurse prior to registration. Students complete registration when all financial obligations have been met. Students who have not paid by the tuition due date will have a registration hold on their account and will not be allowed to register for the next term of classes until the account is settled.

Courses may be cancelled for insufficient enrollment.

Course Withdrawal

To withdraw from a course, students must complete a “Withdrawal from Class Form.” The form must be submitted to the Registrar’s Office. Students may also complete the online form located on the Registrar’s Office website at http://apps.stevenson.edu/forms/registrar/withdrawal.cfm. Students may not withdraw from courses online through WebXpress. Notice to the instructor of intent to withdraw is insufficient. Students who stop attending and fail to officially withdraw from a class will be given a grade of “FX” which calculates as an “F.”

Students may withdraw from a course during the published withdrawal dates. Students withdrawing from class during this period will have the grade of “W” recorded on their transcript; a grade of “W” does not affect the GPA. The last date for withdrawal from a course without penalty is listed in the academic calendar for each semester. Withdrawing from a course after the published withdrawal date results in a grade of “WF” which calculates as an “F.” Students may not withdraw from classes during exam week.

Final Examinations

All students are required to take final examinations. If a student misses an examination because of an emergency or illness, the student must contact the faculty member as soon as possible. If the student cannot reach the faculty member, the student should contact the Dean of the School of
Graduate and Professional Studies. The faculty member will work with the student to provide an opportunity for the student to take the examination at a rescheduled time. Students will not be permitted to reschedule for reasons other than documented emergencies or illness.

**Grading Scale - Undergraduate**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
</tr>
<tr>
<td>D</td>
<td>60–66</td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
</tr>
</tbody>
</table>

**Grading System - Undergraduate**

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

Grading Scale - Undergraduate

Students’ grades are not mailed. Final course grades are posted on WebXpress at the end of each session and semester. If needed, students may obtain an official grade report by contacting the Registrar’s Office. GPA is calculated by dividing the total number of quality points earned by the number of attempted credits.

The grading system for undergraduate students is provided below. (The grading system used for graduate students is described in the next section.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>FX</td>
<td>Student stops attending class but fails to officially withdraw. This is calculated as an “F” in the GPA.</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal if done within specified dates for the session</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal after the “W” deadline (calculated as an “F” in the GPA)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>P/NC</td>
<td>Pass or No Credit</td>
</tr>
</tbody>
</table>

**Graduate Grading Policy**

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

- **A = 4.0** Excellent: Outstanding achievement and initiative exceeding course requirements.
- **B = 3.0** Good: Work meeting minimum course requirements at the graduate level.
- **C = 2.0** Unsatisfactory: Work failing to meet the minimum course requirements. It is the lowest possible passing grade.
- **F = 0.0** Failure: Academic Probation

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

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

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

**Incompletes**

A grade of Incomplete (I) will only be granted by written request and is subject to the Dean of the School of Graduate and Professional Studies and the faculty member. Incompletes are granted only when a student, because of illness, death in the family, or documented crisis situation, has not completed the course before the end of the semester. An incomplete grade that is not removed within 30 days from the end of the semester automatically converts to a grade of "F."

**Leave of Absence**

A degree-seeking student who finds it necessary to interrupt enrollment at the University (for one or more consecutive semesters with the intent of resuming studies at a later date) must complete the leave of absence section of the “Withdrawal from University Form” that is available in the Registrar’s Office or on the Registrar’s Office website. The student should contact the Student Support Coordinator for their particular program in order to complete the form. This request will ensure that the student continues to receive university registration information and will not need to reapply for admission when he or she returns. This leave of absence is effective for two consecutive semesters. A student who is on leave of absence for three or more consecutive semesters must reapply for admission.

**Non-Credit Courses**

The University offers non-credit developmental courses that provide support for basic skills. If, as a result of placement testing, a student is required to complete such a course, the course will be considered equivalent to three credits when computing fees and course credit load.
Online Course Non-Participation Policy

Any student (accelerated or graduate) enrolled in any undergraduate or graduate online Stevenson University course will be dropped from such course by the Registrar’s Office if the student does not participate in the online course by 11:59 p.m. of the Sunday of the first week of the session. A student will be deemed to have participated in the course if the student logged into the course. A student who is dropped from a course for non-participation under this policy will not be charged any tuition or fees for the course.

Pass/No Credit Option

Students may choose to take two pass/no credit courses outside of the major and secondary requirements limited to the Core Electives, unless otherwise stipulated by the major. Students may take only one pass/no credit course per semester for a total of two courses on the student’s transcript. A passing grade in this option equates to a “C” or better. The student may register for credit or for pass/no credit, and may switch to credit or to pass/no credit no later than the published add/drop date. Neither pass or no credit has an impact on the student’s GPA. The purpose of the Pass/No Credit Option is to encourage students to take electives for intellectual exploration. This option does not affect classes that already have departmental pass/fail or pass/no credit options.

Policy on Matriculated Students Taking Courses Elsewhere

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

Exceptions for any of these regulations can be made only by the Dean of the School of Graduate and Professional Studies.

1. All major requirements must be taken at Stevenson University.
2. Because the curriculum is based on a special commitment to writing, all writing courses must be taken at Stevenson University, unless exempt (see exemptions under Placement Policy).
3. The last 30 credits must be taken at Stevenson University unless a waiver is granted in writing by the Dean of the School of Graduate and Professional Studies.
4. Courses may not be taken elsewhere during a semester (including May and summer terms) in which they are being offered at Stevenson.

Repeating Courses

Repeating Courses - Undergraduate Students
If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become part of the student's academic record.

Repeating Courses - Graduate Students
If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become part of the student's academic record. Students may repeat one course in a graduate program one time.

Once a student has repeated a course, the student will not be permitted to repeat any other course.

Transcript Requests

Transcripts are sent at the written request of the student or through WebXpress. The Registrar’s Office does not accept e-mail requests. The cost for a transcript is $3; same day service is also available at a charge of $10. Faxed requests are not accepted, and transcripts are not faxed. All financial obligations to the University (parking violations, library fines, and invoices for lost items) must be met, or transcripts will be held. After graduation or upon withdrawal from Stevenson, students receiving financial aid are required to complete an online financial aid exit interview before transcripts will be issued.

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

Withdrawal from University

A degree seeking student who finds it necessary to withdraw from the University must do so in writing. The student may obtain a “Withdrawal from University Form” from the Registrar’s Office website. After completion, the form should be faxed to the Dean of the Graduate and Professional School at 443-394-0538.

Academic and Support Services Policies

Accommodations for Students with Disabilities

Stevenson University has no formal program for students with disabilities. However, the University, as required by the American with Disabilities Act (ADA) and section 504 of the Rehabilitation in Education Act of 1973, attempts to provide reasonable classroom accommodations for students with disabilities who provide the required, formal documentation from a licensed or certified practitioner (physician, psychologist, or learning specialist). No testing for the purpose of identifying or verifying disabilities is conducted by the University. Documentation for disabilities must be submitted by the end of the first week of each semester. Requests for services must be made each semester a student is enrolled even if the student received accommodations the previous semester.

Assistance in developing time management skills, note-taking skills, and general study skills is available through the Office of Academic Support Services and in DEVR 106# to students who test into that course. The University also offers all students peer tutoring in the Academic Link.

Students may obtain a copy of the University’s full policy regarding accommodations for students with disabilities (which contains information on the process to follow for submitting formal documentation of disability) by contacting the Office of Academic Support Services or consulting the Student Handbook.
Student Conduct and Performance

College students are adults and, as such, are expected to take personal responsibility for their own conduct. Stevenson University reserves the right to suspend, dismiss, or otherwise discipline a student who violates the policies or regulations of the University with respect to conduct or with respect to academic procedure or achievement. In addition, the University may ask a student to withdraw for reasons of conduct detrimental to the spirit and operation of the University.

Grade Appeals

The Grade Appeal Policy applies to questions of an instructor’s evaluation of student performance. The expectation is that the majority of appeals can be resolved through a flexible process of direct communication between student and instructor. A formal series of procedures has been established to ensure fairness to all parties in cases that cannot be resolved informally. The grade appeal process is as follows:

1. Grade appeal form must be completed and filed in the Registrar’s Office within 30 calendar days of the last day of the semester.
2. The student must contact the instructor within 5 business days of the filing of the appeal.
3. If the appeal is not resolved and the student wishes to continue the appeal process, the student must appeal in writing to the next level supervisor within 5 business days.
4. Once the appeal has been filed, it is the student’s responsibility to work through the steps in the process.

For a copy of the full policy, with details on the formal procedures and deadlines, contact the Office of the Registrar or the Office of Academic Support Services.

Plagiarism and Academic Dishonesty

To promote the free exchange of ideas, the Stevenson University community depends upon the academic honesty of all of its members. While acknowledging that the vast majority of students conduct themselves with fundamental honesty, the University seeks to set the highest ethical standards. For students, academic honesty is merely a prelude to the personal integrity and professional ethics that will govern their careers. In all cases, intellectual honesty provides the clearest path to knowledge, understanding, and truth—the highest goals of an academic institution. Therefore, the University expects honesty from all of its members in every academic setting. Academic honesty applies to all situations, including but not limited to documenting all sources used in assignments, completing all tests without unauthorized assistance, and providing accurate information on university documents.

Violations of academic honesty and ethics include cheating, plagiarism, obtaining unauthorized assistance in the preparation of assignments, fabricating data or sources, presenting the same work for credit in more than one course without explicit permission of all interested instructors, or other unethical acts such as lying, stealing, physically abusing another person, or threatening another. Violators are subject to sanctions as specified in the University’s Policy on Academic Honesty. A copy of the full policy is available in the Student Handbook.

Student Grievances

Any member of the University community who feels that his or her rights (academic or non-academic) have been violated by another student, faculty member, administrator, or other member of the University should first attempt to resolve the issue informally.

In the event that a resolution cannot be reached informally, an investigation will be conducted to determine whether the allegation has merit and/or whether it can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the President or the Executive Vice President for Academic Affairs and Dean. If so, such disposition shall be final, and there shall be no subsequent proceedings.

A University Hearing Board has been established to consider grievances that could not be resolved in either of the ways described above. For a copy of the full policy, consult the Student Handbook.
Undergraduate Fields of Study

Note: Information given below is for accelerated undergraduate degree programs offered by the School of Graduate and Professional Studies. For information about traditional undergraduate degree programs, see the traditional undergraduate catalog.

Business Administration

Business Administration Program Description
The accelerated bachelor's degree in Business Administration prepares students for a career requiring an understanding of business functions and the ability to integrate and coordinate them. The program's goal is to provide graduates with the knowledge, skills, critical thinking ability, and technological competence essential to business decision making, conducting research, analyzing information, and communicating effectively. The program includes major courses in business, electives in a variety of business functions, and a core of liberal arts and science courses. The Business Administration curriculum also provides graduates with an excellent background to continue their education by pursuing a graduate degree in business or a business-related field.

The accelerated program works best for students who are highly motivated, self-directed and learn well independently. Most courses are scheduled either online or in 5- or 8-week formats which meet one night per week. It is an intense program that differs from courses students have taken in a traditional 15-week semester. Students will be expected to complete many of their assignments and coursework outside of class using the web, e-mail and other means. Students should be prepared to discuss their reading assignments, to work in small groups, and to share their experiences, both orally and in writing.

Business Administration Program Outcomes
Upon completion of the Business Administration major, graduates will demonstrate the ability to
- Describe and explain business functions and technology affecting the conduct and structure of business organizations.
- Analyze and explain business problems, and propose solutions, both independently and in teams.
- Communicate business information in both oral and written expression.
- Identify, analyze, and evaluate ethical issues, principles, and practices that affect business in domestic and global environments.
- Pursue contemporary business careers.

Business Administration Program Policies
Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C-" in major courses. When a grade below "C-" is earned in a required major course, the student must repeat that course. A course may be repeated once without special permission. Business Administration majors must apply in writing to the Department Chair requesting permission to repeat a course for a second time. Those who do not successfully complete a major course with a grade of "C-" or better after a third attempt will not be allowed to continue in the business administration program. No student will be allowed to enroll in the next course in a sequence without earning a grade of "C-" or better in the preceding prerequisite course.

Business Administration Program Requirements
The courses listed below are required for completion of the B.S. degree in Business Administration. Students must also complete the requirements for the Stevenson Core Curriculum. Typically, students will take lower-level (100- and 200-level) courses in their freshman or sophomore years and upper-level (300- and 400-level) courses in their junior or senior years.

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

Major Requirements:
- MGT 204 Principles of Management
- MGT 310 Organizational Behavior
- MGT 313 Operations Management
- MGT 430 Capstone
- MKT 206 Principles of Marketing
- FIN 402 Principles of Finance
- LAW 208 Business Law
- 5 Business-related Electives (15 credits)

Secondary Requirements:
- ACC 101 Introduction to Accounting I
- ACC 102 Introduction to Accounting II
- ACC 221 Cost Accounting
- EC 201 Economics: Macro *
- EC 202 Economics: Micro *
- ENG 210 Business Writing *
- IS 134 MS Windows and Office Applications *
- IS 135 Advanced MS Office Applications
- IS 150 Relational Database Design & SQL with MS Access
- MATH 140 Basic Statistics *
- PHIL 416 Business Ethics *

Business Administration Other Options

BS/MS Option:
The BS/MS Option has been created for students majoring in Business Administration who wish to combine their bachelor's coursework with work for a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn both a bachelor's and a master's degree in as few as five years. Students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. More information on the BS/MS Option is
contains within the General Academic Information section of this catalog.

Minor:
Although no minor is offered in Business Administration, students majoring in other fields who have an interest in business may consider taking a minor in Accounting, Economics, Finance, or Marketing. Students should check with their advisors for more information. Students may also consider an interdisciplinary program.

**Business Information Systems**

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

The BIS major consists of core courses in programming, network, and database design, followed by a career focused track in technology management. To prepare for the workplace, students take a series of practical courses in systems, data, security and network management where they examine business problems and the array of possible technology solutions. Students then take a sequence of courses in business management, marketing, and entrepreneurial leadership. The program’s blend of practical business and technology courses prepares the graduate to enter business as a well rounded professional who knows how to think analytically, assess a business problem and select the best technology solution.

Most graduates of these degree programs elect to continue their education at the graduate level by pursuing a master’s degree in Business and Technology Management which is also offered in an accelerated 8-week format.

**Business Information Systems Program Outcomes**
Upon completion of the Business Information Systems program, graduates will demonstrate the ability to:

1. Articulate technology skills learned and applied during their academic career.
2. Perform those Information Technology tasks essential to their chosen career path in application, network or database design.
3. Communicate with confidence technology ideas in team meetings and public forums.
4. Demonstrate a professional competency in research, analysis and technical writing.
5. Converse in the languages of application, network, and database design.
6. Assess business problems using analytical and critical thought processes to identify the best technology solution.
7. Pursue an IT career as a well rounded technology professional, able to leverage talents and interests.

**Business Information Systems Program Policies**
Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C-” in major courses. When a grade below “C-” is earned in a required major course, the student must repeat that course. A course may be repeated once without special permission. Information Systems majors must apply in writing to the Department Chair requesting permission to attempt a course for a third time. No student will be allowed to enroll in the next course in a sequence without earning a grade of “C-” or better in the preceding prerequisite.

**Business Information Systems Program Requirements**
The courses listed below are required for completion of the B.S. degree in Business Information Systems. Students must also complete the requirements for the Stevenson Core Curriculum. Typically, students will take lower level (100- and 200-level) courses in their freshman or sophomore years and upper-level (300- and 400-level) courses in their junior or senior years.

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

**Major Requirements:**

**Information Systems Core Lower Division Courses**
(to be taken by all students)
- IS 135 Advanced MS Office Applications
- IS 140 Information Systems Architecture and Design
- IS 150 Relational Database Design & SQL with MS Access
- IS 170 Systems Development with UML
- IS 231 Network Technologies
- IS 240 Programming Concepts with Visual Basic .NET

**Information Systems Core Upper Division Courses**
(to be taken by all students)
- IS 480 Technology Law
- IS 481 Project and Knowledge Management

**Technology Management Track**
(Note: Students may substitute one of the tracks listed under the Computer Information Systems major; if they do so, they will be awarded the Computer Information Systems degree.)
- IS 280 Data & Database Management
- IS 380 Information Security for the Organization
- IS 385 Management of Business Networks
- IS 386 E-Commerce Solutions
- IS 387 Wireless Technology Solutions for the Office
- IS Electives (2 upper-level courses)

**Secondary Requirements:**
(to be taken by all students)
- ACC 215 Principles of Accounting
- ENG 212 Technical Writing*
- MGT 204 Principles of Management
- MGT 310 Organizational Behavior
- MGT 424/ Entrepreneurial Development
- MKT 424
- MKT 206 Principles of Marketing
Business Information Systems Other Options

BS/MS Option:

The BS/MS Option has been created for students majoring in Business Information Systems who wish to combine their bachelor's coursework with work for a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn both a bachelor's and a master's degree in as few as five years. Students apply for both admission to the Stevenson Graduate Program and admission to the BS/MS option during the first semester of their junior year. Once selected, students develop an educational plan in consultation with their undergraduate and graduate advisors. More information on the BS/MS Option is contained within the General Academic Information section of this catalog.

Minor:

Students majoring in other fields may consider a minor in Information Systems. Check with the Department Chair, Business Information Systems and Computer Information Systems, for more information on creating a minor. IS 134 will count toward the minor.

Computer Information Systems

Computer Information Systems Program Description

The Computer Information Systems (CIS) major is designed for the student who is interested in pursuing a technical career in support of organizations. Employers are seeking highly skilled technology professionals who know how to utilize technology to improve the organization's competitive edge. This major consists of core courses in applied programming, network, and database design followed by an in-depth career focused track in software design, network, and database design. Students choose upper level electives in leading technology subjects of the day to round out their portfolio of skills. The program's in-depth practical application of computer technology prepares the graduate to enter the workplace as a well-versed technology professional. Many graduates of this bachelor's degree program elect to continue their education at the graduate level by pursuing a Masters in Business and Technology Management.

CIS and BIS students will develop a portfolio of essential skills valued by employers. They will become problem-solvers who know how to think analytically, assess business problems, and design the best technology solutions.

Please note that not all courses are offered in the accelerated format.

Software Design Track

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

Network Design Track

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

Computer Forensics Undergraduate Track

Computer Forensics is the use of specialized computer investigation techniques to identify, collect, preserve, examine, and analyze digital evidence for presentation in criminal or civil proceedings. Specialized tools enable the computer forensics investigator to develop timelines reconstructing computer usage across the internet and corporate local area networks. The CIS Computer Forensics Track offers a solid foundation in computer security culminating with elite skills in computer forensics. With the blend of security and forensics skills, graduates are not only prepared with the knowledge to prevent, detect, and recover from unauthorized malicious intrusions into the organization’s infrastructure, but also collect the digital evidence necessary to prosecute the intruders. This is a career field where the opportunities will increase exponentially in the coming months.

Computer Simulation and Game Design Track

Computer game design has moved well beyond the realm of entertainment and into the world of business, government and the military. The work of career professionals in computer simulation and game design not only entertains us, but also helps educate, train, and in some cases saves lives through simulation of what would otherwise be dangerous experiences. The Computer Simulation and Game Design Track offers a sequence of courses ranging from game design to development and deployment. Students will learn storyboarding, 3D modeling, audio integration, animation, and testing techniques. Computer simulation is a growing career field with applications across many industries and the government.

Computer Information Systems Program Outcomes

Upon completion of the Computer Information Systems program, graduates will demonstrate the ability to:

1. Articulate technology skills learned and applied during their academic career.
2. Perform those Information Technology tasks essential to their chosen career path in application, network or database design.
3. Communicate with confidence technology ideas in team meetings and public forums.
4. Demonstrate a professional competency in research, analysis and technical writing.
5. Converse in the languages of application, network, and database design.
6. Assess business problems using analytical and critical thought processes to identify the best technology solution.
7. Pursue an IT career as a well rounded technology professional, able to leverage talents and interests.
Computer Informations Systems Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a “C-” in major courses. When a grade below “C-” is earned in a required major course, the student must repeat that course. A course may be repeated once without special permission. Information Systems majors must apply in writing to the Department Chair requesting permission to attempt a course for a third time. No student will be allowed to enroll in the next course in a sequence without earning a grade of “C-” or better in the preceding prerequisite.

Computer Informations Systems Program Requirements

The courses listed below are required for completion of the B.S. degree in Computer Information Systems. Students must also complete the requirements for the Stevenson Core Curriculum. Typically, students will take lower level (100- and 200-level) courses in their freshman or sophomore years and upper-level (300- and 400-level) courses in their junior or senior years. Specific pre- and co-requisites for each course are provided in the Course Descriptions section of this catalog.

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

Major Requirements:

Information Systems Core Lower Division Courses
(to be taken by all students)
IS 135 Advanced MS Office Applications
IS 140 Information Systems Architecture and Design
IS 150 Relational Database Design & SQL with MS Access
IS 170 Systems Development with UML
IS 231 Network Technologies
IS 240 Programming Concepts with Visual Basic .NET

Information Systems Core Upper Division Courses
(to be taken by all students)
IS 480 Technology Law
IS 481 Project & Knowledge Management

Students must also complete the courses for one of the two tracks listed below. (They may substitute the Technology Management track offered under Business Information Systems; if they do so, they will be awarded the Business Information Systems degree.)

Software Design Track
IS 241 C# Object Oriented Programming
IS 232 Advanced SQL Query Design with Oracle & SQL Server
IS 343 Web Architecture & Design Technologies
IS 345 JAVA Programming
IS 346 ASP.NET & Cold Fusion Dynamic Web Application Design
IS 348 Visual Basic .NET Business Applications
IS 349 Designing Web Services and SOAs with JAVA
IS 443 XML eBusiness Applications
IS 444 Wireless Application Development
IS Electives (3 upper-level courses)

Network Design Track
IS 232 TCP/IP Communication Protocols for Windows and UNIX
IS 235 Advanced Windows Server Architecture & Administration
IS 331 Cisco TCP/IP Routing†
IS 332 High Speed Broadband Networks
IS 333 Sun Microsystems UNIX Server Architecture and Administration
IS 334 Telecommunications Systems
IS 335 Wireless LANs and Mobile Communication Systems
IS 431 Exchange Server & Messaging Systems‡
IS 432 Network Security Hacking Countermeasures Firewalls and Intrusion Detection Systems
IS Electives (3 upper-level courses)

Computer Forensics
IS 232 TCP/IP Communication Protocols for Windows and UNIX
IS 235 Advanced Windows Server Architecture & Administration
IS 331 Cisco TCP/IP Routing
IS 380 Information Security for the Organization
IS 391 Incident Response and Investigation Methods
IS 392 Information Systems Forensics Internals—Auditing
IS 393 Forensic Evidence Collection Tools and Techniques
IS 432 Network Security - Firewalls and Intrusion Detection Systems
IS 491 Hacking Attacks, Trace back and Counter Measures
IS Electives (3 upper-level courses)

Computer Simulation and Game Design
IS 241 C# Object Oriented Programming I
IS 252 Advanced SQL Query Design with Oracle & SQL Server
IS 270 Digital Image Design for Game Developers
IS 343 Web Architecture & Design Technologies
IS 371 Game Design Principles
IS 372 3D Modeling and Animation Techniques
IS 373 Game Audio Integration
IS 444 Wireless Application Development
IS 453 Multimedia FLASH Applications
IS Electives (3 upper-level courses)

Secondary Requirements:
(to be taken by all students)
ENG 212 Technical Writing*

Computer Information Systems Other Options

BS/MS Option:
The BS/MS Option has been created for students majoring in Computer Information Systems who wish to combine their bachelor’s coursework with work for a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn both a bachelor’s and a master’s degree in as few as five years. Students apply for both admission to the Stevenson Graduate Program and admission to the BS/MS option during the first semester of their junior year. Once selected, students develop an educational plan in consultation with their undergraduate and graduate advisors.
Minor:
Students majoring in other fields may consider a minor in Information Systems. Check with the Department Chair, Business Information Systems and Computer Information Systems, for more information on creating a minor. IS 134 will count toward the minor.

Criminal Justice Program Description
The Criminal Justice program at Stevenson University takes an interdisciplinary approach to the study of the causes and consequences of criminal activity. The curriculum is designed to combine theory with practice, requiring courses in psychology, sociology, law, technology, as well as in criminal justice. The program is offered online in accelerated 8-week sessions.

The major core requirements focus on an introduction to criminal justice, as well as constitutional law, criminal law, and computer crimes. Students elect a specialty track in either law enforcement or social service. The Law Enforcement Track focuses on police organization, criminal procedure and investigations and corrections. The Social Service Track focuses on children and family law, juvenile justice, addictions and individual and group counseling. Both tracks require a capstone course which requires students to synthesize the information and insights from their other courses in the criminal justice curriculum and to complete a major project or paper relating to a topic of special interest.

Graduates of the program are prepared for careers in their selected track or to continue their education in graduate programs. Students selecting the law enforcement track are prepared for careers in police and investigative work at the federal, state and local levels of government, in public and private sector jobs in corrections facilities, in homeland security and in protective services. The social service track prepares graduates for careers in fields such as child protective and family preservation services, juvenile justice, substance abuse and behavioral disorders. Students are also prepared to continue their education in graduate programs. Students may elect to continue their education at the graduate level by pursuing a B.S to MS option leading to a combined bachelor’s degree in Criminal Justice and a graduate degree in one of the other graduate programs offered at Stevenson University.

Criminal Justice Program Outcomes
Upon completion of the Criminal Justice major, all graduates will be able to
- Demonstrate an understanding of the history, philosophy and administration of criminal justice.
- Apply criminological theories in explaining how criminals think and how their actions are affected by their way of thinking.
- Identify Supreme Court precedents and theories that impact criminal procedures.
- Identify the legal procedures of the criminal justice system.
- Identify the legal issues relating to computer-related crime and computer crime investigative techniques.
- Synthesize information and insights relating to criminal justice and complete a major project or paper relating to a topic of special interest.

Criminal Justice Program Law Enforcement Track Outcomes
Upon completion of the Criminal Justice major, a graduate in the Law Enforcement Track will be able to
- Apply investigative techniques in criminal investigations.
- Investigate and analyze physical evidence.
- Analyze elements of white collar and organized crimes.
- Demonstrate an understanding of the history of police administration and of the evolution of policing as a profession.
- Investigate contemporary correctional theories and practices.

Criminal Justice Program Social Service Track Outcomes
Upon completion of the Criminal Justice major, a graduate in the Social Service Track will be able to
- Identify models of addiction, progression, diagnosis, recover, relapse and intervention.
- Investigate methods for helping individuals in need.
- Investigate elements of group process and practice.
- Identify legal problems faced by children within the family, at school and in the criminal justice system.
- Analyze laws and regulations related to the health and welfare of children.

Criminal Justice Program Policies
Students must earn a minimum GPA of 2.00 in the major. Students must earn a grade of "C-" or better in all major and secondary requirements in order to graduate with a Criminal Justice major. When a grade below "C-" is earned in a required major or secondary course, the student must repeat that course. A course may be repeated once without special permission. Criminal Justice majors must apply in writing to the Dean of the School of Graduate and Professional Studies requesting permission to attempt a course for a third time.

Criminal Justice Program Requirements
The courses listed below are required for completion of the B.S. degree in Criminal Justice. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the Course Descriptions. Typically, students will take lower-level (100- and 200-level) courses in their freshman or sophomore years and upper-level (300- and 400-level) courses in their junior or senior years.

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

Major Requirements:
CJUS 101 Introduction to Criminal Justice
CJUS 204 Constitutional Law
CJUS 215 Criminal Law
CJUS 3xx Computer Crime~
CJUS 4xx Capstone Course~

Track Courses - Students elect one of the two tracks:

Social Service Track:
CJUS 201 Introduction to Human Services
CJUS 259 Children & Family Law
CJUS 260 Juvenile Justice
CJUS 270 Addictions
CJUS 315 Group Process & Practice
CJUS 360 Counseling Strategies for Individuals
Law Enforcement Track:
- CJUS 2xx Criminalistics~
- CJUS 2xx Police Organization~
- CJUS 3xx Organized & White Collar Crime~
- CJUS 3xx Criminal Procedure~
- CJUS 322 Criminal Investigations
- CJUS 3xx Corrections~

Electives:
All students take an additional 3-4 courses in Psychology, Sociology, Human Services, Information Technology or Criminal Justice.

Secondary Requirements:
- IS 135 Advanced MS Office Applications
- IS 150 Relational Database Design
- IS 480 Technology Law
- PHIL 415 Professional Ethics*
- POSCI 102 American Government*
- PSY 101 Introduction to Psychology*
- PSY 108 Human Growth & Development *
- PSY 215 Psychopathology
- SOC 101 Introduction to Sociology*
- SOC 102 Contemporary Social Problems
- SOC 2xx Criminology~
- SOC 224 Introduction to Research Methods
- SOC 3xx Sociology in Deviance~

~ Course under development

Criminal Justice Other Options

BS/MS Option:
The BS/MS Option has been created for students majoring in Criminal Justice who wish to combine their bachelor’s coursework with work for a master’s degree in one of Stevenson’s graduate programs. Students choosing this option may earn both a bachelor’s and a master’s degree in as few as five years. Students must formally apply for entrance into a BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. More information on the BS/MS Option is contained within the General Academic Information section of this catalog.

Minor:
A minor is available for students in Criminal Justice. Students should check with their advisors for more information.

Interdisciplinary Studies

Interdisciplinary Studies Program Description
The Interdisciplinary Studies program enables students to develop from two academic disciplines an integrated course of study not available through current degree programs. This is an individually designed major that allows students to work closely with faculty while pursuing academic interests that transcend traditional majors. Students will consult the program coordinator and two faculty members with interests and expertise in the areas of study.
Appropriate themes for interdisciplinary majors may include a set of problems, an idea, or a period study. Suggested themes include American studies, aesthetics and artistic expression, and international and global studies.

Interdisciplinary Studies Program Outcomes
Upon completion of the Interdisciplinary Studies program, graduates will be able to
- Demonstrate general knowledge in the liberal arts.
- Demonstrate an understanding of content in two academic disciplines.
- Demonstrate effective communication by engaging in inquiry and reflection on a topic of personal interest.

Interdisciplinary Studies Program Policies
Students must earn a minimum GPA of 2.00 in the major, and the lowest grade acceptable is a “D” in all courses. Once accepted into the major, students must meet with the program director each semester to evaluate progress.

Interdisciplinary Studies Program Requirements

Major Requirements:
- 36 credits of the major selected from two disciplines, identified as program cores (at least 18 credits of which must be at the 300- and 400- level). A minimum of 12 credits is required in one program core.
- 6 credits in INDSC courses, 300-level or above (an internship may fulfill one)
- INDSC 430 Senior Project: Seminar in Interdisciplinary Studies

Secondary Requirements:
- IS 134 MS Windows and Office Applications or
- IS 124 Introduction to Computer Graphics
- INDSC 224 or another methods course approved by the Program Coordinator

Interdisciplinary Studies Other Options

Minor:
There is no minor in Interdisciplinary Studies.

Nursing

Nursing Department Statement of Purpose
The Philosophy of the Nursing Program is articulated as follows:
"The Stevenson University Nursing Program, as an integral part of its parent institution, is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The philosophy and curricular focus of the SU Nursing Program emphasizes the ethic of care, critical thinking, and a spirit of inquiry in education, practice, service, and research.

The nursing faculty believes nursing is a professional discipline with academic and practice dimensions. The nursing faculty values scholarship and academic integrity..."
and seeks to foster professional involvement and life-long learning in students and graduates. The essence of nursing is grounded in the meaning of caring. The nursing faculty believes that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ways of being and ways of knowing."

**Nursing Program Outcomes**

Based upon the concepts of person, health, environment, nursing and facilitating 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:

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

**Nursing - Accelerated RN to BS Option Program Policies**

Students must achieve a grade of "C" or better in all required nursing courses. If a student receives a "C-", "D", or "F" in any nursing course, the course must be repeated and a "C" or better must be achieved. A maximum of one (1) nursing course may be repeated once throughout the nursing program.

A full explanation of academic policies for the Nursing Division is located in the Nursing Student Handbook available the nursing division.

**Nursing - Accelerated RN to BS Option Program Description**

Stevenson University offers the Accelerated RN to BS Option for registered nurses who would like to obtain a bachelor's degree in nursing. The accelerated curriculum is designed to enable adult learners to complete the baccalaureate degree in nursing in two years, attending part time.

For registered nurses who can attend full time, the curriculum may be completed in less than one year. Courses are offered in ten-week terms, some of which have five-week modules. Multiple entry and exit points along the way enable registered nurses to accelerate according to professional and personal desires. Courses are scheduled in accordance with nurses’ lifestyles, with a combination of online, face-to-face, and distance learning opportunities. A fully online option is now available. RNs may choose to take the accelerated path, or they may pace their course of study to meet their family and work responsibilities.

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

Qualified Registered Nurses must successfully complete a total of 120 credits. RNs may transfer prerequisite courses, college core, and nursing program requirements or take them at Stevenson University. Students who take community college courses are required to send transcripts at the completion of their courses. The RN to BS nursing courses total 30 credits. In accordance with the Maryland Articulation Model, Stevenson University will award 30 upper-division nursing credits to the registered nurse with an active, unencumbered Maryland nursing license upon enrollment into the RN to BS Option.

The RN to BS Option at Stevenson University is partnering with several community colleges across the state. In order to increase RN's accessibility to baccalaureate education, curricular articulation agreements are in place with the following colleges:

- Anne Arundel Community College
- Carroll Community College
- Chesapeake College
- College of Southern Maryland
- Harford Community College
- Howard Community College
- Montgomery College
- Prince George's Community College

Articulation agreements allow registered nurses to complete all program requirements at the community college. The RN to BS courses will be completed through Stevenson University, at the Stevenson or Owings Mills sites, or at the community college site through distance education.

Prior to NURS 434, the student will be required to:

- Submit proof of health insurance coverage.
- Submit current CPR certification.
- Prepare to substantiate adherence to the Department of Nursing’s Health Requirements and submit proof of current liability insurance.

**Prerequisite Course Requirements for RN to BS Students**

Registered nurses with an associate's degree or diploma from an accredited nursing program have completed most of the prerequisite courses as a part of their basic education. The prerequisite courses include the following:

- Anatomy
- Chemistry
- Microbiology
- Nutrition
- Physiology
- Statistics
- Introduction to Psychology
- Introduction to Sociology
- Human Growth and Development
- English Composition
- Introduction to Literature
- Fine Art

In addition, the University and nursing program require the following core courses:

- English Writing at the 200-level or above
There is no minor in the Nursing - Accelerated RN to BS Option.

The ultimate goal of the Paralegal Studies program is to prepare highly trained men and women who possess an understanding of the history, principles, and purposes of legal institutions and their operation. Students gain an extensive knowledge of several fields of law and knowledge to enable them to perform detailed work in specific 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.

Courses are offered days, evenings, weekends, and sometimes online. Students earn a bachelor's degree in Paralegal Studies. Students may select a sequence of courses that permits them to focus on a specific area within the Paralegal Studies curriculum, such as corporate law, estate administration, real estate law, or litigation. All students perform an internship, normally their sophomore year, and complete a senior capstone course their final year. Students may participate in a law clinic as an elective course in their major and gain experience by providing pro bono paralegal services in the community.

Paralegal Studies Program Outcomes

Upon completion of the Paralegal Studies program, graduates will be able to:

- Demonstrate effective legal knowledge and practical skills necessary to perform substantive legal work under the direction of an attorney.
- Understand their ethical responsibilities in the legal profession and how to behave ethically and with professionalism in the workplace.
- Utilize the role of the paralegal in the delivery of legal services to the public.
- Think analytically and write clearly.
- Read, analyze, and synthesize complex information in an organized and logical manner.
- Utilize technology necessary to meet employer needs.
- Effectively manage their time and multiple projects and tasks.
- Demonstrate appropriate paralegal skill development and professionalism through practical experience.

Paralegal Studies Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C-" in any LAW courses. No more than two repeats of any LAW course are allowed.

Paralegal Studies Program Requirements

The courses listed below are required for completion of the bachelor's degree in Paralegal Studies. Students must also complete the requirements for the Stevenson Core Curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions. Typically, students will take lower-level (100- and 200-level) courses in their freshman or sophomore years, and upper-level (300- and 400-level) courses in their junior or senior years. Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement.

**Major Requirements:**

- LAW 102 Introduction to Legal Studies
- LAW 112 Torts
- LAW 114 Estates and Trusts
- LAW 120 Contract Law
- LAW 125 Legal Research and Writing I

Paralegal Studies Program Description

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

- Research and writing
- Gathering information electronically
- Investigating cases
- Interviewing witnesses
- Drafting pleadings
- Managing trial preparation and litigation support
- Drafting contracts and real estate documents
- Managing estates and guardianships
- Preparing intellectual property applications
- Computing bankruptcy schedules
- Preparing tax returns
LAW 130 Business Organizations Law
LAW 204 Constitutional Law
LAW 210 Legal Research and Writing II *
LAW 216 Civil Litigation and Pleading
LAW 225A Internship Part I
LAW 225B Internship Part II
LAW electives Two lower-level (100- or 200-level)
LAW electives Six upper-level (300- or 400-level)
LAW 480 Senior Seminar

Secondary Requirements:
ACC 215 Financial Accounting (Note: This
requirement also may be satisfied by taking
ACC 101 and ACC 102.)
EC 201 Principles of Economics: Introduction to
Macroeconomics *
IS 134 MS Windows and Office Applications *
IS 135 Advanced MS Office Applications
PHIL 215 Ethics *
or
PHIL 415 Topics in Professional Ethics *
or
PHIL 416 Business Ethics *
PHIL 412 American Government: Political Institutions
& Procedures *

Paralegal Studies Other Options

BS/MS option:
The BS/MS option is available for students majoring in
Paralegal Studies who wish to combine their bachelor’s
coursework with work for a master’s degree in one of
Stevenson’s graduate programs. Students choosing this
option may earn both bachelor’s and master’s degrees in as
few as five years. Students must formally apply for entrance
into a BS/MS option in their junior year. Once admitted into
this program, students develop an education plan in
consultation with their undergraduate and graduate advisors.

Minor:
A minor is available in Legal Studies. The minor in Legal
Studies is not intended to prepare students to work as
paralegals and is not approved by the American Bar
Association. Please see an Academic Advisor for more
information.

Pre-Law Option:
There is no prescribed pre-law program. Pre-law programs
are generally ones of advisement, working with students to
select appropriate courses that develop critical thinking and
analytical skills. Many students find Stevenson University’s
Paralegal Studies program to be an excellent pre-law option.
Students can combine law classes with a series of designated
liberal arts courses that develop critical thinking, writing,
and analytical skills. Stevenson University has a dedicated
pre-law advisor who is an attorney and who can guide
students in LSAT preparation and law school admissions
procedures. An upper-level LAW elective is available to help
prepare students for the LSAT exam.

Accelerated Paralegal Second Bachelor’s Degree

Program Description
The Accelerated Paralegal Second Bachelor’s Degree is 31
credits. Students may complete the accelerated program in as
little as two years.

Program Requirements
Students enrolled in this program must complete the
following:
LAW 102 Introduction to Legal Studies
LAW 112 Torts
LAW 120 Fundamentals of Law I
LAW 125 Legal Research & Writing I
LAW 210 Legal Research & Writing II
LAW 216 Civil Litigation & Pleading
LAW 480 Senior Seminar
In addition to the above required courses, students must
complete 9 credits of law electives, 6 of which must be at the
upper level.
Graduate Fields of Study

**Business and Technology Management**

**Business and Technology Management Program Description**

Stevenson University’s Master of Science in Business and Technology Management equips students with the skills and knowledge required to help organizations achieve a competitive advantage in an increasingly global, technology-driven, and information-rich marketplace. The degree programs provide students not only with knowledge about a wide variety of technologies and their architectures, but also with an understanding of how to obtain the integration of the full range of information technologies within an organization, from both strategic and operational perspectives. It is designed either for students interested in furthering their knowledge of the use and deployment of technology or for the business professional looking to improve management skills along with a practical working knowledge of today’s information technologies.

Graduates of Stevenson’s master’s degree program will be able to interpret hardware and software standards, manipulate the architecture of current and emerging technologies, and interpret and evaluate the impact of these technologies on competition, organizational structure and work flow processes. They will have the knowledge and ability to communicate effectively on business and technical concerns with all levels of personnel both within and external to the organization.

The master’s degree addresses this need on three levels: the organization, the individual, and the technology. The program core begins by providing an overview of the organization’s processes and the systems that support them to achieve the corporation’s goals. This is followed by courses dealing with the concepts of human cognition and creativity that address why IT systems frequently fail to meet the requirements of customers. Armed with this knowledge, the IT systems professional can be creative and innovative in more accurately solving the organization’s problems and meeting the needs of the customer. The intent is to emphasize that need for information systems professionals to be creative in problem solving and innovative in finding opportunities within the organization.

The degree program has three tracks. The Advanced Information Technologies track focuses on the technology and implementation of application, infrastructure and database design. The Emerging Technology and Innovative Leadership tracks focus on the business and management of both internal and external information systems essential for support of the organization's connection to its partners and customers.

The capstone courses provide for the integration of practice and theory across the three tracks.

**Advanced Information Technologies Track**

The Advanced Information Technologies Track is designed to provide the IT professional with cutting edge experience and knowledge in working with the leading applications, networks, and database design technologies of the day. The program provides key competencies for those following the career path of programmer, systems designer, systems integrator, database designer, and network designer. Technology professionals will gain in-depth knowledge of leading edge technologies, enabling them to choose the best technology solution for today's business problems. Information systems experience and literature analysis show that most system projects fail because the information analyst fails to define appropriate and accurate business and technical requirements and not for technical reason.

**Emerging Technology Management Track**

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

**Innovative Leadership Track**

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

**Business and Technology Management Program Outcomes**

Upon completion of the Business and Technology master's degree program, graduates will be able to:

- Interpret hardware and software standards.
- Manipulate the architecture of current and emerging technologies.
- Interpret and evaluate the impact of these technologies on competition, organizational structure and work flow processes.
- Communicate effectively on business and technical concerns with all levels of personnel both within and external to the organization.

**Business and Technology Management Program Policies**

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

A minimum cumulative 3.0 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within five years after the first course applied to the degree was completed.
Business & Technology Management Program

Requirements

The curriculum for the M.S. in Business and Technology Management consists of three components: core courses, track elective courses, and capstone courses. The program includes:

Core Courses (15 credits):
- BTM 601 Information Technology and the Organization
- BTM 604 Cognitive Science for Requirements Analysis
- BTM 606 Creativity in Information Systems
- BTM 644 Project Management
- BTM 663 Technology Law and Law Enforcement

(Track Two: Emerging Technology Management

Students select five courses from the following (15 credits):
- BTM 663 replaces AIT 602 - Open Systems and Enterprise Computing)

Students select one of the following tracks (15 credits)

Track One: Advanced Information Technology

Students take the following five courses:
- AIT 618 Network Technologies
- AIT 630 Object-Oriented Technology with C#
- AIT 632 Client Server Computing with ASP.NET
- AIT 634 Enterprise Data Management
- AIT 638 Enterprise Application Development

Track Two: Emerging Technology Management

Students select five courses from the following (15 credits):
- BTM XXX Disaster Recovery and Business Continuity*
- BTM 640 Operating Environments Architecture & Infrastructure
- BTM 642 Enterprise Application Process Analysis
- BTM 643 E-Commerce Technologies
- BTM 661 Information Systems Security Management
- BTM 662 B2B Applications

Track Three: Innovative Leadership

Students select five courses from the following (15 credits):
- BTM XXX Management and Leadership*
- BTM 645 Supply Chain Management
- BTM 667 Customer Relationship Management
- BTM XXX Competitive Theory*
- BTM XXX Innovative Strategies*
- BTM XXX Financial Management*

*Pending Approval

Capstone Courses (6 credits):
- BTM 701 Systems Integration
- BTM 702 Master’s Project

Forensic Sciences Program Description

Forensic science is an interdisciplinary and applied course of study which plays a crucial role in the legal justice system. Advances in instrumentation and technology have opened up new approaches to solving crime, and the need for individuals trained in both science and the law is growing. Courses are designed to provide students with specific skills in the many applied scientific areas used by forensic scientists. Graduates of our program will be prepared for employment in local, state, or federal government crime laboratories, forensics laboratories, DNA testing facilities, the biotechnology industry, and/or continued study at the doctoral level.

Our forensic sciences program is the only one of its kind to be offered in partnership with the Maryland State Police Forensic Sciences Division. Stevenson’s partnership with the Maryland State Police (MSP) and Baltimore County Crime Lab means that students in our program are being trained by some of the top experts in the field. On-site, practical training at the MSP forensic science laboratories and other local forensics laboratories provides an exceptional opportunity for our students to experience "real-life" forensic science.

Forensic Sciences Program Outcomes

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

Upon completion of the program, the MSFS graduate will be able to

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

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

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

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

1. Adhere to the ethical standards established for forensic scientists and enforced by the law.
2. Collect, process and report evidence ethically and honestly.
3. Evaluate scientific journal articles in terms of their scientific merit and their ethical, societal, and global implications.
4. Demonstrate professional conduct at all times.
5. Display strong interpersonal, oral, and written communication skills.
6. Recognize and act upon the need for continuing education.

Forensic Sciences Program Policies

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

A minimum cumulative 3.0 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within five years after the first course applied to the degree was completed.

Forensic Sciences Prerequisite Requirements

Students who wish to enter the master’s program in Forensic Sciences must have a bachelor’s degree in chemistry, biology, or other equivalent natural science, or forensic science—with a cumulative and science/math grade point average of 3.0 or higher on a four-point scale and must meet the following course prerequisites:

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

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

Applicants interested in the Forensic Chemistry Track should have the following course work:

- Analytical/Quantitative chemistry
- Instrumental Analysis
- Physical chemistry
- Inorganic chemistry

Note: The above courses should have a laboratory component.

Applicants interested in the Forensic Biology Track should have the following course work:

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

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

Forensic Sciences Program Requirements

The curriculum for the Forensic Sciences program follows and is designed to be completed in as few as two years: Students must complete all Core Courses. In addition, students must elect a track and complete all courses in the selected track.

Core Courses:

- FSCI 500 Survey of Forensic Science
- FSCI 610 Physical Evidence at Crime Scenes
- FSCI 615 Safety/Quality Control/Quality Assurance
- FSCI 655 Practicum Rotations
- FSCI 720 Seminar in Forensic Science I
- FSCI 721 Seminar in Forensic Science II
- FSCI 760 Research Project & Presentation I
- FSCI 761 Research Project & Presentation II
- FSCOR 604 Evidence
- FSCOR 664 Litigation Practice & Procedure
- FSCI 701 Mock Trial

Chemistry Track:

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

Biology Track:

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

Crime Scene Investigation Track:

- FSCI 630 Crime Scene Investigation
- FSCI XXX Bloodstain Pattern Analysis*
- ART 540 Crime Scene Photography
- FSCI/FS Forensic Science or Forensic Studies Elective

*Pending Approval

Forensic Studies

Forensic Studies Program Description

Forensic specialist is a general term for an individual or expert in a particular field who examines evidence for the purpose of presenting the findings in a court of law. Forensic specialists work throughout all areas of the business world, including public accounting firms, law firms, corporations, and government. The accounting, information technology, public sector, and other tracks in forensic academics incorporate forensic teams into their practices. Members of forensic teams assist in merger and acquisition analyses, tax investigations, economic crime investigations, cyber crime investigations, white collar crime investigations, money laundering investigations, security fraud investigations, litigation support services, specialized audits, fraud prevention and detection, and anti-terror investigations. The forensic team often includes technicians who maintain the chain of evidence, information technology professionals who analyze electronic data, field personnel who handle the investigative process, accountants, insurance fraud investigators, damage claims specialists, auditors, and computer forensic experts.

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

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

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

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

**Investigations Track**
For students who are looking for careers in conducting investigations for businesses and government agencies, the Investigations Track provides the knowledge to plan and conduct such investigations. Courses emphasize the gathering and reporting of testimonial and physical evidence and pre-prepare students to conduct investigations by interviewing witnesses, analyzing documents, and synthesizing the results into factually accurate and objective investigative reports and court testimony.

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

**Forensic Studies Program Outcomes**
All students will be required to complete the core courses, which consist of five courses totaling 18 credits, including a 6 credit capstone. In addition, students will be required to complete six courses totaling 18 credits in their elected track. Upon completion of the program, all graduates will be able to:

- Explain the history, philosophy and administration of criminal justice.
- Explain the legal procedures of the criminal justice system.
- Interpret, analyze and summarize the findings of an investigation.
- Communicate the findings of an investigation in a courtroom setting.
- Identify and explain the civil and criminal justice processes.
- Identify and explain ethical implications of investigative techniques.
- Make oral presentations.
- Apply pertinent rules of evidence, create and conduct direct and cross examinations of witnesses.

Two convenient formats allow students to choose the program that best fits their needs.

**Online Program**
- Classes and assignments completed online.
- Courses offered in accelerated 8-week sessions.
- All courses taught by faculty with experience in the classroom and in the field.
- Includes a 6 credit, 15-week capstone course that culminates in a one-week resident trial held at the SU campus.

**On-Site Program**
- Classes held in the evenings at the SU campus.
- Courses offered in accelerated 8-week sessions.
- Faculty bring real-world expertise to the classroom.
- Includes a 6 credit, 15-week capstone course held in the evenings at the SU campus.

**Admission to the program will be based upon the following:**
- Completion of an undergraduate degree in a related discipline as appropriate to the track
- Minimum undergraduate GPA of 3.0
- Personal interview
- Writing sample

**Accounting Track Outcomes**
Upon completion of the program, a graduate in the Accounting Track will be able to:

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

**Computer Forensics Track Outcomes**
Upon completion of the program, a graduate in the Computer Forensics Track will be able to:

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

**Interdisciplinary Track Outcomes**

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

**Investigations Track Outcomes**

Upon completion of the program, a graduate in the Investigations Track will be able to:

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

**Legal Track Outcomes**

Upon completion of the program, a graduate in the Legal Track will be able to:

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

**Forensic Studies Program Policies**

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

A minimum cumulative 3.0 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within five years after the first course applied to the degree was completed.

**Forensic Studies Program Requirements**

**Accounting Track Requirements**

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

**Core Courses:**

- FSCOR 601 Criminal Justice
- FSCOR 604 Evidence
- FSCOR 606 Internet Research
- FSCOR 607 Forensics Review Journal
- FSCOR 664 Litigation Practice and Procedure
- FSCOR 702 Mock Trial Capstone

**Required Courses:**

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

**Computer Forensics Track Requirements**

**Core Courses:**

- FSCOR 601 Criminal Justice
- FSCOR 604 Evidence
- FSCOR 606 Internet Research
- FSCOR 607 Forensics Review Journal
- FSCOR 664 Litigation Practice and Procedure
- FSCOR 702 Mock Trial Capstone

**Required Courses:**

- FSIS 600 Computer and Network Essentials for Forensic Investigators
- FSIS 640 Technology Law and Enforcement Activities
- FSIS 642 File Systems Forensic Analysis
- FSIS 643 Incident Response and Evidence Collection
- FSIS 644 Windows Forensic Examinations

**Electives: (Select one)**

- FSIS 646 Windows Intrusion Forensic Investigations
- FSIS 648 Disaster Recovery
- FSIS 650 Hacking Exploits and Intrusion Detection

**Interdisciplinary Track Requirements**

Students work with their advisor to select six courses from two or more program tracks. Some high-level courses may not be available to students in this track without the approval of their advisor and the course instructor.

**Investigations Track Requirements**

**Core Courses:**

- FSCOR 601 Criminal Justice
- FSCOR 604 Evidence
- FSCOR 606 Internet Research
- FSCOR 607 Forensics Review Journal
- FSCOR 664 Litigation Practice and Procedure
- FSCOR 702 Mock Trial Capstone

**Required Courses:**

- FSLAW 602 Criminology
- FSAAC 620 Forensic Information Technology
- FSLAW 662 Fraud Investigation and Analysis
- FSINV 600 Investigative Techniques: Interviewing
- FSINV 603 Investigative Techniques: Physical Evidence
- FSLAW 668 White Collar Crime
Legal Track Requirements

**Core Courses:**
- FSCOR 601 Criminal Justice
- FSCOR 604 Evidence
- FSCOR 606 Internet Research
- FSCOR 607 Forensics Review Journal
- FSCOR 664 Litigation Practice and Procedure
- FSCOR 702 Mock Trial Capstone

**Required Courses:**
- FSLAW 602 Criminology
- FSAAC 620 Forensic Information Technology
  or
- FSIS 640 Technology Law and Enforcement Activities
- FSLAW 662 Fraud Investigation and Analysis
- FSLAW 667 Legal Research & Writing
- FSLAW 668 White Collar Crime
- Elective/Forensic Studies Course
Undergraduate Course Descriptions

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<tr>
<th>Accounting</th>
<th>Biology</th>
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<td><strong>ACC 101 Principles of Accounting I</strong>&lt;br&gt;3 credits&lt;br&gt;Studies the basic principles underlying accounting concepts applicable to service and merchandising enterprises. Includes analysis of transactions and preparation of financial statements. <strong>Prerequisite(s):</strong> None</td>
<td><strong>BIO 216/CHEM 216 Introduction to Forensic Science</strong>&lt;br&gt;3 credits&lt;br&gt;Introduces the scientific basis for solving crimes. The various chemical analyses and instrumentation utilized are discussed. Basic principles of biology and chemistry are presented and explored in the context of forensic investigation. Topics include drugs and toxicology, arson explosives, forensic biology (DNA), trace evidence analysis, firearms and toolmark identification and questioned document examination. <strong>This course does not satisfy a minor requirement in Biology.</strong> <strong>Prerequisite(s):</strong> Restricted to non-science majors <strong>General Education:</strong> Non-laboratory science</td>
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<td><strong>ACC 102 Principles of Accounting II</strong>&lt;br&gt;3 credits&lt;br&gt;Continues the examination of the basic principles and concepts of accounting. Includes corporate accounting procedures, analysis of cash flows, and analysis of financial statements. Introduction to uses, significance, and limitations of accounting data for management and investor decisions. <strong>Prerequisite(s):</strong> ACC 101</td>
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<td><strong>ACC 215 Financial Accounting</strong>&lt;br&gt;3 credits&lt;br&gt;Explains, in an abbreviated format, financial accounting for those majors whose curriculum is not based on the financial aspects of business. This course provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business. It will also provide an introduction to the debt and equity instruments used in financing business. This course is not open to accounting and business administration majors. <strong>Prerequisite(s):</strong> Sophomore standing or higher</td>
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<td><strong>ACC 221 Cost and Managerial Accounting</strong>&lt;br&gt;3 credits&lt;br&gt;Studies the basics of cost flows and concepts: cost behaviors, cost-volume-profit relationships, job order costing, process costing, and ABC costing. Introduction to fundamental budgeting concepts for planning and control. Cost information for decision and control purposes: product profitability, management and control systems, and capital budgeting. <strong>Prerequisite(s):</strong> ACC 102</td>
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<th>Communications</th>
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<td><strong>CM 101 Public Speaking</strong>&lt;br&gt;3 credits&lt;br&gt;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. <strong>Prerequisite(s):</strong> None <strong>General Education:</strong> Communication</td>
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<th>Criminal Justice Courses</th>
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<td><strong>CJUS 101 Introduction to Criminal Justice</strong>&lt;br&gt;3 credits&lt;br&gt;Provides students with an overview of the criminal justice system, including historical development, present status, and suggested reforms. Topics covered include the duties and functions of actors in the criminal justice system, including victim, offender, police, prosecuting and defense attorneys, courts and corrections. Also covered is the criminal justice process from the formation of laws to the final stages of the treatment of criminals. <strong>Prerequisite(s):</strong> None</td>
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<td><strong>CJUS 201/HSR 201 Introduction to Human Services</strong>&lt;br&gt;3 credits&lt;br&gt;Provides an overview of the goals, functions and organization of human services for individuals and groups. Students also examine the major theoretical approaches for helping people in need and the various functions of professionals in human services. <strong>Prerequisite(s):</strong> None</td>
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<td><strong>ART 105 Art History Survey</strong>&lt;br&gt;3 credits&lt;br&gt;Explores the highlights of painting, sculpture, and architecture from the earliest human artistic production through the ages to the present. <strong>Prerequisite(s):</strong> None <strong>General Education:</strong> Fine Art for non-majors</td>
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CJUS 204/LAW 204 Constitutional Law  
3 credits  
Introduces the Constitution with an emphasis on the Bill of Rights. Examination of criminal and civil constitutional rights, including the underlying legal principles governing searches and seizures, self-incrimination, due process, and equal protection of the law.  
Prerequisite(s): LAW 102 or CJUS 101 and ENG 151

CJUS 215/LAW 215 Criminal Law  
3 credits  
Examines crimes and offenses, criminal procedures and constitutional guarantees of accused persons, jurisdiction of courts, preparation for trial, and appellate and post-conviction procedures.  
Prerequisite(s): LAW 102 or CJUS 101 and ENG 151

CJUS 259/LAW 259 Children and Family Law  
3 credits  
Examines laws and regulations related to the health and welfare of children. Topics include child custody and visitation, child abuse and neglect, consent to treatment, laws related to child care settings, and special education.  
Prerequisite(s): ENG 151

CJUS 260/LAW 260 Juvenile Justice  
3 credits  
Examines the legal problems faced by children within the family, at school, and in the criminal justice system. An in-depth analysis will be made of the issue of delinquency, including theories of delinquency, the impact of gender, family, peers, schools and drug use on delinquency, and policies and programs designed to prevent delinquency. Students will develop a working knowledge of the juvenile justice system, including police, court and corrections processes and procedures.  
Prerequisite(s): ENG 151

CJUS 270/HSR 270 Addictions  
3 credits  
Provides a broad overview of knowledge and skills needed to deal with the problems of addiction. The course addresses the various models of addiction, progression, diagnosis and dual diagnosis, recovery, relapse, the intervention process, and the effects of addiction on the individual, family, and society.  
Prerequisite(s): CJUS 201 or HSR 201

CJUS 315/HSR 315 Group Process and Practice  
3 credits  
Investigates elements of group process and practice. The application of course material to specific groups is highlighted.  
Prerequisite(s): CJUS 201 or HSR 201

CJUS 322/LAW 322 Criminal Investigation  
3 credits  
Provides students the opportunity to study the principles and procedures employed in the investigation of crime. Emphasis is placed on the investigation of specific crimes, identification of information sources, and the procedures required for the proper handling of evidence.  
Prerequisite(s): CJUS 101 and CJUS 204

CJUS 350 Special Topics  
3 credits  
Examines areas of criminal justice of current interest that are not covered in other CJUS courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special criminal justice topics. The course topic will differ with each offering of the course and will be specified in the class schedule for the session offered. This course may be repeated for credit as long as the course topics are different.  
Prerequisite(s): CJUS 101

CJUS 359/HRS 360 Counseling Strategies for Individuals  
3 credits  
Examines models and methods for helping individuals in need. Students develop skills through the practice of intervention techniques.  
Prerequisite(s): CJUS 201 or HSR 201

Economics

EC 201 Principles of Economics: Introduction to Macroeconomics  
3 credits  
Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation, national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy.  
Prerequisite(s): ENG 151 (may be taken concurrently)  
General Education: Social Science

EC 202 Principles of Economics: Introduction to Microeconomics  
3 credits  
Examines the basic economic principles governing the decisions of the economic agent. Topics include product and factor markets, as well as pricing decisions. In addition, government policies and the trade-off between efficiency and equity are examined.  
Prerequisite(s): ENG 151 (may be taken concurrently)  
General Education: Social Science

EC 321 Money and Banking  
3 credits  
Examines the role and functions of a central bank in achieving the macroeconomic goals of price stability, full employment, financial market stability, and exchange rate stability. Topics include the role of money in the economy, the role of financial intermediaries and markets in the economy, a general history of depository regulation, background on the causes and effects of a financial crisis on the economy, and the effect of the global financial markets on a domestic economy.  
Prerequisite(s): EC 201 and EC 202

EC 345 Economics of Gender  
3 credits  
Examines the differences in education, family, and career choices between men and women and their effects on economic outcomes, nationally and internationally, such as income and advancement, as well as family outcomes. The differences and their implications will be analyzed using an array of economic models.  
Prerequisite(s): EC 201 and EC 202

English

ENG 210 Business Writing  
3 credits  
Emphasizes basic principles of effective business writing and communication. This course includes a range of assignments from memos, e-mails, and letters to more complex proposals, recommendations, and research reports. Students will prepare résumés and oral presentations using APA style.  
Prerequisite(s): ENG 152 or equivalent. Students who take this course cannot also receive credit for ENG 212 or ENG 215.  
General Education: 200-level writing skills course for select majors
ENG 212 Technical Writing  
3 credits  
Introduces principles, mechanics, and style of professional technical writing. Students learn to apply concepts of information design to print and electronic documents. Assignments may include workplace correspondence, reports, proposals, technical procedures and manuals, and oral presentations. Research assignments will use APA or other appropriate documentation styles.  
Prerequisite(s): ENG 152 or equivalent and sophomore standing.  
General Education: Humanities  

ENG 281 Topics in Literature  
3 credits  
Studies selected topics treated in literature covering various genres. Topics offered periodically include “sports literature,” “war in literature,” “law and literature,” “animals and literature,” “literature and technology,” African-American literature,” and “jazz and literature.” Topic announced each semester. May be repeated for credit when topic changes.  
Prerequisite(s): ENG 152 or equivalent  
General Education: Humanities  

ENG 286 Literary Genres: The Short Story  
3 credits, Fall  
Traces the history and development of the short story through critical study of the works of British, American, and European authors.  
Prerequisite(s): ENG 152 or equivalent  
General Education: Humanities  

FIN 402 Foundations of Finance  
3 credits  
Studies the financial tools and techniques used in the modern business enterprise. Topics include financial analysis and planning, capital budgeting, cash and working capital management, profitability analysis, and long-term financing.  
Prerequisite(s): ACC 221 and MATH 140  

HE 101 Introduction to Stress Management  
1 credit  
Provides students with a basic understanding of the concepts of stress management and the application of these concepts to personal stress management. Students will be presented with various tools and strategies both to assess personal areas of stress and to manage stress culminating in the development of an individual stress management plan. May be used to satisfy PE requirement.  
Prerequisite(s): None  

HIST 110 The United States from 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. The 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.  

HIST 300 The United States: Since 1945  
3 credits  
Explores the major events, issues, ideas, and personalities of recent United States history. After briefly examining the Great Depression and World War II, the course focuses on the Cold War, the civil rights movement, the counterculture revolution of the 1960s, the Vietnam War, Watergate, and the post-Cold War era, and the political and social reactions to these events in recent years. Students may not take both HIST 300 and HIST 337 or HIST 339.  
Prerequisite(s): ENG 152 or equivalent  
General Education: Humanities  

HIST 311 Topics in History  
3 credits  
Focuses on a particular period or on a specialized topic in general history. The course involves significant analysis of primary sources. Recent topics have been the Middle Ages in film, the Renaissance, the Reformation, Tudor and Stuart England, and modern American sports history. The course is repeatable if the topics are different.  
Prerequisite(s): ENG 152 or equivalent  
General Education: 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. The 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. Students may not take both HIST 337 and HIST 300.  
Prerequisite(s): ENG 152 or equivalent  

HIST 338 History of Baltimore  
3 credits  
Introduces students to the history of Baltimore from colonial times through the present. Examines changes in politics and the economy, in the physical environment, and in the lives of ordinary Baltimoreans. Considers the methods and tools of historians and the ways in which Baltimore’s history reflects both national trends and its own particular mix of North and South, race, ethnicity, and class. Features lecture, discussion, readings, short written assignments, tours, and a choice of paper or service project.  
Prerequisite(s): ENG 152 or equivalent  

IS 134 MS Windows and Office Applications  
3 credits  
Develops a basic competency in Microsoft Windows, and Microsoft Office. Hands-on instruction in operating systems concepts and functions commonly used to create Word documents, Excel spreadsheets, and PowerPoint presentations will be emphasized. Students will be placed in IS 134 unless the score on the Computer Literacy Assessment warrants placement in IS 135. This course cannot be used to fulfill a major requirement for CIS or BIS majors.  
Prerequisite(s): None
IS 135 Advanced MS Office Applications
3 credits
Provides students the opportunity to design professional quality business and technical documentation using advanced features of MS Word, MS Excel and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace.
Prerequisite(s): IS 134 or permission of the department chair

IS 140 Information Systems Architecture and Design
3 credits
Examines the component technologies of information system architectures. The course will cover the design principles behind computer hardware and peripheral devices, network components, and network operating systems. Students will explore topics in computer hardware design from handheld devices to large scale super computers.
Prerequisite(s): IS 134 or permission of the department chair

IS 150 Relational Database Design & SQL with MS Access
3 credits
Explores relational database architecture and provides “hands-on” instruction in SQL using Microsoft Access. Students will evaluate the business requirement and design an effective relational database solution. Students will perform common workplace SQL tasks such as creating databases, tables and reports; inserting, updating, and selecting rows; designing queries, views, and data entry forms; and importing/exporting of data.
Prerequisite(s): IS 134 or permission of the department chair

IS 170 Systems Development with UML
3 credits
Addresses the processes and methodologies of systems development to include project management; systems analysis; and modeling of systems, data, processes, and applications. Object Oriented Analysis and Design Methodologies using Unified Modeling Language (UML) are explored.
Prerequisite(s): None

IS 231 Network Technologies
3 credits
Prepares the student to perform key network configuration and troubleshooting skills used by IT professionals. Students will learn the functional concepts of leading network architectures. Students examine in detail the TCP and IP family of communication protocols, structured cabling systems, fiber optic and wireless systems.
Prerequisite(s): IS 140

IS 232 TCP/IP Communication Protocols for Windows and UNIX
3 credits
Prepares the student in the planning, installation, configuration, and management of a TCP- and IP-based network. Students will learn to monitor, optimize, diagnose, and resolve problems on the network using standard tools and utilities found in the workplace. The internal process of TCP will be examined along with the classic hacking attacks and countermeasure techniques.
Prerequisite(s): IS 231

IS 235 Advanced Windows Server Architecture & Administration
3 credits
Examines the management tools essential for creating, designing, and maintaining a Windows Server 2003 Active Directory. Students will learn planning, installation, configuration, and administration of Windows Active Directory. Students will create from the ground up a network infrastructure using Windows 2003 Advanced Server. Domain Name System (DNS), forest designs, site topology and replication, organizational unit structure, Group Policy and delegation of control are just a few of the essential topics covered in this course.
Prerequisite(s): IS 231

IS 240 Programming Concepts With Visual Basic .Net
3 credits
Introduces programming constructs common to most languages, laying a solid foundation on which more advanced topics will build. The course will introduce the Visual Basic .NET integrated development environment. Key topics will include object oriented programming design concepts, the .NET Framework, GUI design guidelines, VB Controls, data structures, and database connectivity. Students will design a series of small business applications linked to a database.
Prerequisite(s): IS 150 and IS 170

IS 241 C# Object Oriented Programming
3 credits
Applies principles of object-oriented programming using C#. Key topics include the .NET Integrated Development Environment, control structures, methods, properties, classes, inheritance, polymorphism, data abstraction, arrays, data structures, collections, ADO .NET, GUI forms, controls, events, multimedia, graphics, and Web Services. Students will build a series of database connected business applications.
Prerequisite(s): IS 240

IS 252 Advanced SQL Query Design with Oracle & SQL Server
3 credits
Develops proficiency in effective database and query design. Students will learn the underlying concepts of complex SQL Queries, the key to writing serviceable code, the normalization of data to minimize duplication and errors, the design of stored procedures and triggers to improve system performance, optimization techniques using cursors and join statements, transaction control, techniques for securing data, and tools for testing data integrity. Students will design a multi-table, normalized, relational business database and advanced SQL queries.
Prerequisite(s): IS 240

IS 260 Presentation Theory and Application
3 credit
Covers the design of effective and dynamic audio and visual presentations, examining both theoretical and practical aspects of audio and visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. Students will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A capstone presentation will also be required.
Prerequisite(s): CM 101 and IS 135

IS 270 Digital Image Design for Game Developers
3 credits
Introduces the developer to techniques in Adobe Photoshop used to create synthetic imagery like textures, alpha maps, bump maps, and high dynamic range imaging or HDRI systems. Visual design processes are implemented in the creation of interfaces and icons for interaction. 3D functionality is introduced through programming skill sets in DirectX, OpenGL and Microsoft Visual Studio.
Prerequisite(s): IS 134 or permission of the department chair

IS 280 Data Management
3 credits, Spring
Explores data storage, data archiving, quality assurance, data warehousing, data mining and data security from a technology management perspective.
Prerequisite(s): IS 150 or permission of the department chair
IS 331 Cisco TCP/IP Routing
3 credits
Examines techniques for deployment of Quality of Service Features, route distribution, and route cost determination, all of which improve performance and guarantee delivery of the business’s most important data. Students will gain hands-on experience in the configuration and management of Cisco routers and switches. Best practices in the design of an effective routed infrastructure will be addressed.
Prerequisite(s): IS 232

IS 332 High Speed Broadband Networks
3 credits
Provides an in-depth examination of leading broadband network technologies including ATM, xDSL, Cable Modem, Gigabit Ethernet, T-Carrier Systems, SONET and SDH, Frame Relay, SMDS, VOIP, Internet2 and GEANT. The course will also explore topics in fiber optic systems including Wavelength Division Multiplexing (WDM) and Dense WDM (DWDM). Students will learn how to design and cost out global network connections, and compare the leading product offerings from the top tier vendors in each area of broadband network technology.
Prerequisite(s): IS 231

IS 333 Sun Microsystems UNIX Server Architecture and Administration
3 credits
Installs, configures and manages a Solaris server. Topics will include the SPARC platform, pre-installation planning, INTEL installation issues, Common Desktop Environment (CDE), command line interface, BASH commands, Shell programming, managing users and groups, monitoring system resources, e-mail services, DNS Services, internet daemon, web services, SAINT, SAMBA, NFS file system architecture, and the Network Information Service (NIS).
Prerequisite(s): IS 231

IS 334 Telecommunications Systems
3 credits
Studies the components and operation of the national and local telecommunications system. Topics include telecommunication architecture, RBOCs, PBX and Centrex Systems, SS7, Advanced Intelligent Networks, Carriers, Video Conferencing, and Facsimile. The course will compare the leading product offerings from the top tier vendors in each area of technology.
Prerequisite(s): IS 231

IS 335 Wireless LANS and Mobile Communication Systems
3 credits
Examines the concepts and implementation of wireless technologies to include the IEEE 802.11 family of wireless local area network standards, IEEE 802.16 Wi- MAX, Local Multipoint Distribution Service (LMDS), satellite networks (GEO, MEO, LEO), microwave and laser links, and Mobile IP. Students will explore technologies such as the cellular communications system, General Packet Radio Services (GPRS), Global System for Mobile communication (GSM), Specialized Mobile Radio (SMR), Universal Mobile Telecommunications Service (UMTS), and 4G Wireless systems.
Prerequisite(s): 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 two popular web tools, Dreamweaver and Fireworks, students will create several corporate websites.
Prerequisite(s): IS 240

IS 345 Java Programming
3 credits
Create JAVA applications and Applets using the command line and WebSphere. The course will cover the use control structures, custom classes, design methods, manipulate arrays, use OOP design principles to develop reusable components, processing, handle errors with exception code, create multithreaded applications, create networked applications, and leverage JDBC for improved database connectivity.
Prerequisite(s): IS 241 and IS 252

IS 346 ASP.Net & Coldfusion Dynamic Web Application Design
3 credits
Merges ASP.NET and ColdFusion for a powerful hands-on experience in programmatic web page design. Using Microsoft's Visual Studio .NET and ColdFusion, students will build several dynamic web sites implementing advanced features including Web Forms, XML, database connectivity, client side and server side scripting, electronic payment, and Web Services.
Prerequisite(s): IS 252 and IS 343

IS 348 Visual Basic .Net Business Applications
3 credits
Develop applications and components, apply inheritance and polymorphism to objects, organize code using name-spaces, handle errors, access data using ADO.NET, create Windows applications and controls, create transactional and queuing components, create web services, and use assemblies to organize and deploy applications and libraries. Students will build a series of database connected, business applications.
Prerequisite(s): IS 240 and IS 252

IS 349 Designing Web Services and Service Oriented Architectures with JAVA
3 credits
Implements a Service Oriented Architecture, and develops web services and web services clients. The XML-based open standards—WSDL, SOAP, and UDDI—to support web services are utilized.
Prerequisite(s): IS 348

IS 371 Game Design Principles
3 credits
Develops the key knowledge, concepts and skills needed to begin a career as a game developer. Students will learn phases of game design, development, and management process. Popular development engines and tools will be used in the creation of computer games.
Prerequisite(s): IS 270

IS 372 3D Modeling and Animation Techniques
3 credits
Introduces the leading 3D modeling and animation tools in game development and the process of designing and creating 3D animation. Students will learn to design background, scenery, props and characters, applying animation techniques.
Prerequisite(s): IS 371 or permission of the department chair

IS 373 Game Audio Integration
3 credits
Enhances the realism of computer simulations and games with the skilful integration of audio in the form of background music, sound effects, and voiceover techniques. This course prepares the game developer with these audio integration skills using the industry's leading audio production tools.
Prerequisite(s): IS 371 or permission of the department chair
IS 380 Information Security for the Organization
3 credits
Addresses top security issues and surveys tools to detect threats and protect valuable organization resources. Key topics including threat and risk assessment, viruses, worms, Trojan horses, port scans, spyware, and denial of service attacks will be covered along with discussion of free security tools available to help uncover vulnerabilities. Students will write a security policy for their organization. Checklists for protecting business resources will be covered in detail and provided.
Prerequisite(s): IS 231 or permission of the department chair

IS 385 Management of Business Networks
3 credits
Examines components of the business network, emphasizing the strategic selection and configuration of components to solve specific organizational problems. This course introduces students to file servers, application servers, database servers, transaction processing, and groupware. The use of wide-area network services and the Internet to interconnect global business units is reviewed. Students learn the essential concepts of each technology and the interrelationships between the technologies to achieve an understanding of the business network environment.
Prerequisite(s): IS 231 or permission of the department chair

IS 386 E-Commerce Solutions
3 credits
Surveys the most common technologies employed to electronically link businesses with their partners, suppliers, distributors and customers. Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Electronic Payment Systems and other Business to Business (B2B) systems will be surveyed and compared.
Prerequisite(s): IS 231 or permission of the department chair

IS 387 Wireless Technology Solutions for the Office
3 credits
Examines and compares the various wireless technologies available for the office environment at home or at work. Competing wireless technologies are compared and contrasted based on function, cost, security, and performance. Products implementing technologies such as Bluetooth, 802.11a, 802.11b, 802.11g, and the cellular phone system will be examined and their niche areas of usefulness in the workplace detailed.
Prerequisite(s): IS 231 or permission of the department chair

IS 391 Incident Response and Investigation Methods
3 credits
Examines the role of the computer forensics investigator as a member of an Incidence Response Team and explores the nature of the threat to organizations, the indicators that an incident is underway, the policies and procedures to be followed when an incident is detected, and the investigation methods used to collect evidence for prevention or prosecution. The course will explore the best practices used to create, organize and deploy an Incident Response Team for malicious activity.
Prerequisite(s): IS 231

IS 392 Information Systems Forensics Internals - Auditing
3 credits
Examines the tools and techniques used in the recovery of information-systems-generated artifacts used to aid forensic evidence collection and timeline corroborations. Students will examine system policies, auditing techniques, authentication methods, and event and system logging techniques for the family of Windows and Mac operating systems. Students will review documented prosecutions and investigations where operating system artifact recovery led to a successful resolution.
Prerequisite(s): IS 231

IS 393 Forensic Evidence Collection Tools and Techniques
3 credits
Gain hands-on expertise in evidence collection and analysis with the leading forensic tools in use throughout the government, military, and law enforcement agencies. Evidence handling and timeline techniques will be covered with particular emphasis on the relationship to court testimony.
Prerequisite(s): IS 391 and IS 392

IS 431 Exchange Server & Messaging Systems
3 credits
Install, configure, and manage Microsoft’s Exchange Server, a leading technology solution for enterprise wide collaboration. The course will examine in detail the components of the messaging infrastructure; key support tasks in configuration, optimization, and data protection; and competing messaging solutions.
Prerequisite(s): IS 232 and IS 235

IS 432 Network Security—Hacking Countermeasures—Firewalls and Intrusion Detection Systems
3 credits
Examines the types of attacks launched by intruders and the system components that offer intrusion prevention, protection, and detection. Students will learn to configure firewalls, Intrusion Prevention, and Intrusion Detection systems. Hacking exploits and the countermeasures to defeat them will be examined in detail.
Prerequisite(s): IS 231 and IS 232

IS 433 XML E-Business Applications
3 credits
Develops in-depth knowledge in writing well-formed XML Syntax, creating richer documents using namespaces to distinguish XML vocabularies, leveraging DTD’s and Schemas to improve compatibility with externally designed applications, designing cascading style sheets to improve the expression of XML data, using the XPath querying language and XSLT style sheets to enable applications to extract components of an XML document. Students build an XML application that translates data from dissimilar databases in a web-based application.
Prerequisite(s): IS 346

IS 444 Wireless Application Development
3 credits
Develops hands-on experience in the design of wireless applications using Microsoft’s .NET Compact Framework and the Mobile Internet Toolkit development environment for mobile applications. Students will create several applications for handhelds.
Prerequisite(s): IS 345

IS 453 Multimedia Flash Programming
3 credits
Explores the versatility of this powerful application development tool by creating dynamic animations integrating a wide range of media sources. Students will create both action-oriented and logic-oriented instructions in Action-Script that allow the application to perform precisely as intended.
Prerequisite(s): Senior status or permission of the department chair

IS 480 Technology Law
3 credits
Outlines the legal requirements of businesses to preserve electronic data, insure privacy, protect intellectual property, and insure electronic information is accessible to people with disabilities. A survey of the legislation and the systems used to implement the letter of the law will be covered. Pertinent sections of the federal and state regulations will be examined to determine
impact on office procedures and policies.  
**Prerequisite(s):** Senior status or permission of the department chair

**IS 481 Project & Knowledge Management**  
*3 credits*  
Enhances the knowledge, skills, and tools required to deliver projects on time and within budget. Students will explore the reasons for failed projects, the competencies of successful project managers, the functions all project managers perform, the tools project managers use to keep projects on time and within budget, and the project management life cycle.  
**Prerequisite:** Senior status or permission of the department chair

**IS 491 Hacking Attacks, Trace back and Counter Measures**  
*3 credits*  
Develops knowledge of the methods used by malicious intruders, an understanding of the methods used to repel an attack and expertise in the use of the tools and techniques used to track down the perpetrators. This course explores in depth the ever-growing varieties of hacking attacks and the need for multilayered counter measures employed to prevent them. Students will learn to employ trace back techniques to track down leads and ultimately determine the identity of those responsible for the unauthorized access.  
**Prerequisite(s):** IS 232

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**Interdisciplinary Studies Courses**

**INDSC 224 Introduction to Research Methods**  
*3 credits*  
Introduces social science research methods. Emphasis is on formulating questions, developing search and data-gathering strategies, and presenting analyses.  
**Prerequisite(s):** Sophomore status and one of the following: HSR 101, PSY 101 or SOC 101, or permission of the program coordinator.

**INDSC 350 Topics in Interdisciplinary Studies**  
*3 credits*  
Examines selected issues or themes that can be approached from at least two academic disciplines. Rotating topics may be developed within the following categories: social phenomena and events, ideas and applications, or area studies.  
**Prerequisite(s):** Third year status or permission of program coordinator.

**INDSC 450 Senior Project: Seminar in Interdisciplinary Studies**  
*3 credits*  
Supports research-based projects presented by Interdisciplinary Studies majors in partial fulfillment of the requirements for the bachelor’s degree. Each senior investigates a special interest or problem incorporating selected approaches and perspectives of the core disciplines of his or her unique interdisciplinary program.  
**Prerequisite(s):** Senior status and permission of program coordinator.

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**Law**

**LAW 102 Introduction to Legal Studies**  
*3 credits*  
Provides an overview of the functions of our legal system and the sources and nature of our laws. Introduces many substantive and procedural areas of law. Examines the legal profession, the role of the paralegal, and the regulation of attorney and paralegal conduct. Students will begin identifying career goals. Provides an in-depth examination of legal ethics and introduces students to the types of ethical dilemmas they may face in the work force and to methods for researching the answers to and resolving ethical dilemmas.  
**Pre- or co-requisite(s):** ENG 151

**LAW 112 Torts**  
*3 credits*  
Provides an introduction to the broad area of civil wrongs and their appropriate remedies. Tort Law principles of liability for personal, property, and economic harm, negligence (including professional malpractice), strict liability (including products liability), and intentional torts will be covered. Affirmative defenses and limitation of duties including assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners will also be reviewed.  
**Pre- or co-requisite(s):** LAW 102 and ENG 151

**LAW 114 Estates and Trusts**  
*3 credits*  
Introduces students to the laws governing wills and estates. Topics covered include will drafting, inheritance through testacy and intestacy, the role of personal representatives in estate administration, formal and informal probate procedures, and tax ramifications of estate planning. The course also provides an overview of techniques for gathering facts, listing assets, and drafting probate documents and reports. Students will also gain first-hand knowledge of preparing wills and applying probate procedures in opening and closing an estate.  
**Pre- or co-requisite(s):** LAW 102 and ENG 151

**LAW 120 Contract Law**  
*3 credits*  
Provides a detailed introduction to the common law of contracts and the Uniform Commercial Code. Examines such topics as the bases for enforcing promises, the bargaining process, contract formalities, enforcement, breach, defenses, remedies, and assignment and delegation. Drafting skills are introduced and developed.  
**Pre- or co-requisite(s):** LAW 102 and ENG 151

**LAW 125 Legal Research and Writing I**  
*3 credits, Spring*  
Provides an introduction and overview to the methods of legal research and legal writing. Students will examine the various sources of law and categories of research materials. Students will be introduced to writing citations and learn how to develop a research plan, how to analyze cases and statutes, and how to use the law library. Basic legal writing skills will be covered as well as computer-assisted legal research.  
**Prerequisite(s):** LAW 102 and ENG 151

**LAW 130 Business Organizations Law**  
*3 credits*  
Examines the nature of sole proprietorships, partnerships, limited partnerships, limited liability companies, corporations, and S corporations. Emphasis will be placed on the drafting of articles of incorporation and articles of organization, partnership agreements, certificates of limited partnership, corporate minutes and consents, and preparation of various governmental filings that accompany corporate, LLC and partnership formation.  
**Pre- or co-requisite(s):** LAW 102 and ENG 151

**LAW 204 Constitutional Law**  
*3 credits*  
Introduces the Constitution with an emphasis on the Bill of Rights. Examination of criminal and civil constitutional rights, including the underlying legal principles governing searches and seizures, self-incrimination, due process, and equal protection of the law.  
**Prerequisite(s):** LAW 102 and ENG 151
LAW 206 Law in Maryland
3 credits
Introduces a wide variety of law- and government-related settings in Maryland. Through site visits and guest speakers, students will learn the role, jurisdiction, and operating procedures for state and federal courts, the purpose of government agencies, and the role that private law firms and not-for-profit agencies play in the legal system.
Pre- or co-requisite(s): ENG 151

LAW 210 Legal Research and Writing II
3 credits
Continues the examination of the methods of legal research and legal writing. Students will examine in depth the primary and secondary state and federal materials. Students will learn to update and validate their research. Emphasis will be placed on creating a successful research strategy. Advanced computerized legal research will be incorporated into research assignments. Students will analyze and synthesize the results of their research and incorporate their research into forms of persuasive legal writing.
Prerequisite(s): LAW 125

LAW 215 Criminal Law
3 credits
Examines crimes and offenses, criminal procedures and constitutional guarantees of accused persons, jurisdiction of courts, preparation for trial, and appellate and post-conviction procedures.
Prerequisite(s): LAW 102 and ENG 151

LAW 216 Civil Litigation and Pleading
3 credits
Provides a basic understanding of civil litigation and the functions and operations of the state and federal court systems. Includes selection of the proper court, court jurisdiction, pleadings and other court documents, discovery, rules of evidence, trial tactics, and principles of litigation. Study of the rules of procedure for Maryland courts.
Prerequisite(s): LAW 112 and LAW 120

LAW 223 Real Estate Transactions
3 credits
Studies the nature and law of real property, including rights and interests, forms of ownership, transfer of title deeds, contracts of sale, leases, mortgages, deeds of trust, recording of documents, and common types of real estate transactions. This course is for paralegal majors only.
Prerequisite(s): LAW 102 and ENG 151

LAW 225 A Internship: Part I
1 credit
Constitutes on-campus workshops and seminars in preparation for student workplace internships.
Prerequisite(s): ENG 151 or HON 171, ENG 152 or ENG 202, and LAW 125

LAW 225 B Internship: Part II
2 credits
Consists of 135 hours of supervised work in a law office or legal department as a paralegal.
Prerequisite(s): LAW 225A, LAW 210, and 15 additional law credits

LAW 256 Domestic Relations
3 credits
Studies the law regarding matters related to the family, including adoption, child support, custody, spousal support, guardianship, marital property, and the requirements for the formation and termination of a marriage.
Prerequisite(s): LAW 102 and ENG 151

LAW 260 Juvenile Justice
3 credits
Examines the legal problems faced by children within the family, at school, and in the criminal justice system. An in-depth analysis will be made of the issue of delinquency, including theories of delinquency, the impact of gender, family, peers, schools and drug use on delinquency, and policies and programs designed to prevent delinquency. Students will develop a working knowledge of the juvenile justice system, including police, court and corrections processes and procedures.
Prerequisite(s): ENG 151

LAW 300 Elderlaw
3 credits
Provides a practical approach to the legal functions inherent in an elderlaw practice. Includes an overview of the medical and social issues affecting seniors and their families, particularly advanced health care directives, management of assets, passing assets upon death, federal gift and estate taxes, and long-term care financing. An understanding of the legislation, regulation and policy determinations governing elderlaw issues, presentation and evaluation of planning approaches and tools frequently used in elder law, instruction in the preparation and use of documents necessary to effectuate elderlaw plans, ethical considerations for families, and the role of other professionals in elderlaw planning will also be considered.
Pre- or co-requisite(s): LAW 114

LAW 302 LSAT Review
3 credits
Provides students in all majors with the opportunity to think critically, strategically, and efficiently in order to understand the four multiple-choice type questions commonly found on the LSAT. Students will be required to take simulated LSAT exams, answer actual LSAT questions from recent examinations, and learn test-taking strategies. Students will also draft a well-written personal statement, suitable for inclusion in a law school application.
Prerequisite(s): LAW 210 or a 200-level writing course, and junior or senior status.

LAW 305 Special Topics in Law
3 credits
Examines areas of law of current interest not covered in other LAW courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special legal topics. Special topics will be selected based on current events, developments in technology, changes in the law, and employer needs. The course topic will differ with each offering of the course, and will be specified in the class schedule for the term offered. This course may be repeated, for credit, so long as the course topics are different.
Prerequisite(s): LAW 210

LAW 312 Advanced Business Organizations
3 credits
Examines the essential documentation of business entity formation and operation including organizational documents, limited partnership agreements, articles of transfer, articles of dissolution, articles of merger, various tax elections, buy-sell agreements, and various types of minutes. Further, students will examine the fiduciary relationships both within various entities and their management’s relationships with and duties towards others, including investors, lenders, employees, the government, consumers and society. Practical and intellectual appreciation of business forms is gained through an approach that considers the impact of current events on public confidence in business organizations and their management.
Prerequisite(s): LAW 130
LAW 315 Advanced Estate Administration
3 credits
Examines the administration of a complex decedent’s estate, preparation of all probate documents, including inventory and accounts, problems of valuation and appraisal of assets, preparation of federal estate tax return, and study of Maryland inheritance and estate taxation.
Prerequisite(s): LAW 114

LAW 320 Bankruptcy Law
3 credits
Examines voluntary and involuntary proceedings, functions of the trustee, secured and unsecured debts and claims, exemptions, and discharge of debts, voidable transactions, preparation of petitions, schedules and other documents, and comparison with insolvency proceedings and compositions of creditors.
Prerequisite(s): LAW 130

LAW 322 Criminal Investigation
3 credits
Provides students the opportunity to study the principles and procedures employed in the investigation of crime. Emphasis is placed on the investigation of specific crimes, identification of information sources, and the procedures required for the proper handling of evidence.
Prerequisite(s): LAW 204

LAW 325 Employment Law
3 credits
Provides an overview of the law of the workplace. Examines the impact on the employer-employee relationship and provides guidance within the environment of employment law. Examines employment law as the crossroads of several legal disciplines: contract, tort, and agency, common law, regulatory, and statutory law, as well as social, economic, and political policy.
Prerequisite(s): LAW 130

LAW 330 Advanced Estate Planning
3 credits
Examines the entire estate planning process (as opposed to estate administration) using a step-by-step approach. Various aspects of estate planning are covered including the topics of wills, will substitutes, trusts, estate and gift tax planning, business succession planning, asset protection, estate and trust administration, and death taxation.
Prerequisite(s): LAW 130

LAW 335 Intellectual Property Law
3 credits
Covers the legal principles and rules regarding the law of patents, trademarks, copyrights, and trade secrets. Students will examine statutes and case law and apply the principles to hypothetical case scenarios. Emphasis is placed on the skills required of paralegals who practice in this area, including preparing copyright and trademark applications as well as using computer technology in preparing applications, maintaining records, performing trademark and patent searches and protecting confidential information.
Prerequisite(s): LAW 130

LAW 340 Income Taxation
3 credits
Examines the general principles of taxation of individuals, corporations, partnerships, and estates and trusts, with emphasis on points of tax law relating to individuals.
Prerequisite(s): LAW 102 and ENG 151

LAW 345 Sports Law
3 credits
Examines the legal aspects of professional and amateur sports, including topics such as sports agents, sports contracts, sports

LAW 352 Litigation Technologies
3 credits
Studies the implementation and manipulation of litigation support computer systems that are utilized within the legal environment for the collection, organization, and management of documents. Students will obtain hands-on experience in the use of the most prevalent litigation support software packages.
Prerequisite(s): LAW 216

LAW 361 Immigration Law
3 credits
Examines the laws, policies and procedures pertaining to immigration, naturalization and citizenship. Topics include legal entry into and residence in the United States, qualifying for citizenship, Visas, amnesty, asylum and refugees, deportation, and post 9/11 issues. Designed to meet specific employer needs in the field of immigration law, both in the private and public sectors. Preparation of legal documents and immigration forms is emphasized.
Prerequisite(s): LAW 216

LAW 365 Health Care Law
3 credits
Studies the framework of regulation of the health care arena, including the credentialing of health care professionals and how health insurance can define access to health care. Analysis of fraud and abuse legislation and regulations, including application of the law to hypotheticals. A review of the effect of antitrust legislation on health care business transactions. The laws of birth and death will be examined.
Prerequisite(s): LAW 210

LAW 375 Environmental Law
3 credits
Studies the major environmental statutes and regulations affecting the operations of business and industry. Topics include water pollution control, air pollution control, PCBs, asbestos, hazardous wastes, and other public health and safety regulations. Discussion of the process developed by federal and state agencies for compliance with these regulations and the potential liabilities faced by employers and businesses.
Prerequisite(s): LAW 210
LAW 380 Mediation and Negotiation
3 credits
Studies the role of mediation in resolving conflicts. Includes an introduction to the skills and procedures needed to settle disputes and an examination of the dimensions and benefits of mediation and its use within the field of alternative dispute resolution.
Prerequisite(s): ENG 151

LAW 390 Law Clinic
3 credits
Integrates the classroom experience with practice as a paralegal. Clinic paralegal students participate in a wide range of clinical activities under the close and supportive supervision of a faculty attorney. Students learn what it means to be a paralegal by working with the economically disadvantaged and under-represented persons in the community and by analyzing this experience. While working with clients in various areas of law (such as tax law and family law), students will explore the substantive areas of law and its processes. Issues of professional responsibility are also considered. Students will meet periodically with other clinic students and the faculty attorney to discuss the areas of substantive law, the paralegal skills they developed, and any ethical issues they encountered. May be repeated one time for credit.
Prerequisite(s): LAW 225

LAW 404 Advanced Constitutional Law
3 credits
Analyzes the Fourteenth Amendment rights of due process and equal protection, examination of principles involving the Commerce Clause and Commercial Free Speech, review of recent decisions by the Supreme Court that significantly impact the major areas of criminal and civil law.
Prerequisite(s): LAW 204

LAW 410 Securities Law
3 credits
Analyzes the structure, operation, and regulation of the securities industry. Specific focus will be placed on investment advisors, mutual funds, and broker dealer regulation by the SEC, NASD, and states, and the role of paralegals in these organizations.
Prerequisite(s): LAW 130 and LAW 210

LAW 415 Financial Institutions and Banking Law
3 credits
Analyzes the structure, operation, and regulation of the American financial institutions industry. Explores the distinctions among commercial banks and other financial institutions, including various organizations and stock brokerages. Examines bank holding companies and regulation of non-traditional banking activities, and scrutinizes troubled banks and the FDIC, as well as insurance and securities activities. Senior status or prior banking experience recommended.
Prerequisite(s): LAW 210 (for paralegal majors) OR LAW 208 or LAW 308 (for business and accounting majors).

LAW 423 Advanced Real Estate
3 credits
Expands on the principles of real property law into the more sophisticated areas of conveyancing, mortgage and equity financing, and forms of property ownership, preparing for settlements, recording of documents, and applications for title insurance. Residential and commercial transactions, including leasing, cooperatives and condominiums, timesharing, syndications, and tax implications are covered. Focus on the distinctions among specific financial institutions, appraisers, real estate agents, and mortgage makers and their roles in the real estate market.
Prerequisite(s): LAW 223

LAW 440 Independent Legal Study
3 credits
Allows the student to complete an approved project under close faculty supervision during the course of a semester. Examples include an extended research project that results in a paper similar to a law journal article, assisting or counseling in a law clinic, and exercising legal knowledge or skills on behalf of a civic group such as handicapped or disadvantaged persons. Substantive paper required.
Prerequisite(s): LAW 210, junior or senior status, and permission of department chair.

LAW 450 Administrative and Government Law
3 credits
Examines administrative law and policy at the federal and state levels. Emphasizes how the administrative process functions in theory and in practice from the perspective of the lawyer and the paralegal. Includes rulemaking, both informal and formal, adjudication at the administrative level, judicial review, Freedom of Information and Public Information Act, and Federal and Maryland Administrative Procedure Acts.
Prerequisite(s): LAW 216

LAW 480 Senior Seminar
4 credits
Employs a broad range of legal research, legal writing, analytical skills, oral communication skills, and substantive law skills. Students demonstrate mastery of substantive legal skills through completion of a project. Demonstration of legal research, legal writing, and analytical and oral communication skills through presentation of legal briefs.
Prerequisite(s): LAW 210 and senior status

LAW 462 Advanced Contract Drafting
3 credits
Instructs students in the skill of contract drafting. Students will learn the different parts of a contract and how to draft each part, to write provisions clearly and unambiguously, then to organize the parts into a cohesive contract. Reviewing and commenting on contracts drafted by others will be studied. Students will consider ethical issues in drafting contracts.
Prerequisite(s): LAW 120 and LAW 210

LAW 470 International Business Law
3 credits
Examines various aspects of international business law, including multinational enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.
Prerequisite(s): LAW 130 and LAW 210 (for paralegal majors) or LAW 208 or LAW 308 (for business and accounting majors) and senior status.

Management

MGT 204 Principles of Management
3 credits
Examines theories and principles underlying the management process. Also discussed are fundamental management activities, including planning, organizing, leading, controlling, and decision making.
Prerequisite(s): Sophomore standing recommended

MGT 310 Organizational Behavior
3 credits
Examines human resource problems and the integration of management theory and behavioral concepts as they relate to modern organizations. Topics discussed include leadership and
motivation, job satisfaction, conflict resolution, power and politics, group dynamics, and managerial skills.

**Prerequisite(s):** MGT 204 or HSR 340

**MGT 312 Analysis of the Managerial Environment**

*3 credits*

Analyzes and explains external factors affecting business functions (i.e., technology, political/legal environment, sociocultural environment, demographics, etc.). This course builds on knowledge learned in previous business, accounting, and economics courses.

**Prerequisite(s):** MGT 204, MGT 310, ACC 122, EC 201, and EC 202

**MGT 313 Operations Management**

*3 credits*

Investigates effective operating control in businesses and the interrelationship between operations and other functions of an organization. Topics include operating strategy, production planning, quality management, inventory management, project management, and technology assessment.

**Prerequisite(s):** MGT 204 and MATH 140 or MATH 210

**MGT 408 Human Resource Management**

*3 credits*

Examines human resource management and the role of line managers and HR professionals in recruiting, developing, and retaining a competent work force. Discussion will also include job analysis and design, human resource planning, compensation, benefits, labor relations, equal opportunity employment laws, work force diversity, and global competitiveness. This course prepares students to sit for the Professional in Human Resources (PHR) exam.

**Prerequisite(s):** MGT 310 or HSR 340

**MGT 413 Project Management**

*3 credits*

Examines the tools and techniques necessary to manage resources to meet project objectives. Topics include project scheduling, time-cost tradeoffs, budgeting, cost control, and project monitoring, as well as project organization, team development, and risk management.

**Prerequisite(s):** MGT 313 and ACC 221

**MGT 415 International Business Management**

*3 credits*

Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign labor, and effects of natural events on management decisions.

**Prerequisite(s):** MGT 204 and MKT 206

**MKT 206 Principles of Marketing**

*3 credits*

Examines the relationship between an organization and the market for its goods and services. Topics covered include the marketing concept, marketing planning, consumer behavior, research, product development, and the marketing mix. Social, ethical, and international aspects of marketing are emphasized.

**Prerequisite(s):** Sophomore status recommended

**MKT 207 Market Research**

*3 credits*

Examines basic market research concepts, principles, and practices. Students will develop skills in problem identification and problem solving research. Content will develop the main components involved in conducting market research, including problem definition, research design, field work, analysis, and report presentation. Successful completion of this course will prepare students for careers utilizing the basic ability to conduct and present research, careers related to marketing and general business, and careers directly related to market research.

**Prerequisite(s):** MKT 206

**MKT 311 Consumer Behavior**

*3 credits*

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

**Prerequisite(s):** MKT 206

**MKT 315 Sports Marketing**

*3 credits*

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

**Prerequisite(s):** MKT 206

**MKT 316/MGT 316 Principles of Negotiation and Sales**

*3 credits*

Examines the tools and techniques necessary to manage resources to meet project objectives. Topics include project scheduling, time-cost tradeoffs, budgeting, cost control, and project monitoring, as well as project organization, team development, and risk management.

**Prerequisite(s):** MKT 206, MKT 206, ACC 102, FIN 301 or FIN 402

**MGT 430 Business Capstone Seminar**

*3 credits*

Develops the ability to recognize, analyze, and define problems within and outside the organization, to identify management choices, and to implement appropriate strategic action. This course stresses the assessment of the short and long-term implications of taking certain actions. It uses a broad range of research methodologies, traditional and electronic data sources, and primary research in investigating and solving business problems.

**Prerequisite(s):** MGT 310, MGT 313, MKT 206, FIN 402, EC 201, and EC 202
examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions.

**Prerequisite(s):** MGT 204 and MKT 206

**MKT 336 Integrated Marketing Communications**  
3 credits  
Examines the social and economic roles, principles, and applications of all forms of promotional tools in the development of integrated marketing communications programs. Included are advertising, sales, sales promotion, direct marketing, and public relations, with domestic and international perspectives.  
**Prerequisite(s):** MKT 206

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### Mathematics

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| MATH 121    | College Algebra with Applications   | 4       | Introduces the student to solution techniques for equations and inequalities, properties of functions, properties of polynoma rational, exponential and logarithmic functions, and systems of equations. Course emphasizes applying acquired algebraic problem solving techniques and reasoning to real-world and discipline-specific problems. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.  
**Prerequisite(s):** A grade of "C-" or better in DEV M 105#, or by placement.  
**General Education:** Mathematics |
| MATH 140    | Basic Statistics                   | 4       | Introduces the student to basic data analysis. Methods include data collection and packaging, discriminating between valid and invalid uses of statistics, and elementary methods for decision making. Topics include measures of central tendency and dispersion, elementary probability, probability distributions, interval estimates of parameters, hypotheses testing, correlation, and regression. Course activities include elementary applications of statistics to a variety of disciplines. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.  
**Prerequisite(s):** A grade of "C-" or better in DEV M 105#, or by placement.  
**General Education:** Mathematics |
| MATH 210    | Statistics and Probability         | 4       | Applies the theory of statistics to concrete problems in business and the social sciences. Topics covered include data collection, graphical displays of data, descriptive measures, correlation and regression, probability, discrete and continuous random variables, the binomial and normal distributions, sampling distributions, interval estimation of parameters, and tests of hypotheses. A TI-83, TI-83 Plus or TI-84 calculator is required for the course. A computer laboratory component will introduce the student to statistical applications in software packages. **Credit will not be granted for both MATH 210 and MATH 235.**  
**Prerequisite(s):** A grade of "C" or better in MATH 121, or placement into MATH 125 or higher.  
**General Education:** Mathematics |

### Music

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| MUS 201     | Introduction to Music in History    | 3       | Explores musical styles in history from Gregorian chant to jazz and contemporary music. Students are exposed to a variety of musical styles through the use of CDs and live performances.  
**Prerequisite(s):** ENG 151 or equivalent. May be taken concurrently.  
**General Education:** Fine Art |
| MUS 320     | Special Topics in Music: World Music Traditions | 3       | Examines and compares musical traditions and aesthetics of diverse cultures, with a discussion of both the sacred and social roles that music plays in each society. Past topics have included world musical traditions and American musical traditions.  
**Prerequisite(s):** ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.  
**General Education:** Fine Art |

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### Nursing Courses

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| NURS 312    | Physical Assessment and Pathophysiology | 3       | Explores the role of the nurse in physical assessment and data collection utilizing an organizing framework. Gaining competence in the application of assessment skills and interviewing prepares the registered nurse for enhanced clinical practice. Physical examination across the life span and with diverse populations is included, as well as application of knowledge within the context of pathophysiological conditions. Includes thirty hours of web-based instruction and 15 hours of laboratory experience.  
**Restricted to RNBS majors.**  
**Prerequisite(s):** ENG 151.  
**Fee:** $30 |
| NURS 314    | Nursing Research for RNs            | 3       | Introduces registered nurse students to the research process in nursing. Methods of gathering, analyzing, and interpreting data commonly used in nursing research are discussed. The focus of this course is the critical evaluation of nursing research studies and the utilization of research findings. This course is taught partially online.  
**Restricted to RNBS majors.**  
**Prerequisite(s):** MATH 140 and ENG 151 |
| NURS 315    | Information Technology in Nursing and Health Care | 3       | Presents nursing informatics as a combination of computer science, information science, and nursing science. Nursing informatics assists in the management and processing of nursing data, information, and knowledge in the practice of nursing and delivery of health care. This course addresses how technology shapes nursing practice, nursing education, and access to health care information and examines informatics as an area of nursing specialization. This course is taught partially online.  
**Restricted to RNBS majors.**  
**Prerequisite(s):** ENG 151 and IS 134 or permission of instructor |
| NURS 411    | Professional Seminar I              | 5       | Introduces the registered nurse student new to baccalaureate nursing education to the Stevenson College Nursing Program. Includes discussion of the philosophy and organizing framework, application of the nursing process in diverse settings, principles of health promotion, expansion of nursing roles, aspects of critical thinking, perspectives from nurse theorists, utilization of therapeutic communication, features of managed care, elements of health teaching, development and evaluation of learning goals, discourse on professional values, and descriptive situations regarding clinical updates. Learning activities include web-based interaction and an independent learning component.  
**Restricted to RNBS majors.**  
**Prerequisite(s):** ENG 151 |
NURS 414 Nursing Leadership For RNs
2 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. Dialogue centers on topics of group facilitation, delegation, motivation, collaboration, team building, empowerment, conflict management, and negotiation as experienced in the context of nursing practice. This course is taught partially online. Restricted to RNBS majors.
Prerequisite(s): ENG 151

NURS 415 Professional Seminar II
5 credits
Explores the process of empowerment and self-actualization in the nursing profession. During the first segment of the course, the focus is on the nurse as a professional. The second segment examines the context of professional nursing practice, the health care delivery system. The remaining segment provides opportunities to explore professional activism within nursing organizations and state/federal governmental agencies. Thirty hours of theory/lecture/discussion, twenty hours of web-based interaction, and twenty five hours of independent study and project research. Restricted to RNBS majors.
Prerequisite(s): NURS 411 and ENG 152

NURS 424 Health in the Community
3 credits
Immerses the registered nurse student in community-focused health care. The first portion of the course explores nursing care provided to groups within the community setting, based on nursing research and using the nursing process, community assessment, goal setting, and community planning. The second portion of the course includes concepts associated with epidemiology, informatics, economics, environmental health, health promotion, vulnerable populations, and global health. Theoretical concepts will be applied in a mentored clinical experience; the setting will be selected under the guidance of the faculty and will be one where public or community health concerns can be identified and where nursing roles are present. Learning activities will occur in the classroom setting, online, and through 30 hours of mentored clinical practice. Restricted to RNBS majors.
Prerequisite(s): NURS 312, NURS 314, and NURS 415

NURS 434 Clinical Seminar and Practicum
5 credits
Assists the RN to BS student in synthesizing concepts and experiences from their course work into an integrated whole. Using a balance of theoretical learning and clinical experiences, students will refine their nursing practice through a mentored relationship, and reflect upon the transformative aspects of education. Students will select a clinical experience that expands their current clinical expertise or that allows them to explore a new arena of nursing practice. Thirty hours of mentored practice will be required and research will expand the student's understanding of the selected clinical setting and a concept for presentation in a seminar. Theoretical concepts will be explored through face-to-face and online lecture/discussions, online learning activities and student postings to the discussion board equaling 75 hours; Students preparing to take this course must have completed all program requirements.
Prerequisite(s): NURS 414 and NURS 424 or permission of department

PHIL 101 Introduction to Philosophy
3 credits
Explores the nature of philosophical inquiry that underlies all pursuits of knowledge and self-knowledge. In particular, the course will study the thinking of at least three different philosophers and three different branches of philosophy (e.g., metaphysics, ethics, epistemology, aesthetics). Approaches to such study will vary with course instructor.
Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.
General Education: Humanities

PHIL 104 Logic
3 credits
Studies the principles and methods used to distinguish good and bad reasoning. The goal of this course is better reasoning. To this end, students critically examine and attempt to understand key elements of both informal and formal logic.
Prerequisite(s): ENG 151 or equivalent. May be taken concurrently.
General Education: Humanities

PHIL 415 Professional Ethics
3 credits
Reviews traditional ethical theories, which are then applied to more specialized topics in professional ethics. Readings consist of case studies together with articles on ethical theory. The course is not open to students who have taken PHIL 416.
Prerequisite(s): ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.
General Education: Humanities

PHIL 416 Business Ethics
3 credits
Explores a critical and historical study of ethical theories as they relate to contemporary business conduct and issues. The course is not open to students who have taken PHIL 415.
Prerequisite(s): ENG 152 or equivalent. Third-year or fourth-year status or permission of the instructor.
General Education: Humanities

PHSC 206 Meteorology
3 credits
Explores the relationship between man and weather, air masses, and fronts. Studies the atmosphere, weather scales, causes of weather, storms, atmospheric optics, and weather prediction. Fulfills non-laboratory science requirement for non-majors.
Prerequisite(s): None
General Education: Non-lab science

POSCI 102 American Government: Political Institutions and Procedures
3 credits
Examines the structures that comprise the American political system, how they interact, how they affect an individual member of the political system, and how they are changed by individuals and groups. Covers federal, state, and local government.
Prerequisite(s): None
General Education: Social Science
## Psychology

**PSY 101 Introduction to Psychology**  
*3 credits*  
Introduces the psychological theories and research that are the foundation of the scientific study of behavior, including mental processes. Focuses on the major concepts, theoretical perspectives, historical and current data that relate to the discipline of psychology. Topics include the biological basis of human behavior, learning theory, memory, personality, development, intelligence, and psychological disorders.  
**Prerequisite(s):** None  
**General Education:** Social Science

**PSY 108 Human Growth and Development**  
*3 credits*  
Provides a lifespan perspective, from a scientific perspective, on the growth and development of humans. Focuses on stability and change in human development with respect to the biological, cognitive, and socioemotional domains. Major theoretical approaches to development that address both innate factors and environmental influences, as well as their interaction, are studied. A broad range of topics are covered that are relevant to the varying age groups and domains of development.  
**Prerequisite(s):** PSY 101  
**General Education:** Social Science

**PSY 208 Human Sexuality**  
*3 credits*  
Focuses on the psychological, biological, social, cultural, and ethical forces that impact one’s sexuality. Emphasis is placed on research methodologies. Topics such as the status of sex research, love, attraction and intimacy, variations in sexual practice and gender expressions, legal implications, as well as the range of psychological alterations that affect one’s sexuality will be introduced. Students should have a grasp on many topics related to human sexual functioning and be able to discuss sexual issues in a more open and knowledgeable manner by the end of the course.  
**Prerequisite(s):** PSY 101  
**General Education:** Social Science

**PSY 215 Psychopathology**  
*3 credits*  
Examines abnormal behavior and its assessment, diagnosis, possible causes, and treatment. Focuses on the major mental disorders diagnosed in adults. These disorders include anxiety disorders, mood disorders such as major depression, psychotic disorders, and personality disorders.  
**Prerequisite(s):** PSY 101

**PSY 350 Topics in Psychology**  
*3 credits*  
Studies selected issues in psychology in depth, stressing relevant methodologies and theories. Rotates topics, such as Drugs and Behavior, Health Psychology, and Forensic Psychology. See the undergraduate catalog for topics offered in the traditional semesters. **Repeatable if content differs.**  
**Prerequisite(s):** PSY 101 and ENG 152

## Sociology

**SOC 101 Introduction to Sociology**  
*3 credits*  
Studies the fundamentals and methods of sociology as a social science. Introduction to sociological perspective and theories on such topics as socialization, social interaction, deviance, and social control; family, education, religion, politics, and economics; and social change.  
**Prerequisite(s):** None  
**General Education:** Social Science

## Theatre

**THEA 121 Introduction to Theatre**  
*3 credits*  
Examines—through readings and lecture and discussion—the responsibilities and techniques of theatre artists (playwrights, actors, directors, designers) who collaborate to create the dramatic experience. Students further investigate the nature of this experience by critiquing Stevenson University productions.  
**Prerequisite(s):** None  
**General Education:** Fine Art

## Religion

**REL 202 Patterns of Thought in World Religions**  
*3 credits*  
Surveys selected living religions and their practices and thoughts that have had a major influence on the development of worldviews. The course examines the impact religion has on certain aspects of our lives, such as politics, history, literature, and the arts. The course also seeks to provide the critical tools needed to determine and to evaluate religious influences.
Advanced Information Technology Courses

**AIT/BTM 601 Information Technologies and the Organization**

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

**Prerequisite(s):** None

**AIT/BTM 604 Cognitive Science for Requirements Analysis**

3 credits
Studies the elements of cognition as they relate to decision-making, problem solving, information analysis, and system development and use. The goal of information technologies is to support the performance of humans as they work to achieve organizational goals. In order to provide technologies and systems that most effectively achieve this end, the information systems professional must understand the structure of cognition and its associated limitations and biases.

**Prerequisite(s):** None

**AIT/BTM 606 Creativity in Information Systems**

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

**Prerequisite(s):** None

**AIT 608 Design Theory**

3 credits
Examines the theory behind the design of successful information systems from the perspective of cognitive science, human creativity, and object technology. Topics include problem structuring, performance modeling, evaluation functions and stopping rules, limited commitment mode, making and propagating commitments, solution decomposition, abstractions, and artificial symbol systems. The course focuses on integrating theories of human cognition and creativity with evolving object technology to enable students to build effective models of enterprise-wide information systems.

**Prerequisite(s):** None

**AIT 620 Internetworking**

3 credits
Covers the installation and integration of communication technologies, including wide area networks (WANs), local area networks (LANs), intranets, gateways, routers, and bridges. The course explores each of these technologies and examines how each contributes to the enterprise-computing environment.

**Prerequisite(s):** None

**AIT 618 Network Technologies**

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

**Prerequisite(s):** None

**AIT 622 Message Handling Systems**

3 credits
Examines message-handling standards and architectures as well as their integration within business processes and traditional information systems.

**Prerequisite(s):** None

**AIT 630 Object-Oriented Technologies and C#**

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

**Prerequisite(s):** None

**AIT 632 Client/Server Computing with ASP.NET**

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

**Prerequisite(s):** None

**AIT 634 Enterprise Data Management**

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

**Prerequisite(s):** None
AIT/BTM 642 Enterprise Application Process Analysis
3 credits
Examines the role of the process of integrating divergent hardware and software systems into the enterprise information architecture. Students examine the configuration and design of the computer platforms required to perform key tasks such as: connecting computers and peripheral devices to a network, creating and managing internet and intranet access, executing application software, and installing and upgrading hardware. Students learn strategic operating systems options and evaluate how to make the best technical choices for the organization.
Prerequisite(s): None

BTM 640 Operating Environments: Architecture and Infrastructure
3 credits
Discusses the nature and impact of Enterprise Solutions software on the selection, development, and distribution of information systems through the enterprise. Students learn and apply the appropriate hardware, software, and communications standards required for evaluating when and how to implement Enterprise Solutions instead of more traditional techniques to solve business problems.
Prerequisite(s): None
BTM 643 Electronic Commerce
3 credits
Discusses the evolution of key infrastructure technologies from electronic data interchange (EDI) to the Internet and how these technologies are creating the corporation of the 21st century. Students learn how organizations are converting traditional mainframe and client/server applications to Internet-based applications that allow worldwide access to an organization's products and services. The course covers the technologies that support these new extended corporations as well as the underlying managerial processes that are required for their successful implementation.
Prerequisite(s): None

BTM/AIT 644 Project Management
3 credits
Provides students with the genesis of project management and its importance to improving the success of information technology projects. Topics addressed include the triple constraint of project management, project management knowledge areas and process groups, the project life cycle, project selection methods, work breakdown structures, network diagrams and critical path analysis, cost estimates, earned value analysis, risk analysis, motivation theory, and team building. Project management software will be utilized to plan and manage information technology projects.
Prerequisite(s): None

BTM 661 E-Systems Security
3 credits
Explores the current software and hardware products available to protect enterprise assets. Covered in this course are the methods used to ensure both secure and authenticated transmissions of proprietary corporate information across vulnerable networks. Topics will include public-key-infrastructure (PKI), digital signatures, certificate authorities, and encryption standards such as SSL, IPSEC, SET, DES, S/MIME, SHTTP. In addition, students examine techniques and software used for intrusion detection, password attacks, denial of service, spoofing, and their respective countermeasures.
Prerequisite(s): None

BTM 662 B2B Applications
3 credits
Explores the latest business-to-business technologies including Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (eCRM), Electronic Data Interchange (EDI), and Online Financial Services.
Prerequisite(s): None

BTM/AIT 663 Technology Law & Enforcement Activities
3 credits
Outlines the legal requirements of businesses to preserve electronic data, insure privacy, to protect intellectual property and to insure electronic information is accessible to people with disabilities. A survey of the legislation and the systems used to implement the letter of the law will be covered. Pertinent sections of the Federal and State regulations will be examined to determine impact on procedures and policies in the enterprise. Legislation to be discussed includes the Health Insurance Portability and Accountability Act of 1996 (HIPA), Digital Millennium Copyright Act (DMCA), Section 508 (29 U.S.C. '794d), Accessibility Act; Uniform Computer Information Transactions Act (UCITA); Sarbanes-Oxley Act; Consumer Broad-band and Digital Television Promotion Act (CBDTPA), CAN-SPAM Bill; USA Patriot Act—Section 326 (HR 3162); The Privacy Act of 2003 (Feinstein, D. Calif.); and the Notification of Risk to Personal Data Act.
Prerequisite(s): None

BTM 667 Customer Relationship Management (E-CRM)
3 credits
Understanding the importance of CRM in safeguarding the firm's customer base and future revenue growth, especially in those industries characterized by high levels of competition. In accessing and analyzing customer data, businesses are better able to provide products and services more closely tailored to customers' needs and thereby strengthen relationships. Students evaluate the various methods of extracting customer data, particularly from web sites, and learn how the data is analyzed, segmented and scored in the production of meaningful management reports and marketing campaigns.
Prerequisite(s): None

BTM/AIT 702 Master's Project
3 credits
Offers students the opportunity to perform in-depth applied technology research in support of a business environment. Students pursue project research topics chosen from a wide range of technologies and through hands-on implementation perform comparative analysis testing on performance, reliability, stability, feature sets, and functionality. Students formally present their research findings to the Information Systems faculty.
Prerequisite(s): AIT 701.

Forensic Science Courses

ART 540 Crime Scene Photography
3 credits
Explores the basic concepts and skills of photography including the use and operation of SLR and Digital cameras, the fundamentals of proper lighting, film selection, picture composition, film processing and printing. These skills will be developed as they pertain to photographing a crime scene and specific areas of a crime scene, such as fingerprints, blood splatters, firearms, burn marks, victims, and tire tracks.
Prerequisite(s): None

FSCI 500 Survey of Forensic Science
3 credits
Provides the student with an understanding of the two primary arenas of Forensic Science—The Lab and The Courtroom. Topics covered will include forensic chemistry, pattern analysis, forensic biology, forensic microscopy, the expert witness, physical evidence and the crime scene. Topics related to employability as a forensic scientist and workplace demands will also be introduced. In this course, students will begin to explore in detail their specific areas of interest within the broad discipline of Forensic Science.
Prerequisite(s): None

FSCI 610 Physical Evidence at Crime Scenes
3 credits
Covers how to identify physical evidence and recognize its value as it relates to the solution of crime. The concepts of identification, individualization, and association will be discussed. The categories of physical evidence studied will include the recognition and collection methods of fingerprints, drugs, documents, soil, arson evidence, gunshot residue, hair, fiber, and the biological evidence categories, such as blood, saliva, and semen. The value of DNA evidence will be discussed.
Prerequisite(s): None

FSCI 615 Safety/Quality Control/Quality Assurance I
2 credits
Prepares students to be knowledgeable in the stringent safety and Quality Assurance procedures routinely in operation within an accredited forensic laboratory. Additionally, students will learn about the Quality Criteria that govern the work product of an accredited forensic lab. The course will emphasize the practices that protect the work product through good QC/QA with
emphasis on current accreditation criteria, and those policies that protect the most important aspect of the lab—the employee.

Prerequisite(s): None

FSCI 617 Trace Evidence
4 credits
Prepares students to evaluate physical evidence through the use of microscopic, chemical, and instrumental means. The course will emphasize the scientific procedures used to identify the evidence, the analysis of data generated during the identification phase, and the inductive reasoning process which allows the forensic scientist to draw conclusions based on the evidence at hand. Laboratory course.

Prerequisite(s): FSCI 500

FSCI 620 Drug Analysis
3 credits
Introduces students to the "Analytical Approach" to drug analysis in a forensic laboratory. Students will be taught how to define the problem, take a representative sample, isolate, identify, and quantify various classifications of Controlled Dangerous Substances. Students will learn how to put the findings into proper report format. Laboratory course.

Prerequisite(s): None

FSCI 630 Crime Scene Investigation
3 credits
Teaches the student how to process a crime scene properly. Students learn how to photograph, sketch, and document a crime scene for presentation of those findings in a court of law. Students will be given the opportunity to perform hands on activities, such as development of latent prints, lifting and preserving prints, making plaster casts of impressions, packaging and preserving biological types of evidence, and performing elementary screen tests for some evidence categories. Laboratory course.

Prerequisite(s): FSCI 500 and FSCI 610

FSCI 640 Serology and Immunology
3 credits
Involves a detailed study of the structure and function of the immune system, and in particular, antigen-antibody reactions with applications to forensic science. Students learn to perform a variety of laboratory tests in the screening of biological materials, such as blood, semen, saliva, etc, and use of microscopy. Identification of the source material and feasibility for DNA analysis are key aspects of the course. Laboratory course.

Prerequisite(s): None

FSCI 645 DNA Analysis
4 credits
Masters and applies a variety of concepts related to DNA structure and genetic transfer. Various techniques for DNA analysis will be applied and evaluated, such as PCR, STR and Y-STR. Capillary electrophoresis procedures will be utilized. Students will also become familiar with and learn to use the national DNA database CODIS.

Prerequisite(s): FSCI 500 and FSCI 640

FSCI 655 Practicum Rotations
3 credits
Involves rotation through forensic science disciplines at a local crime laboratory facility or law enforcement agency. The practicum rotation will provide students with first-hand experience in observing the activities of a working forensic laboratory. When possible, the student will be assigned a project in a forensic area. Background check required. Laboratory course.

Prerequisite(s): None

FSCI 660 Forensic DNA Computer Applications
3 credits
Provides students with exposure to a wide variety of computer applications that are commonly encountered within the Forensic DNA field. The course includes both analytical applications and database applications; with four modules assigned to each. Each module will cover the basis of the application, the different options available for the application, and an explanation of the functionality of the application. The analytical application includes modules on Real Time PCR Analysis, Length Based DNA Analysis, Sequence Based DNA Analysis, and Expert Analysis Systems. The database application includes modules on Quality Assurance Databases, Sample Tracking Databases, Comparative Databases, and Population Databases.

Prerequisite(s): FSCI 500

FSCI 670 Forensic Toxicology
3 credits
Studies the mechanisms of action (absorption, distribution, metabolism, and excretion) by which xenobiotics (drugs and environmental chemicals) enter the body and cause an effect. The course will also discuss the forensic analytical application of detection and interpretation of the toxicological findings.

Prerequisite(s): FSCI 500

FSCI 720 Seminar in Forensic Science I
1 credit
Covers a broad range of topics within the forensic science disciplines. The student will prepare presentations based on papers from peer-reviewed scientific journals and will present these papers to his/her peers for discussion and critique of the scientific merit of the paper. In addition, visiting forensic scientists will present periodically on new techniques, topics and research in the forensic sciences. Topics related to professional practice will also be emphasized, including standards for ethical behavior, workplace demands, and professionalism.

Prerequisite(s): None

FSCI 721 Seminar in Forensic Science II
1 credit
Emphasizes student presentations. Continuation of FSCI 720.

Prerequisite(s): FSCI 720

FSCI 760 Research Project & Presentation I
3 credits
Begins the process of a formal master’s thesis or scientific paper. This course is the first half of a two course, year-long sequence that will conclude with FSCI 761. The student will conduct a forensic science research project on campus or at an approved off-campus facility. Under the direction of the host mentor, each student will perform independent and original research. The student will develop a formal research proposal which he/she will then present to a faculty panel. The student will complete a minimum of 200 hours of laboratory work during this course. Written requirements include keeping a formal laboratory notebook, preparing the introduction/literature review section of the thesis, and completing initial drafts of the methods and results sections of the thesis. Laboratory course.

Prerequisite(s): None

FSCI 761 Research Project & Presentation II
3 credits
Culminates in a formal master’s thesis or a formal scientific paper. This course is the second half of a two course, year-long sequence that began with FSCI 760. The student will complete the forensic science research project begun in FSCI 760. The student will complete the forensic science research project on campus or at an approved off-campus facility. Under the direction of the host mentor, each student will continue to perform independent and original research. The student will complete an additional
200 hours of laboratory work during this course toward the completion of the thesis. Requirements include keeping a formal laboratory notebook, and completing and defending the final draft of the Master’s thesis. Additionally, the student will present his/her research results to the scientific community in the form of a seminar and/or poster presentation. Laboratory course.

**Prerequisite(s):** FSCI 760 I

**FSCOR 701 Mock Trial Capstone**

3 credits

Prepares students to testify in court proceedings by requiring them to undergo examination in a mock grand jury setting, a mock trial cross-examination and/or a mock deposition. Oral communication skills as they relate to eliciting and giving testimony will be stressed. The effective use of exhibits as aids to testimony will be emphasized. Students will learn how to present physical and documentary evidence using technology that includes a document camera, SmartBoard, and projection media. Students also prepare CVs. Class will focus on discussion of the American Court system, courtroom procedures, relevant Fourth Amendment cases, the admissibility of expert testimony, ethics and objectivity as they pertain to experts, and how to be an effective testifying expert. Legal cases will be analyzed with respect to the proper collection, analysis and presentation of evidence in court. Students will have the opportunity to discuss with practicing forensic scientists, technicians and members of the defense bar, issues that pertain to proper evidence collection and testifying in court.

**Prerequisite(s):** 33 graduate credits, including all FSCOR courses.

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### Forensic Studies Courses

#### FSAAC 620 Forensic Information Technology

3 credits

Introduces forensic computer science, including techniques used to investigate computer crime scenes as well as computer hardware and software used to solve computer crimes. Students study the history of computer crimes and the important legal and social issues related to them.

**Prerequisite(s):** None

#### FSAAC 622 Advanced Accounting Information Systems

3 credits

Focuses on how information technology is altering the nature of accounting, with emphasis on the integration of accounting systems in business software. Students discuss how the internet, e-commerce, and databases affect accounting systems. Emphasis is placed on reporting objectives, management needs, transaction trails, documentation, security, and internal controls. **Restricted to Accounting Track Students Only.**

**Prerequisite(s):** None

#### FSAAC 624 Fraud: Accounting

3 credits

Covers fraud detection, warning signs, technology tools, investigation techniques, financial statement screening, fraud risk in e-commerce, and proactive fraud risk. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure will be addressed. **Restricted to Accounting Track Students only.**

**Prerequisite(s):** None

#### FSAAC 626 Investigation and Analysis: Auditing

3 credits

Emphasizes financial statement fraud and how an auditor can find such fraud. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure are addressed. Case studies of the SEC Enforcement Division’s releases for false and misleading financial statements. **Restricted to Accounting Track Students only.**

**Prerequisite(s):** FSAAC 624

#### FSAAC 628 Investigation and Analysis: Tax

3 credits

Focuses on tax fraud perpetrated by individuals and businesses. Emphasis is placed on common types of tax fraud and how such fraud can be detected. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure are addressed. **Restricted to Accounting Track Students only.**

**Prerequisite(s):** None

#### FSCOR 601 Criminal Justice

3 credits

Provides students with the opportunity to examine the history, philosophy, and social development of investigations, courts, and correctional institutions in a democratic society. Local, state and federal agencies involved in administration of criminal justice, as well as the court and trial process are examined.

**Prerequisite(s):** None

#### FSCOR 604 Evidence

3 credits

Provides students with an understanding of the federal rules of evidence and how they are used in the criminal courts, as well as their effect on the administration of justice. Recovery, preparation and presentation of evidence are covered.

**Prerequisite(s):** None

#### FSCOR 606 Internet Research

2 credits

Provides an in-depth study of fact finding and research using the Internet and various computerized legal research sources. Students are required to conduct computerized factual and legal research and include their findings in objective memoranda, professional letters and investigative reports. Topics include: Internet source credibility, search strategies, fee v. free Internet sources, accessing public records, finding and backgrounding people and expert witnesses, company and competitive intelligence research, scientific and statistical research, Internet statutory research, Westlaw, and Lexis.

**Prerequisite(s):** None

#### FSCOR 607 Forensics Journal Review

1 credit

Provides students an opportunity to research a topic of interest in their chosen forensics field and to prepare an article on the topic which will be considered for publication in a professional journal. Students receive guidance with their research and writing.

**Pre- or co-requisite(s):** FSCOR 606

#### FSCOR 664 Litigation Practice and Procedure

3 credits

Studies the role of the advocate in the trial process. Class members form prosecution and defense teams for criminal cases, and undertake representation of the parties in all aspects of litigation. Each team is expected to develop a case from the initial client interview through actual litigation before a presiding judge. The course deals with all phases of pre-trial and trial work, including fact-gathering, use of pleadings and pre-trial motions, preparation of witnesses, discovery techniques, plea bargains, voir dire of jury panel, opening and closing statements, direct and cross-examination of witnesses, and presentation of evidence.

**Prerequisite(s):** FSCOR 601 and FSCOR 607

#### FSCOR 702 Mock Trial Capstone

6 credits

Examines how evidence is presented in the courtroom during a simulated trial, which is the culminating event of the class. Oral communication skills as they relate to eliciting and giving testimony are stressed. Trial preparation focuses on locating and
analyzing all relevant digital evidence, constructing the theory and theme of the case that is the subject of the mock trial, drafting examinations, opening statements and closing arguments, applying evidence law, preparing, and effectively using, exhibits, and developing the skills necessary to be testifying forensic accounting and forensic IT experts. All students learn how to present physical and documentary evidence using technology that includes a document camera, SmartBoard, and projection media. Students in the IT track examine a hard drive and an evidence disc using state-of-the-art forensic recovery tools. Students in the accounting and IT tracks prepare CVs, engagement letters, and expert reports, all of which will form the basis for their testimony during the mock trial. Students in all other tracks prepare and present opening statements, direct and cross-examinations, closing arguments, and motions in limine.

**Prerequisite(s):** 30 graduate credits in Forensic Studies, including all FSCOR courses. (Note: Students are not permitted to take another course concurrently, except by permission of the Program Coordinator)

Students participating in the online summer mock trial session, must be in residence for the entire week of trial.

**FSINV 600 Investigative Techniques/Interviewing**

*3 credits*

Examines how to gather testimonial evidence by interviewing persons of interest, as well as how to prepare reports of investigation and oral presentations. Students will learn the importance of planning thoroughly before conducting interviews by carrying out preliminary research into the interviewee's personal history and background. Students engage in background research that includes employment, education, financial, and criminal records. Legal issues regarding gathering, maintaining and disclosing information obtained during the investigation is presented, as well as the law governing self-incrimination and providing warnings during interviews. Students learn to differentiate among various types of interviewing, including interviewing neutral witnesses, hostile witnesses, and subjects of investigations. Students prepare reports using analytical techniques that allow them to reach coherent, defensible conclusions.

**Prerequisite(s):** FSCOR 601

**FSINV 605 Investigative Techniques/Physical Evidence**

*3 credits*

Examines how to gather physical and documentary evidence, such as accounting documents and digital records, from persons of interest and to prepare reports of investigation and oral presentations. Students learn the importance of planning thoroughly before gathering evidence, by conducting preliminary research into the record system to be examined. Legal issues regarding gathering, maintaining and disclosing information, as well as the law controlling privacy and search and seizure are presented. Students learn how to properly record evidence and maintain a chain of custody. Students prepare reports using analytical techniques that allow them to reach coherent, defensible conclusions.

**Prerequisite(s):** FSCOR 601

**FSIS 600 Computer and Network Essentials for Forensic Investigators**

*3 credits*

Covers the essentials of network and computer architecture including skills necessary to disassemble, assemble and troubleshoot computer systems, analyze computer and network configurations, and use commands to retrieve and test system components.

**Prerequisite(s):** Permission of IT Track Coordinator

**FSIS 640 Technology Law and Enforcement Activities**

*3 credits*

Reviews in-depth the existing and emerging body of technology law at the state and national level. Students examine how laws effect search and seizure operations for digital evidence, preservation of electronic data, ensuring of privacy, and protection of intellectual property and individual rights. Students learn the legal requirements for digital forensic evidence collection, handling, and preservation to protect the chain of evidence in support of prosecution.

**Prerequisite(s):** None

**FSIS 642 File System Forensic Analysis**

*3 credits*

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

**Prerequisite(s):** FSIS 600 OR approval of the IT Track Coordinator

**FSIS 643 Incident Response and Evidence Collection**

*3 credits*

Examines how to gather testimonial evidence by interviewing persons of interest, as well as how to prepare reports of investigation and oral presentations. Students will learn the importance of planning thoroughly before conducting interviews by carrying out preliminary research into the interviewee's personal history and background. Students engage in background research that includes employment, education, financial, and criminal records. Legal issues regarding gathering, maintaining and disclosing information obtained during the investigation is presented, as well as the law governing self-incrimination and providing warnings during interviews. Students learn to differentiate among various types of interviewing, including interviewing neutral witnesses, hostile witnesses, and subjects of investigations. Students prepare reports using analytical techniques that allow them to reach coherent, defensible conclusions.

**Prerequisite(s):** FSCOR 601

**FSIS 644 Windows Intrusion Forensic Investigations**

*3 credits*

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

**Prerequisite(s):** FSIS 642 and FSIS 643

**FSIS 646 Windows Forensic Examinations**

*3 credits*

Describes how operating system intrusions occur and what can be learned from the artifacts left behind. This course covers the categories of intrusions, targeting vulnerabilities in the Microsoft Windows environment. Students examine intrusion evidence to determine a time line of events, and collect evidence of the intrusion source.

**Prerequisite(s):** FSIS 644

**FSIS 648 Disaster Recovery Planning and Implementation**

*3 credits*

Provides a practical study of the key disaster recovery strategies, and an evaluation of their strengths and limitations. Review risk and vulnerability assessment techniques, backup and recovery products, and the design and testing of a disaster recovery plan. Incident response techniques and procedures are examined along with the steps necessary to recover from an incident.

**Prerequisite(s):** FSIS 600 OR approval of the IT Track Coordinator
FSIS 650 Intrusion Detection Systems (IDS), Firewalls, Auditing
3 credits
Explores the network forensic components that detect, block and track network intrusions. Students learn how to configure IDS, firewalls and network analysis tools to protect network resources. Steps in recovering digital forensic evidence from these devices are examined. The various categories of IDS, firewall and network analysis products are compared and evaluated.
Prerequisite(s): FSIS 600 OR approval of the IT Track Coordinator

FSLAW 602 Criminology
3 credits
Provides students with the opportunity to examine crime, criminals, the law, criminal behavior, and other social processes involved in crime causation. Emphasis is placed on the role of crime as a social phenomenon, the nature of criminal law, and related matters of crime in modern society. Students will examine criminological theories and their impact on policy formation in the criminal justice arena as well as examine scholarly criminological research for use in supportive analysis of theory and policy in the criminal justice arena.
Prerequisite(s): None

FSLAW 662 Fraud Investigation and Analysis
3 credits
Deals with all phases of fraud investigations, including fact-gathering and interviewing witnesses and targets. Issues considered include constitutional criminal procedure relating to the Fourth Amendment (search and seizure), Fifth Amendment (custodial interrogations), and Sixth Amendment (interrogation and identification). The course also covers the rules governing subpoenas for testimony, exemplars and documents, grand jury operation and secrecy, the rights and obligations of grand jury witnesses, and the responsibilities of a defense attorney when they discover evidence that tends to incriminate the defendant.
Prerequisite(s): FSCOR 601

FSLAW 667 Legal Research & Writing
3 credits
Expands on the skills acquired in FSCOR 606, Internet Research. Emphasis is placed on research of complex legal issues and analysis and synthesis of law and evidence in both objective and persuasive writing.
Prerequisite(s): FSCOR 606 and FSCOR 607

FSLAW 668 White Collar Crimes
3 credits
Includes a review and analysis of the general principles of white collar criminal prosecution and defense, including jurisdiction of various federal criminal law enforcement and prosecutorial agencies; corporate and other business crimes; fraud and political corruption crimes (mail fraud, bank fraud, and crimes involving bribery of public officials); conspiracy; financial and securities fraud; tax fraud; RICO; currency reporting crime and money laundering; regulatory crimes in the health and environmental areas; crimes involving the protection of federal rights and functions (perjury statutes, obstruction of justice, and witness tampering); and sanctions, including the Federal Sentencing Guidelines and the use of minimum mandatory sentences.
Prerequisite(s): FSCOR 601

FSLAW 670 Forensics Journal
3 credits
Students from all tracks will be invited to take this course based upon academic accomplishment and faculty recommendation. This course may substitute for a track course, or may be taken as an additional course, with the student working on a feature-type article, which will be considered for publication, about a topic of interest in his/her chosen forensics field. In addition, students will have the opportunity to edit articles for consideration in the professional journal. By invitation.
Prerequisite(s): FSCOR 606 and FSCOR 607
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B.A., University of Maryland

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Assistant Director, Financial Aid  
B.A., St. Mary's College of Maryland

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

Alan Sandler (2007)  
Telecounselor

Angela Scagliola (2007)  
Telecounselor
Katie A. Schwienteck (2006)
RN/BS Recruiter/Advisor
B.S., Millersville University

Brandon M. Seidl (2008)
Assistant Director, Web Management
B.S., Villa Julie College

Morgan M. Somerville (2006)
Assistant Director, Admissions
B.S.W., James Madison University

Mary Anne Stano (1993)
Associate Director, Financial Aid
B.A., Marygrove College

Clayton Steen (2009)
Director, GPS Admissions
B.A., State University of New York; M.S., Medaille College

Denise M. Stracke (2004)
Receptionist, Admissions

Lindsay C. Thompson (2006)
Associate Director, Publications
B.S., Villa Julie College

Ryan Trainor (2008)
College Admissions Recruiter

Mary K. Whitener (2003)
Assistant Director, Processing

Receptionist, Admissions

Student Solution Center

Director, Student Solution Center
A.A., Bergen Community College; B.S., State University of New York

Jean M. Beasman (1995)
Accounting Clerk
B.S., Towson University

Linda P. Dillman (1998)
Accounts Receivable Clerk

Mary Heid (2006)
Student Solution Center Representative

Jessica E. Tayman (2005)
Student Solution Center Representative
A.A., Carroll Community College

Financial Affairs

Timothy M. Campbell (1998)
Executive Vice President, Financial Affairs and Chief Financial Officer
B.B.A., Temple University

Mary Lou Bell (1997)
Assistant to the Executive Vice President

Athletics

Brett C. Adams (1994)
Director, Athletics
B.S., York College of Pennsylvania

Erika Blozie (2008)
Athletic Academic Advisor
B.S., Eastern Connecticut State University; M.S., University of Connecticut

Paul Cantabene (2004)
Associate Director and Recruiting Coordinator
B.S., Loyola College in Maryland

Jason Eichelberger (2008)
Associate Athletic Director/SID
B.A., Randolph Macon College

Michael Eubanks (2008)
Associate Athletic Trainer
B.S., Roanoke College

Frances A. Fidler (1996)
Secretary
A.A., Community College of Baltimore

Mary Clare McFadden (1996)
Athletic Administrative Coordinator
B.A., University of Richmond

Stefanie E. Meyerson (1999)
Assistant Athletic Trainer
B.S., University of Charleston

Graeme R. Millar (2006)
Game Day Manager
B.A., Richard Stockton College of New Jersey

Gregory A. Penczek (2006)
Head Athletic Trainer
B.S., Salisbury University; M.S., Louisiana State University

John Plevyak (2008)
Director, Recruiting/J.V. Programs
B.S., University of Baltimore

Kathleen A. Railey (2005)
Associate Director and Senior Women’s Administrator
B.A., Gettysburg College; M.L.A, Western Maryland College

Chris A. Ramer (1997)
Assistant Director
B.A., M.Ed., Towson University

P. Thomas Russ (2005)
Athletic Field Manager

Director, Physical Education
B.S., The Johns Hopkins University; M.S., Loyola College

Auxiliary Services

Leland Beitel (2009)
Interim Assistant Vice President for Facilities and Campus Services
B.S., University of Maryland, College Park

Robert A. Reed (1998)
Director, Auxiliary Services
B.S., Towson University

Conference Services

Linsay Caldwell (2007)
Events Coordinator
B.S., The Ohio State University

Brooks Edman (2007)
Events Set Up Coordinator
B.M., Lebanon Valley College

Steve Marango (2006)
Technical Staff
B.S., Delaware Valley College

Danna Thomas (2008)
Conference Services Manager
A.A., Villa Julie College
B.S., University of Baltimore

Facilities

Jon W. Wells (2007)
Director, Facilities
M.E.B.A. Engineering School

John Berry (1998)
Maintenance Technician, Owings Mills

Paul Bosse (1998)
Maintenance Technician, Owings Mills

Michael J. Campbell, Jr. (2008)
Assistant Manager, Plant Operations

Thomas Gwin (1998)
Maintenance Technician, Greenspring

Michael Jones (2009)
Maintenance Technician, Greenspring

Thomas Macklin (2009)
Maintenance Technician, Owings Mills

David Malinski (2007)
Maintenance Technician, Owings Mills

Maintenance Technician, Owings Mills

Daniel Varholy (2000)
Maintenance Technician, Owings Mills
A.A., B.S., Stevenson University

Richard White (2005)
Maintenance Technician, Greenspring

Foster C. Wilson IV (1994)
Assistant Manager, Physical Plant
 Maintenance Technician, Greenspring

Mail Room and Materials Management

Christopher J. Ogle, Jr. (2008)
Manager, Mailroom/Materials Management

Wayne Bender (2008)
Mailroom Courier

Security

Joseph H. Zerhusen (1990)
Director, Security
B.S., M.A., Towson University

Joseph Glos (1997)
Security Officer/Alarm Technician

Steven Lucas (1996)
Security Officer/Administrative Coordinator

Security Officer/Midnight Coordinator

Security Officer/Communications Coordinator

University Store

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

LaShaun Hubbard (2004)
Manager, University Store
B.S., Villa Julie College

Mary Pullarn (2008)
Sales Associate
A.A., Villa Julie College

Sylvia A. Schiaffino (2007)
Sales Associate

Christopher A. Stevenson (1994)
Inventory Manager

Rachael M. Woodard (2008)
Assistant Manager, University Store
B.A.A., Salisbury University

Business Office

Melanie M. Edmondson, CPA (1996)
Assistant Vice President, Financial Affairs and Controller
A.S., Lasell College; B.S., Florida Institute of Technology

Accounts Payable Clerk
A.A.S., B.S., Villa Julie College

Rekha Bista (2009)
Junior Accountant
B.S., Towson University

Anna M. Bivens (2007)
Systems / Business Analyst
B.A., Towson University

Katherine Gary-Foley (2006)
Junior Accountant
B.S., Trinity College; M.B.A., Loyola University Chicago

Payroll Clerk

Denise Hennaut, CPA (2008)
Senior Accountant

Finance and Business Analyst
B.S., University of Baltimore

Joyce F. Sawyer (1995)
Manager, Accounts Payable/Payroll

Human Resources

Brenda B. Balzer, SPHR (2007)
Vice President, Human Resources
B.A., University of Hawaii

Margaret G. Baldwin (2006)
Director, Professional Development
B.A., St. Mary’s College (Indiana); M.L.A., The Johns Hopkins University

Lorna M. Cerniglia (1998)
Data Entry Specialist

Rosemary L. Donovan (1995)
Assistant Director, Compensation and Benefits
B.S., Towson University

Mary Furst, SPHR (2006)
Director, Compensation and Benefits
B.A., Temple University

Sherrod Hocutt (2009)
Assistant to the Vice President
A.A., Stevenson University

Lorrie A. C. Rowland (1998)
Employment and HRIS Manager
B.S., Frostburg State University

Marketing and Public Relations

Glenda G. LeGendre (1999)
Vice President, Marketing and Public Relations
B.S., University of Maryland, College Park; M.S., University of Maryland School of Medicine; M.B.A., Loyola College in Maryland

John Buettner (2009)
Assistant Vice President, Public Relations
B.A., Washington College; M.A., Villanova University

Institutional Advancement

Stevenson W. Close, Jr. (2006)
Vice President, Institutional Advancement
B.S., Cornell University; M.A., The Ohio State University

Carol F. Dombrowski (2005)
Director, Individual Giving
B.S., University of Maryland, College Park

Assistant to the Vice President
Atsuko Onozato (2006)  
Graphic Designer/Print Manager  
B.S., University of the Arts;  
M.S., Drexel University

Elizabeth A. Schuman (2007)  
Marketing Manager  
B.S., University of Maryland, College Park;  
M.A., University of Baltimore

**Student Affairs**

Claire E. Moore (1982)  
Vice President, Student Affairs  
B.S., Villa Julie College

Assistant to the Vice President for Student Affairs

Robert L. Mikus (2007)  
Dean of Students  
B.A., Lebanon Valley College;  
M.A., La Salle University

**Residence Life**

Associate Dean and Director of Residence Life  
(vacant)

Miecia Zaplatynski (2004)  
Director, Housing Operations  
M.D., Timothy School of Medicine (Katowice, Poland)

Jeremy Munson (2007)  
Resident Director  
B.S., Waynesburg College

Curtis L. Spencer (2008)  
Resident Director  
B.S., Towson University

Alexander Tskikerdanos (2009)  
Resident Director  
B.S., St. Mary’s College  
M.S., Kutztown University

**Student Activities**

Daniel Barnhart (2009)  
Associate Dean and Director, Student Activities  
A.A., Saint Leo University;  
B.S., James Madison University;  
M.A., Wake Forest University

Teri Atkinson (2009)  
Assistant Director, Student Activities  
B.S., University of South Dakota;  
M.S., Eastern Illinois University

Hope L. Miller (2007)  
Student Activities Assistant  
B.A., University of Maryland, College Park

Kathleen M. Wilt (2000)  
Office Assistant

**Wellness Center**

Associate Dean and Director, Wellness Center  
B.S.N., M.S., University of Maryland

Sarah Evans (2009)  
Counseling Psychologist  
B.A., New York University;  
M.A., Columbia University;  
M.S., Loyola College

Tammi D. Davis, M.D. (2006)  
Wellness Center Family Physician  
B.S., Temple University;  
M.D., University of Pennsylvania

Nurse Practitioner  
B.S.N., The University of Tulsa;  
M.S.N., University of Maryland, Baltimore

Assistant Director of the Wellness Center  
(vacant)

**Emeriti**

Carolyn Manuszak  
President Emerita  
B.A., Trinity College;  
M.A., The Catholic University of America;  
J.D., University of Maryland

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

**Schools of the University**

**Howard S. Brown School of Business and Leadership**

Shelton Rhodes (2008)  
Dean, Howard S. Brown School of Business and Leadership  
B.A., Virginia Military Institute;  
M.P.A., Howard University;  
Ph.D., Old Dominion University

Assistant to the Dean

Judith Snyder (1990)  
Faculty Assistant

Department of Accounting, Economics, and Finance

Department Chair, Accounting and Finance and Professor of Accounting  
B.A., M.B.A., Loyola College;  

Department of Business Administration

Deborah Leather (2009)  
Department Chair, Business Administration and Professor of Business Administration  
A.B., College of St. Elizabeth;  
M.L.S., University of Hawaii;  
M.B.A., Marymount College of Virginia;  

Department of Computer Information Systems

Lawrence Burgee (2009)  
Department Chair, Computer Information Systems and Associate Professor Information Systems  
A.A., Harford Community College;  
B.S., Wesley College;  
M.B.A., Loyola College;  
M.S., Ph.D., University of Maryland, Baltimore County

Department of Legal Studies

Hillary Michaud (2004)  
Program Coordinator, Paralegal Studies and Assistant Professor of Legal Studies  
B.S., Miami University;  
J.D., University of North Carolina

Cynthia M. Macsherry (1994)  
Internship Coordinator Paralegal Program  
A.A., Villa Julie College

**School of Design**

Keith Kutch (2009)  
Dean, School of Design  
B.A., Metropolitan State College;  
M.F.A., The Rhode Island School of Design

Department of Art

Amanda Gingery Hostalka (1998)  
Interim Chair, Art Department and Associate Professor of Art & Internship Coordinator  
B.F.A., Maryland Institute College of Art;  
M.A., M.F.A., University of Baltimore
Department of Business
Communication

Chip Rouse (1984)
Department Chair, Business
Communication and Associate
Professor of English
B.A., Western Maryland College;
M.Ed., Loyola College in Maryland;
M.A., University of Maryland

Department of Film, Video, and
Theatre

Louise H. "Chris" Roberts (1982)
Department Chair, Film, Video, and
Theatre and Professor of Film, Video,
& Theatre
A.A., Villa Julie College;
B.S., M.F.A., Towson University;
M.L.A., The Johns Hopkins University

Christopher Crostic (2009)
Technical Director of the Theatre and
Assistant Professor of Film, Video, &
Theatre
B.S., Frostburg State University;
M.F.A., Indiana University

Janine Mills (2001)
Film and Video Facilities Director
A.A., B.S., Villa Julie College

School of Education
Dean of the School of Education
(vacant)

Deborah S. Kraft (1998)
Department Chair, Education, and
Professor of Education
B.S., Lesley College;
M.A., Webster University;
Ph.D., Saint Louis University

Ruth P. Smith (2001)
Administrative Assistant

Jill Alperstein (2009)
Education Supervisor I
B.S., Syracuse University;
M.Ed., Loyola College

Frances Bond (2004)
Education Supervisor II
B.S., M.Ed., Towson University;
Ph.D., University of Maryland, College
Park

Patti Cannaday (2008)
Education Supervisor I
B.S., M.A., Towson University

Elise Carswell (2007)
Education Supervisor I
B.S., University of Maryland;
M.Ed., Loyola College

Bronwen Crue (2004)
Education Supervisor I
A.A., Harford Junior College;
B.S., Millersville State College;
M.S., Towson University

Education Supervisor II
B.S., Towson University
M.Ed., Loyola College

Jamie Forman (2007)
Education Supervisor I
B.S., University of Maryland, College
Park;
M.S., Towson University

William Hallock (1997)
Education Supervisor I
B.S., Youngstown State University;
M.Ed., Loyola College

Denise Konold (2005)
Education Supervisor I
B.S., Indiana University of
Pennsylvania;
M.S., McDaniel College

Stephen Maltese (2001)
Education Supervisor II
B.S., University of Maryland, College
Park;
M.Ed., Loyola College

Linda Mandel (2008)
Education Supervisor I
B.S., University of Maryland, College
Park;
M.L.A., The Johns Hopkins University

Brenda Miller (2008)
Education Supervisor I
A.A., Carroll Community College;
B.S., Stevenson University;
M.S., McDaniel College

Kathleen Milligan (2003)
Education Supervisor II
B.S., Frostburg State College;
M.Ed., University of Maryland

Marsha Roach (2006)
Education Supervisor II
B.S., M.S., Towson University;
Ed.D., Nova University

Rena Rotenberg (2003)
Education Supervisor I
B.A., Brooklyn College;
M.A., Baltimore Hebrew University

Leslie Sandler (2004)
Education Supervisor I
B.A., Syracuse University;
M.Ed., Towson University

Patricia Sievert (2004)
Education Supervisor I
B.S., University of Maryland

Jill Suffel (2005)
Education Supervisor I
A.A., Catonsville Community College;
B.S., Towson University;
B.A., Villa Julie College;
M.A., College of Notre Dame

Mary Vasile (2005)
Education Supervisor I
B.A., Saint Michael's College;
M.Ed., Loyola College

Carol Zajano (2006)
Education Supervisor I
B.S., M.Ed., Towson University;
M.S.Ed., The John's Hopkins University

School of Graduate and
Professional Studies

Dean, School of Graduate and
Professional Studies
B.A., College of Notre Dame of
Maryland;
J.D., University of Maryland

Jennifer M. Baker (2008)
Student Support Coordinator,
Undergraduate Accelerated Programs

Cheryl Bosse (2002)
Project Manager

Aleta R. Bowling (1996)
Receptionist

Thomas D. Coogan (1988)
Program Coordinator, Forensic Studies,
and Assistant Professor of Forensic
Studies
B.A., Hamilton College;
M.A., Antioch College;
J.D., Antioch School of Law

Patricia M. Ellis (1987)
Associate Dean, GPS Undergraduate
Programs and Professor of Legal
Studies and Business
B.A., Western Maryland College;
M.B.A., Frostburg State University;
J.D., The Catholic University of
America

Steven R. Engorn (1989)
Program Coordinator, Computer
Information Systems, BTM, Director of
GPS Technology, and Assistant
Professor of Information Technology
A.A., Catonsville Community College;
B.S., American University;
M.B.A., Loyola College
Stacey McDougall (2005)  
Assistant Project Manager  
A.A., Essex Community College;  
B.S., Stevenson University  

Senior Instructional Designer  
A.A., Montgomery College;  
B.S., Southern Illinois University;  
M.A.T., Jacksonville University  

Carla E. Owens (1994)  
Student Support Coordinator, Graduate Programs  
A.A., Villa Julie College  

Coordinator, Forensic Science and Assistant Professor of Forensic Science  
A.A., Harford Community College;  
B.S., University of Maryland, College Park;  
M.S.F.S., George Washington University  

Jinsong Zhang (2008)  
Instructional Designer  
B.A., M.A., Southwest Jiaotong University, China;  
Ed.D., West Virginia University  

Barbara Zirkin (2009)  
Associate Dean, Distance Learning  
B.A., Hunter College;  
M.A., University of Rochester;  
Ed.D., M.S., The Johns Hopkins University  

Kathleen L. Lageman (2008)  
Administrative Assistant  
A.A., Villa Julie College  

M. Eugenia Violante (2008)  
Administrative Assistant  

Department of English  

Gerald N. Van Aken (1988)  
Department Chair, English Language and Literature and Professor of English  
B.A., Trinity College;  
M.A., Ph.D., University of Maryland, College Park  

Department of Humanities and Public History  

Department Chair, Humanities and Public History and Assistant Professor of History  
B.A., M.A., University of Virginia;  
J.D., University of Baltimore  

Department of Psychology  

Barbara A. Smith (2006)  
Department Chair, Psychology and Professor of Psychology  
B.A., M.A., Ph.D., Northeastern University  

Department of Social Sciences  

Esther D. Horrocks (1983)  
Program Coordinator, Interdisciplinary Studies, and Professor of Sociology and Anthropology  
B.A., University of Minnesota;  
M.A., Ph.D., The Ohio State University  

Human Services Program  

Georgia A. Franyo (1989)  
Program Coordinator, Human Services, and Professor of Human Services  
B.A., Smith College;  
M.Ed., Harvard University;  
Ph.D., University of Delaware  

School of Sciences  

Susan T. Gorman (1991)  
Dean, School of Science and Professor of Biology  
B.A., Kenyon College;  
Ph.D., The Johns Hopkins University  

Kathleen L. Lageman (1983)  
Administrative Assistant  
A.A., Villa Julie College  

Stephanie L. McClouds (2007)  
Laboratory Safety Manager  
B.S., Villa Julie College;  
M.S., The Johns Hopkins University  

School of Humanites and Social Sciences  

James G. Salvucci (2001)  
Dean, School of Humanities and Social Sciences and Associate Professor of English  
B.A., Bard College;  
M.A., Queens College, The City University of New York;  
Ph.D., University of Toronto  

Meredith C. Durmowicz (2002)  
Department Chair, Biological Sciences and Assistant Professor of Biology  
B.S., Marquette University;  
Ph.D., The Johns Hopkins University  

Barbara A. Davidsen (1988)  
Laboratory Manager, Biology  
B.A., Mt. St. Agnes College  

Department of Chemistry and Physical Sciences  

Ellen M. Roskes (1996)  
Department Chair, Chemistry and Physical Sciences and Professor of Chemistry  
B.A., M.A., Ph.D., The Johns Hopkins University  

Laura Parrish (2008)  
Laboratory Manager, Chemistry  
B.S., M.S., Stevenson University  

Department of Mathematics  

Susan P. Slattery (2005)  
Department Chair, Mathematics and Professor of Mathematics  
B.A., M.A., Miami University of Ohio;  
Ph.D., University of South Carolina  

Department of Medical Technology  

Vivi-Anne W. Griffey, MT(ASCP) (1981)  
Program Coordinator, Medical Technology Program and Adjunct Professor of Medical Technology  
B.S., University of Maryland, Baltimore;  
M.S., Thomas Jefferson University  

Department of Nursing  

Interim Department Chair and Instructor of Nursing  
B.S.N., Towson University;  
M.S., University of Maryland  

Andrea Bechtel-Mathias (2008), Administrative Assistant  
B.A., Goucher  

Valerie Capallo, R.N. (1998), Clinical Supervisor II  
B.S., Towson University;  
M.S., University of Maryland  

Karen Currie, R.N. (1995), Clinical Supervisor II  
B.S., Fairleigh Dickinson University;  
B.S.N., University of Maryland
Faculty

Marie K. Armentrout (2009)
Adjunct Instructor of Information Technology
B.S., Salisbury State University; M.S., Stevenson University

Jennifer S. Atwater (2006)
Adjunct Professor of Communications
B.S., Mt. Holyoke College; M.A., University of Missouri School of Journalism

Lawrence J. Baird (2009)
Adjunct Instructor of Business
B.A., Loyola College of Baltimore; M.B.A., Walden University

Cary B. Barker (2006)
Adjunct Instructor of Information Technology
B.A., Shippensburg University; M.S., Capitol College

Dona H. Benford, RN (2009)
Adjunct Instructor of Nursing
B.A., Arcadia University; B.S.N, University of Maryland at Baltimore County; M.S.N., University of Maryland at Baltimore

Justin R. Berk (2009)
Adjunct Instructor of Physical Science
B.S., Cornell University

Adjunct Instructor of Philosophy
B.S., M.Ed., Springfield College; C.A.S., The Johns Hopkins University

Noni L. Bodkin, RN (2005)
Adjunct Professor of Nursing
B.S. Indiana University; M.S., University of Illinois, Chicago; Ph.D., University of Michigan, Ann Arbor

Fred F. Bolt (2007)
Adjunct Instructor of Religion
A.A., Anderson College; B.S., Southern Wesleyan University; M.R.E., Southern Baptist Theological Seminary

David L. Bradnick (2009)
Adjunct Instructor of Philosophy
B.S. Lee University; M.A., Lancaster Seminary

Michael R. Braudes (2009)
Adjunct Professor of Legal Studies
B.A., The Johns Hopkins University; J.D., University of Chicago Law School

Jakie Brown, Jr. (1997)
Assistant Professor of Information Technology
B.S., Arlington Bible College

Sandra H. Bryan, RN (2009)
Adjunct Instructor of Nursing
B.S., University of Maryland at Baltimore; M.S., Seton Hall University

Kathy A. Buller (2007)
Adjunct Professor of Forensic Studies
B.A., J.D., Creighton; L.L.M, Georgetown University

Cassandra P. Burke (2009)
Adjunct Professor of Forensic Science
B.S., Bowling Green State University; B.S., Towson University; M.S., George Washington University

Damon L. Burman (2007)
Adjunct Professor of Chemistry - Forensic Science
B.S., West Virginia Wesleyan College; M.F.S., The George Washington University

Patrick M. Carroll, Jr. (2005)
Adjunct Instructor of Information Technology
B.S., University of Maryland, University College; M.S., George Washington University

Darlene Cohen
Adjunct Professor of Advanced Information Technology
A.B., University of Chicago; M.S., Villa Julie College; J.D., University of Maryland School of Law; S.J.D., L.L.M., George Washington University

Adjunct Instructor of Mathematics
B.A., Towson University

Jeffrey G. Comen (2001)
Adjunct Professor of Business and Legal Studies
B.A., Johns Hopkins University; J.D., University of Baltimore

Thomas D. Coogan (1988)
Program Coordinator, Forensic Studies and Associate Professor of Law, Forensic Studies
B.A., Hamilton College; M.A., Antioch College; J.D., Antioch School of Law

Linda K. Cook, RN (2008)
A.S., Monroe Community College; B.S.N., Alfred University; M.S., Ph.D., University of Maryland, Baltimore

Colleen Copéstake (1994)
Adjunct Professor of Biology
B.A., Open University; M.S., Purdue University

Jeanne M. Corbely (2005)
Adjunct Instructor of Forensic Studies
B.S., Villa Julie College

Laura K. Culbertson, RN (2009)
Adjunct Instructor of Nursing
B.S., M.S., University of Maryland at Baltimore

James S. Curran (2006)
Adjunct Instructor of English
B.A., Wilmington College; M.Ed., Towson University

Kevin A. Daly (2006)
Adjunct Professor of Communications
B.A., Columbia University; M.F.A., Florida State University

Adjunct Instructor of Religion and Philosophy
B.A., The Johns Hopkins University; M.Div., S.T.B., St. Mary’s Seminary and University
Emmet Davitt (2005)  
Adjunct Professor of Forensic Studies  
B.A., University of Virginia;  
J.D., University of Maryland  

Jared Denhard (2001)  
Adjunct Instructor of Music  
B.M., Peabody Conservatory of Music,  
The Johns Hopkins University  

Assistant Professor of Nursing  
A.A.S., B.S., M.S., Pace University;  
Ph.D., Kennedy-Western University  

Daniel C. Dreibelbbs (2007)  
Adjunct Professor of Forensic Studies  
A.A., Anne Arundel Community College;  
B.S., Drexel University;  
M.B.A., University of Maryland University College  

Jeffrey F. Dudley (2005)  
Adjunct Instructor of Business  
B.S., Towson University;  
M.S., McDaniel College  

Adjunct Professor of English  
B.A., University of Baltimore;  
M.Ed., Loyola College  

Steven Engorn (2004)  
Program Coordinator, Computer Information Systems, BTM, Director of GPS Technology, and Assistant Professor of Information Technology  
A.A., Catonsville Community College;  
B.S., American University;  
M.B.A., Loyola College  

Larry J. Feldman (2000)  
Adjunct Professor of Legal and Forensic Studies  
B.A., University of Delaware;  
J.D., University of Baltimore  

Arthur H. Fifer (2005)  
Adjunct Professor of Information Technology  
B.S., Towson University;  
M.B.A., Loyola College of Maryland  

William E. Folson (2006)  
Adjunct Instructor of Information Technology and Forensic Studies  
B.S., University of Maryland University College  

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

Adjunct Professor of Forensic Studies  
A.A., B.S., M.A., John Jay College of Criminal Justice  

Esther L. Gunter (2009)  
Adjunct Instructor of Information Technology  
B.S., Towson University;  
M.S., University of Maryland Baltimore County  

Zhia L. Hall (2006)  
Adjunct Professor of Legal Studies  
B.S., Villa Julie College;  
J.D., University of Baltimore  

Benjamin A. Harris (2009)  
Adjunct Professor of Law  
B.A., The Johns Hopkins University;  
J.D., Benjamin N. Cordozo School of Law  

Robert L. "Larry" Henderson (2001)  
Adjunct Instructor of Business  
B.A., Georgetown University;  
M.B.A., Loyola College  

Adjunct Professor of English  
B.A., St. John’s College;  
M.A., The Johns Hopkins University;  
Ph.D., The Catholic University of America  

Pamela Deem-Hergan (2009)  
Adjunct Instructor of Business  
B.A., Saint Mary’s College of Maryland;  
M.B.A., University of Baltimore  

John J. Hoeprich (1984)  
Professor of Religion  
B.A., Barrington College;  
M.Div., Th.M., Princeton Theological Seminary;  
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