

STEVENSON

U N I V E R S I T Y

Imagine Your Future. Design Your Career.®



**A COEDUCATIONAL INDEPENDENT UNIVERSITY OFFERING
BACHELOR'S AND MASTER'S DEGREES**

School of Graduate and Professional Studies



Catalog 2008/2009

10945 BOULEVARD CIRCLE, OWINGS MILLS, MD 21117

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Information Directory

For inquiries on:

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Accelerated Undergraduate and Graduate Programs	Dean, School of Graduate and Professional Studies
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Athletics	Athletic Director
Career Service	Executive Director, Career Services and Cooperative Education

Contact:

For further information, write

STEVENSON UNIVERSITY
 School of Graduate & Professional Studies
 10945 Boulevard Circle, Suite 100
 Owings Mills, Maryland 21117
 or phone (443) 352-4030
 or fax (443) 394-0538
 or web site: <http://www.vjc.edu>

Visitors to the University are always welcome. On weekdays, student guides are available through the Admissions Office. 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.

Admissions Office	phone (410) 486-7001 (local)
toll free	(877) 468-6852
e-mail	admissions@mail.vjc.edu
web site	www.vjc.edu/admissions
fax	(443) 352-4440

The Stevenson University Catalog is published on an annual basis. Information in this catalog is current as of July 2008. To obtain the most updated information on programs, policies, and courses, consult the University web site at www.su.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 accommodation to ensure barrier-free access should contact the Assistant Vice President for Academic Affairs.

Academic Calendar 2008–2009

Accelerated Undergraduate and Graduate Programs

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

Fall Semester 2008

September 1	Labor Day Holiday—University Closed
October 9	Yom Kippur—University Closed
Nov. 26 through Nov. 30	Thanksgiving Holiday— University Closed
December 15	Winter Commencement
Dec. 24, 25, 31 and Jan. 1	University Closed
5-week terms	August 25 through September 28 September 29 through November 2
8-week terms	November 10 through December 14 August 25 through October 19 October 20 through December 14
10-week term	August 25 through November 2
Weekend term	August 25 through December 14

Spring Session 2009

January 19	Martin Luther King Holiday— University Closed
April 10 through 12	Easter Holiday—University Closed
May 15	Commencement
5-week terms	January 12 through February 15 February 23 through March 29 April 6 through May 10
8-week terms	January 12 through March 8 March 16 through May 10
10-week term	February 23 through May 3
Weekend term	January 12 through May 10

May Term 2009

May Term	May 11 through May 31
May 25	Memorial Day—University Closed

Summer Session 2009

July 4	Independence Day Holiday— University Closed
5-week terms	May 18 through June 21 June 22 through July 26
8-week terms	May 5 through June 29 June 1 through July 26 June 30 through August 24
10-week term	May 18 through July 26

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 welcome you to the 2008/2009 academic year. This catalog will provide you with a detailed overview of our diverse and expanding curriculum of practical programs for our non-traditional students.

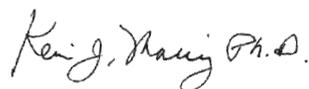
The upcoming year will mark some exciting changes for us. Currently, we rank as the third-largest independent undergraduate institution in Maryland, and have more than 700 students enrolled in graduate and adult accelerated degree programs. Based on this growth, organizational transformation, and programmatic changes, the State of Maryland this past year approved our application for university status. This 2008-2009 school year will be exciting, as we transition from Villa Julie College to Stevenson University.

More than 60 years after its founding, the College's founding name will proudly endure as the *Villa Julie College of Arts and Sciences* on the Greenspring campus. The Owings Mills campus will remain the site of the School of Graduate and Professional Studies and welcomes the complementary School of Business and Leadership (SBL). The SBL will open this fall, bringing together information technology, business administration, accounting and paralegal studies programs. This facility will also house a new forensics computer laboratory and a state-of-the-art mock trial courtroom.

Academic quality enhanced by a low student-to-faculty ratio will be a hallmark of a Stevenson University education. We are proud but not surprised that we have been recognized in recent years as a "best value" institution by the *U.S. News & World Report* in its annual ranking. This ranking is based on many factors, especially on quality academics, peer review and tuition. We are proud that our new online classes are offered with small class sizes and tutorial support, maintaining our recognized quality and focus.

We continue our efforts to assure you a student-centered learning experience to help you pursue your future success through higher education. As you review your class schedule, we offer you best wishes on your personal path and encourage you to take full advantage of Stevenson's career-focused educational offerings.

Yours very truly,



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



Contents

Information Directory ii
Non-Discrimination Policy ii
Academic Calendar iii
A Letter from the President iv

The Stevenson Approach: Imagine Your Future, Design Your Career 1

Academic Coursework 1
*The Career Architecture*SM Process 1
“Learning Beyond” 2
Stevenson Ideals 2
 Motto 2
 Vision 2
 Mission 2
 Values and Service Standards 2
 Diversity Statement 3
History of Stevenson University and Villa Julie College 3
Accreditations and Memberships 6

Life at Stevenson 7

Student Life 7
 Athletics 7
 Clubs and Organizations 7
 Community Outreach and Service 8
 Cultural Activities 8
 Honor Societies 9
 Student Publications 10
Campus Resources and Support Services 11
 Campus Technology 11
 Acceptable Use of Technology Policy 11
 Verizon Center for Excellence in Teaching and Learning 11
 Career HQ (Career Center) 11
 College Store 11
 Dining Services 11
 Experimental Learning and Career Services 12
 Library 12
 New Student Orientation 12
 Student Handbook 12

Tutoring and Academic Assistance 12
 Academic Advising 12
 Online Tutoring 13
 Tutoring Center: *The Academic Link* 13
 Preparation for Graduate School 13
Wellness Center 13
 Student Health Services 13
 Counseling Services 13

Admissions 14

General Admissions Policy 14
Admissions Procedures and Processes 14
 Admission to Accelerated Undergraduate Programs 14
 Transfer of Credit 14
 Admission to Graduate Programs 15
 Application Deadline 15
 International Students 15
 Military Service Members 17
 Non-Degree Students 17
 Admission to the BS/MS Option for Current Stevenson University Undergraduates 17
Placement 18
 Computer Literacy Assessment 18
 Placement Testing for English and Mathematics 18
 Advanced Placement 18
 International Baccalaureate 18
 Prior Learning Credit 18

Financial Information 20

Costs 20
 Tuition and Fees 20
 Refund Policy 20
 Financing Options 20
Financial Aid 20
 Stevenson University Endowed Scholarship Funds 20
 Stevenson University Annual Scholarship Funds 21
 Federal Financial Aid Programs 21
 Maryland State Programs 22
 Service to Scholarship Partnership Grant 22

Veteran's Benefits	22	Athletic Department Class Conflict Policy	35
Qualifying for Need-Based Aid	22	Attendance	35
Awarding of Aid	23	Auditing Courses	35
Disbursement of Awards	23	Course Add/Drop	35
Continued Eligibility	24	Course Load	35
Return of Title IV Funds Policy	25	Course Registration	35
General Academic Information 27		Course Withdrawal	36
University Curriculum	27	Final Examinations	36
Accelerated Bachelor's Degree Programs	27	Undergraduate Grading Scale	36
BS/MS Degree Options	27	Undergraduate Grading System	36
Second Bachelor's Degrees	28	Graduate Grading Policy	37
Master's Degrees	28	Incompletes	37
Minors	28	Leave of Absence	37
Special Programs	29	Non-Credit Courses	37
University Curriculum Objectives	30	Pass/No Credit Option	37
Philosophy and Objectives of the Core Curriculum	30	Policy on Matriculated Students Taking Courses Elsewhere	37
University Degree Requirements	31	Repeating Courses	38
Core Curriculum (Bachelor's Degree)	31	Transcript Requests	38
Graduation Information and Requirements	32	Withdrawal from University	38
Graduation with Honors	32	Academic and Support Services Policies	38
All-College Undergraduate Awards	32	Accommodations for Students with Disabilities	38
Nursing Division Awards	33	Student Conduct and Performance	38
Academic Policies 34		Grade Appeals	38
Academic Awards	34	Plagiarism and Academic Dishonesty	38
Academic Achievement List	34	Student Grievances	39
Dean's List	34	Accelerated Undergraduate Degree Programs 40	
Who's Who Among Students in American Colleges	34	Master's Degree Programs 50	
Academic Standing	34	Undergraduate Course Descriptions 57	
Undergraduate Students	34	Graduate Course Descriptions 76	
Grade Point Average	34	Directory 85	
Academic Probation	34		
Academic Suspension	34		
Graduate Students	34		
Access to Records	35		

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. 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 the web, email, 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. An accelerated graduate program in Advanced Information

Technology is offered in 8-week sessions. The University's Forensic Studies and Business and Technology Management programs are offered in 8-week sessions, either onsite or online. A graduate degree in Forensic Science is offered in an accelerated hybrid format.

Academic Coursework

One of the strengths of Stevenson University is its ability to offer rigorous courses that provide students a strong foundation in the liberal arts and sciences, plus skills and knowledge in their major fields, in a mentoring environment of small classes and personal attention by faculty. All undergraduate students must complete sixteen courses in a Core Curriculum that develops skills in writing, communication, and math and provides a basic understanding of the key disciplines in the liberal arts and sciences. Courses in the student's major provide an opportunity to acquire proficiency in a specific discipline that will prepare students for employment in the student's chosen field of study. All graduate students complete a course of study which provides the depth, breadth, and rigor to ensure students are successful in their chosen field.

The Career ArchitectureSM Process

As a result of Stevenson's formal strategic planning process, the president, administration and faculty of Stevenson developed and introduced the concept of *Career Architecture* to the campus. The process is a personal exploration for students to help them design their career paths beyond their first job. Students learn to integrate personal interests and professional development while identifying and incorporating their values, skills, strengths, and abilities. Through the *Career Architecture* process and the collaborative approach taken by faculty, staff, and administrators, Stevenson students gain a competitive edge in the real work world.

Career Architecture is comprised of four elements that are introduced at different stages during the students' collegiate years:



- **Self-Discovery**—reflective pieces and exercises designed to help them explore individual skills, values, and interests. *Goal:* establish a foundation that leads to the creation of a personal plan for life and work.
- **Career Development Foundations**—basic career skills are learned through curricula, in-class seminars and a wide range of university experiences and activities. *Goal:* develop these skills and know how to apply them to succeed in school, work, and life.
- **Career Exploration**—career and exploration events and activities, including symposia, career fairs, exploration tours, shadow days, and informational interviews are offered. *Goal:* introduce methods for each student to discover which career options are the best fit, including cooperative studies, internship opportunities, and field placements/practicums.
- **Career Preparation**—at this stage, career strategic plan development, resume and interview preparation, video mock interviews, portfolio preparation, participation in on-campus recruiting sessions, networking support, and job search coaching/assistance take place. *Goal:* introduce methods and opportunities for professional preparation for post-university work.

Stevenson's faculty, the *Career HQ*® staff, and administrators are all energized to work with members of area businesses and organizations to identify career exploration and preparation opportunities for Stevenson students from the day they arrive on campus. Some of the activities available to students include a Verizon Science and Math Symposium, targeted career symposia and seminars, career exploration fairs, in-class seminars, and network/etiquette meals.

"Learning Beyond"

College is a time for students to explore and discover, to develop life-long values, interests, and abilities. The classroom 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.

Stevenson Ideals

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

Vision

Stevenson University seeks to achieve eminence as a leading academic institution that successfully integrates career planning within a college curriculum with a strong tradition of liberal arts, science, and advanced technology. Our faculty and staff will assist students in clarifying values, developing individual abilities, and reaching their potential.

Mission

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.

Values and Service Standards

The core values of faculty, staff, and students enable Stevenson University to fulfill its mission and achieve its vision. These values are **responsibility** for decision-making and acceptance of consequences; **adaptability** to anticipate and respond to change in a positive and productive man-

ner; **integrity** to a code of conduct that promotes honesty; **show respect** for all; and, strive for **excellence** in learning and in life.

Stevenson's stated values are also the foundation for the standard of service the faculty and staff provide to one another and to students, alumni, and the community. By living these values daily, Stevenson faculty and staff RAISE their standards of service and are able to exceed the expectations of the University's constituencies.

Responsibility Take the initiative to make a positive difference in the University community.

Adaptability Be willing to change one's attitudes and behaviors to meet the needs of the University community.

Integrity Conduct oneself with dignity and honesty while fulfilling obligations to the University community.

Show Respect Respect and value everyone; celebrate differences while being inclusive.

Excellence Strive for continuous improvement while providing the best possible service to students, fellow employees, and the entire community through responsibility, adaptability, integrity, and respect.

Diversity Statement

The following statement was approved jointly by the Student Government Association and the Faculty Council in January 2004:

We at Stevenson University seek to facilitate diversity in our learning and our living environments through awareness, understanding, interaction, respect, and appreciation of the institution's multiculturalism. Stevenson encourages the voices of the organization's members from groups defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, age, physical ability, learning styles, and political perspectives. We believe the practice of our core values of responsibility, adaptability, integrity, self-respect, and excellence are enhanced through the conscious creation of an inclusive environment. This environment forms the foundation of a dynamic university community and facilitates the preparation of broad minded and compassionate citizens and residents of the United States of America and the global community.

History of Stevenson University and Villa Julie College

Founding of Villa Julie College

Stevenson University was founded as Villa Julie College 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 Founder's 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 com-

pleted either entirely or substantially during evenings and weekends, some in accelerated format.

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 for a Master of Science degree in Advanced Information Technologies 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, 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 and offer the area's first accelerated programs. 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 ArchitectureSM was introduced. *Career ArchitectureSM* 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 ArchitectureSM* 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 on 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. Future plans call for one more residence hall at Owings Mills. In May 2007, the College broke ground on the next new building for Owings Mills, a 60,000-square-foot academic building which will house the newly formed School of Business and other programs. The building is scheduled to open in Fall 2008.

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 Founder's 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.

Academic Programs Continue to Grow

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

In recent years, the Nursing Division has received significant federal support. In December 2004, Sen. Barbara Mikulski visited Villa Julie 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 school 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 Villa Julie degrees as part of a partnership with Chesapeake College. The Division has partnerships with seven 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 from 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.

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. Villa Julie's teams now compete for conference titles in this traditionally-strong conference that includes institutions from Maryland, Virginia, Delaware, and Pennsylvania. Several Villa Julie teams have competed in the NCAA Championships while



the men's lacrosse team has been ranked in the top 10 nationally. Many of Villa Julie's teams will 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. Plans call for a new gymnasium at the Owings Mills campus in 2009.

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 assessment 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.

Accreditations and Memberships

Program Accreditations for Accelerated Programs

- American Bar Association, 321 N. Clark Street, Chicago, IL 60610. (Paralegal Program)
- Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104
- Commission on Collegiate Nursing Education, 1 Dupont Circle, NW, Suite 530, Washington, DC 20036-1120 (Nursing Program)
- National League for Nursing Accrediting Commission, 61 Broadway, New York, New York 10006; (212) 363-5555. (Nursing Program)

All degree programs are approved for the education of veterans.

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

College Memberships

American Association for Paralegal Education
 American Association of Colleges for Teacher Education
 American Association of Colleges of Nursing
 American Association of Collegiate Registrars and Admissions Offices
 American Association of Museums
 American Bar Association
 American Baseball Coaches Association
 American College Personnel Association
 American Council on Education (ACE)
 American Institute of Certified Public Accountants
 American Library Association
 American Society for Information Science and Technology
 Association for Theatre in Higher Education
 Association of American Colleges and Universities
 Association of College Administration Professionals
 Association of College and University Museums and Galleries
 Association of Fundraising Professionals
 Association of Governing Boards of Universities and Colleges
 Association of Student Financial Aid Administrators
 Baltimore County Chamber of Commerce
 Capitol Athletic Conference
 Chesapeake Planned Giving Council
 Collegetown Network Cooperative Education Association, Inc.
 Commission on Collegiate Nursing Education
 Cooperative Education and Internship Association, Inc.
 Council for Adult Experiential Learning
 Council for Aid to Education

Council for the Advancement and Support of Education
 Council of Independent Colleges (CIC)
 Council on International Educational Exchange (CIEE)
 Council on Undergraduate Research
 Eastern Association of Colleges and Employers
 Eastern College Athletic Conference (ECAC), Division III
 Indoor Track
 Educause
 Experimental Learning Assessment Network
 Greater Baltimore Committee
 Greater Baltimore Economic Forum
 Greater Baltimore Technology Council
 Independent College Fund of Maryland
 Intercollegiate Women's Lacrosse Coaches
 Maryland Association for Institutional Research
 Maryland Association of Certified Public Accountants
 Maryland Association of Higher Education (MAHE)
 Maryland Association of Paralegals
 Maryland Business Roundtable for Education
 Maryland Chamber of Commerce
 Maryland Citizens for the Arts
 Maryland Independent Colleges and University Association (MICUA)
 Maryland Online
 Maryland State Child Care Association
 Middle States Association of Colleges and Schools
 Middle States Association of Collegiate Registrars and Officers of Admissions
 National Association for College Admission Counseling
 National Association of Advisors for the Health Professions
 National Association of Basketball Coaches
 National Association of College Auxiliary Services
 National Association of College Stores
 National Association of Collegiate Directors of Athletics
 National Association of Independent Colleges and Universities
 National Association of Student Financial Aid Administrators
 National Collegiate Athletic Association (NCAA), Division III
 National Committee on Planned Giving
 National League for Nursing
 National Orientation Directors Association
 National Soccer Coaches Association of America
 Owings Mills Corporate Roundtable
 Reisterstown/Owings Mills/Glyndon Chamber of Commerce
 Society for Human Resource Management
 The College Board
 The Tuition Exchange, Inc.
 Valleys Planning Council

Life at Stevenson

Stevenson University considers student services and activities as important as the curriculum. Involvement in student activities is an important part of the university experience. Activities help a student to grow socially, to foster friendships, to appreciate diversity, to develop management skills, and, in some instances, to benefit from leadership roles. Counseling, tutoring, and career placement services; programs of cultural enrichment; facilities for study, leisure, and refreshment; athletics, student clubs and organizations; and campus-wide special events are all part of the pervasive climate of learning that is Stevenson's principal service for students. All students, full-time and part-time, are encouraged to participate in extracurricular activities and university events.

Student Life

Athletics

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, track and field, volleyball, and tennis; for men only, baseball; and for women only, field hockey and softball. The University has been a member of the North Eastern Athletic Conference (NEAC) since 2004, but accepted an invitation in December 2005 to join the Capital Athletic Conference (CAC). The women's lacrosse and field hockey teams joined the CAC in the 2006–07 academic year while 14 other teams entered the CAC for the 2007–08 academic year. The men's volleyball team will remain in the North East Collegiate Volleyball Association while Stevenson's golf and indoor track teams will compete as independents.

Intramurals

The intramural program provides both competitive and noncompetitive sports throughout the year. The program is open to all students, faculty and staff at SU who are interested in friendly on-campus recreational play. The most popular intramural activities are basketball, flag football, dodgeball, and kickball. To participate, contact the Athletic Department for dates and times or check out the Intramural website.

Sport and Fitness Facilities

The Stevenson University Gymnasium, located in the Student Union, opened in December 1997. 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 University also has athletic fields and tennis courts. 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 Fitness Center is open to all students free of charge. The facility features 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 Center. The Fitness Center is open 9:00 a.m. to 7:00 p.m. Monday through Thursday and 9:00 a.m. to 5:00 p.m. Friday during the fall and spring semesters.

Shortly after purchasing the former Baltimore Ravens training site, adjacent to the University's Owings Mills housing complex, Mustang teams began practicing and competing on the outdoor fields at the location. The building at the facility has undergone extensive renovations and opened in August 2006 as the Caves Sports and Wellness Center. In addition to the existing full-sized AstroTurf field and the one and a half grass fields, the Center has an exercise facility, locker rooms, offices for athletic staff, lounges for students and a Wellness center for medical and counseling services open to all students.

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, fund raising, and recreational activities.

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 work 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, etc. Students interested in information technology are welcome to participate.

Business Club: The Business Club provides Business Systems majors and students studying other business-related fields with the opportunity to interact not only with their fellow students with business interests but also with professionals in the field. It provides advice to help each student achieve employment and enables the student to interrelate classroom experience with the work place.

College Republicans: College Republicans seek 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.

International Club: The International Club promotes awareness of 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.

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

Phi Beta Lambda: A national business society that serves as the collegiate level of Future Business Leaders of America. *Phi Beta Lambda* strives to instill the values and ethics required for responsible business practice.

Psychology Club: The Psychology Club gathers to discuss issues related to the field of Psychology, such as applying to graduate school, research possibilities, and careers in Psychology. The club co-sponsors health awareness events (e.g. depression), coordinates volunteer activities in the community, and hosts social activities to increase camaraderie.

RN to BS Nursing Club: The RN to BS Nursing Student Club provides an environment of support for registered nurses (RNs) returning to college 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.

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.

Wilderness Leadership Society: This club's focus is on leadership experience, teamwork, and individual participation gained through involvement in outdoor activities. Membership in this club is open to all Stevenson University students, faculty members, and administrative staff members who wish to participate in outdoor and wilderness activities.

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, 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 Student Activities Office plans and monitors opportunities with agencies around the Baltimore area. The University supports students who aim to develop an awareness of

social issues and have a desire to contribute to their solution rather than their perpetuation. A more formal service learning component has been developed within the curriculum of several disciplines.

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 collectors in the region and offers opportunities for students, artists and the community to see established and emerging talents, learn through gallery talks and slide lectures, and celebrate at music-filled receptions. Throughout the year exhibitions are also on view in the St. Paul Companies Pavilion. Student work in progress fills the Art Wing Studio Gallery, and the academic year culminates in a graduating Senior Exhibition.

The 326-seat proscenium main stage in the Inscape Theatre hosts a pair of stage productions each year, presented by the Film, Video, & Theatre Department. In addition, plays—including student-directed works—are staged in the more intimate, 60-seat Studio Theatre. All students are invited to audition for roles or to serve as crew for productions. The department also sponsors periodic screenings of works by video/film majors.

Students interested in film and video also have the opportunity to perform in student-produced projects and work alongside professional filmmakers on the faculty. Recently, Stevenson students have served as cast and crew for several productions in the Baltimore area.

While the University doesn't offer a formal music major, the Cultural Arts Program and the Music Department have joined to bring several significant music events to the campus. The Greenspring Valley Orchestra was formed in 2002 and calls the Inscape Theatre home. Musicians in the orchestra from Stevenson and the surrounding community present a pair of concerts each year under the direction of Dr. Robert Suggs. Additionally, students and faculty with musical interests have the opportunity to participate in the University's Jazz Band and Chorus. These groups present a variety of music at several performances both on and off campus throughout the year, including a summer concert series and Casual Friday concerts.

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

Honor Societies

Alpha Chi

National Honor Society for Juniors and Seniors

The goal of *Alpha Chi* is to enhance the intellectual life of the campus and the academic community at large. Third and fourth year students who have a cumulative quality point average of 3.5 or above can be nominated for membership by a faculty member and should contact the chairman of the selection committee for details about submitting written work.

Lambda Epsilon Chi

National Honor Society for Paralegal Studies Program

Full-time and part-time paralegal students who have a cumulative grade point average of 3.5 or above and who have completed two-thirds of their program are eligible for membership. Members will be selected based on submission of a written application, faculty recommendations, and demonstration of service and dedication to the legal profession.

Phi Alpha Theta

National History Honor Society

Phi Alpha Theta is open to both Public History majors and non-majors. Established in 1921, Phi Alpha Theta currently has over 830 chapters nationwide. In order to become a member, a student must complete at least 12 semester hours in history with a GPA of at least 3.1 in history and at least 3.0 in all university courses. In addition, students must be in the upper 35% of their class to qualify for membership.

Psi Chi

National Honor Society in Psychology

This honor society's goal is to encourage excellence and scholarship and to advance the science of psychology. To be eligible, a student must be a psychology major or minor, a second semester sophomore or above, 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 class.

Sigma Alpha Pi

National Leadership Honor Society

This honor society 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 live satellite presentations, success networking team meetings, and a leadership training day. Students are invited to join based on academic achievement.

Sigma Tau Delta **International English Honor Society**

Alpha Lambda Omicron, Stevenson University's chapter of Sigma Tau Delta, confers distinction upon students of English language and literature in undergraduate, graduate, and professional studies. Students majoring in English or Business Communications or minoring in English who are in the top 35% of their class with a GPA of at least a B in English classes are eligible for membership. Members are recognized for their outstanding achievements and may enrich their educational experience by taking part in chapter activities, competing for national awards and scholarships, and attending the annual Sigma Tau Delta convention. They may also contribute to *The Rectangle*, the society's literary publication.

Sigma Theta Tau **International Honor Society of Nursing**

Rho Epsilon, Stevenson University's chapter of *Sigma Theta Tau*, 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 fall semester. The purpose of *Sigma Theta Tau* is to provide leadership and scholarship 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 university 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, and staff. Submissions are judged and edited by *Spectrum* staff. Prizes are awarded to top student entries.

ProseWorks, www3.su.edu/academics/proseworks/ is an on-line journal, featuring work in prose from our community, 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

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 DVDs, and a sound and projection system to enhance the teaching and learning process. Currently the University has general use classrooms, specialized computing laboratories, and computer classrooms. The University also currently has numerous wireless hot spots throughout the University to accommodate mobile computing.

The University has a **vjOne 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 vjOne card office.

TechConnection, *Your Technology Solutions Center*, is located in the Academic Center in room 302. This technology help desk responds to technology issues for students, faculty, staff and administration. The TechConnection is staffed by two full-time staff and students. The TechConnection can be reached via email techconnection@mail.vjc.edu, calling 443-334-3000, or by stopping in AC 302.

Blackboard is the online course management system used by the University which is produced by the company BlackBoard. All courses use this 24/7 online resource to post messages, house online discussions, post assignments and syllabi. Students can gain access to this resource from just about 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 contact the Office of Information Technology.

Verizon Center for Excellence in Teaching and Learning

The Verizon Center for Excellence in Teaching and Learning represents the newest evolution in education at Stevenson. 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 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.

College Store

Located in the Student Union across from the gymnasium, the Stevenson University College 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 SU imprinted clothing, gift items, greeting cards, jewelry, magazines, and newspapers.

During the semester, the College 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 pm. Additional hours are scheduled before the beginning of each semester.

Students may also purchase merchandise and textbooks from the College Store online at store.vjc.edu.

Dining Services

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

The **Marketplace** is an innovative, all-you-can eat dining experience located in the new Rockland Center at Owings Mills. In addition, **SubConnection**, a retail sub shop, has opened on the first floor of Rockland and offers a fantastic menu of subs and sandwiches with operating hours separate from the Marketplace. The popular coffee shop, **Jazzman's Café**, remains in the nearby Avalon Community Center. Meal plan blocks and flex dollars are accepted at all Owings Mills dining locations.

At Stevenson, 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. A new food concept, **Sandella's**, has been added to the Corral to provide fresh wraps and personal pizzas. The University also offers **Campus Perks**, a coffee shop on the lower level of the Student Union. This location will appeal to those requiring a relaxing atmosphere as well as a selection of "grab-and-go" meals.

Experiential Learning and Career Services

Career HQ provides all students with a variety of career-focused programs, services, and resources. Beginning with First-Year Seminar, the *Career HQ* team introduces Stevenson's unique Career Architecture process to help students realize their values, skills, interests, and strengths. This powerful process continues throughout the students' college years resulting in competent, confident graduates who maintain a competitive edge in the real working world.

The *Career HQ* team works with students to develop the skills, poise, and confidence needed for success. Expert advice and individualized attention help students build on and grow their career skills. *Career HQ* staff can also help students with resume critiques, job search assistance, video mock interviews, career assessment tools, career counseling, and/or graduate/professional school preparation. Students can explore career options through on-campus recruiting, career seminars, career exploration fairs, networking etiquette meals, and various other events. *Career HQ* maintains a comprehensive career website, www.vjc.edu/careerhq, which provides information on job opportunities, on-campus recruiting, career planning, job success tips, and much more.

Experiential Learning is 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 enables students to become civically engaged and aware of the real life issues that they will encounter in the world when they graduate.

Experiential Learning and *Career HQ* work together to ensure a graduate who is aware, conscientious, and productive.

Library

Located in the Learning Resource Center, the Stevenson Library is a hub of campus activity. In 2005, the Stevenson Library joined the Maryland Interlibrary Consortium (MIC), comprised of 4 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 SU campus within 24 hours. A knowledgeable and friendly staff is 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 online at <http://www.vjc.edu/library/> at the databases link. Most of these electronic resources are searchable from home or office.

The library offers reference service in person and electronically. The library was specifically recognized in spring 2004 for its contribution to statewide reference service through its participation in the *Maryland AskUsNow* virtual reference service that 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 college curriculum.

Open in the evenings and on weekends during the regular semester, the library offers a variety of study environments including individual carrels, listening/viewing rooms for multimedia, group study areas, a computer laboratory/library instruction classroom, and lounge areas. Students need only a current vjOne card to borrow circulating material from the library. Library hours 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. Coming in 2008, a satellite library at the Owings Mills Campus!

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 receive a Student Handbook, which tells about available resources, gives general information and regulations, lists some University policies of particular relevance to students, and contains helpful hints, a calendar of special events, and a usable calendar. The 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.vjc.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.

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, a nationally recognized tutoring and academic assistance center, offers free tutoring in most courses to all enrolled 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, faculty, and staff 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 needing help in a class or 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 is nationally certified by the College Reading and Learning Association. *The Link* staff can be reached at 443-334-2285 or <http://web.vjc.edu/academic-link>.

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 will offer various health related services such as limited primary care, first aid, comfort, advice, health information, and assistance with community referrals. Health services has numerous informational brochures and videos concerning health issues. Health awareness events are held on a monthly basis, which includes health education, screenings, and guest speakers.

Counseling Services

From time to time, most people go through stages of growth that present unique and challenging decisions. University students have an added burden because they are learning to 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. Subjects that may arise include adjustment to college, anxiety, eating disorders, interpersonal relationships, depression, self-esteem and identity issues, sexual assault, substance abuse, suicide, stress management, and test anxiety. 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 (Management), Business Information Systems, 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 is strongly recommended. Admissions interviews may be scheduled by calling 410-486-7001 or 1-877-468-6852. Interviews may also be scheduled online at www.vjc.edu/admissions.
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 Division'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 superior 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

A student desiring transfer from another college and admittance to a degree program at Stevenson University must submit certified 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. However, the last 30 credits for the degree must be taken 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, equivalencies, and learning outcomes. It is the student's responsibility to provide this documentation. In addition, these courses must be in academic disciplines

offered at this University. Also, transfer applicants should have left the sending institution in good standing. Students seeking information on the transferability of credits should contact the Registrar's Office. 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.

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.

Required Information:

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 accelerated undergraduate 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. 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:

All International students applying as either accelerated undergraduate or graduate students must submit the following:

1. **Application for Admission.**
 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. International students who have completed courses equivalent to English 151 and 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 before being considered for admission. 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) www.wes.org or the American Association of Collegiate and Admissions Officers (AACRAO) www.AACRAO.org. Transfer students who have completed fewer than 30 credits (as determined by an evaluation) will be required to submit an official secondary school transcript and evaluation.
 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 transfer/attend.
 5. **Financial Resource Statement.** All applicants holding or intending to seek an F-1 student visa MUST complete the Certification of Finances form. This form is downloadable from the Admissions website. Neither a Certificate of Eligibility (Form I-20) nor an admission decision will be released until this information is provided.
2. **Official Bank Statement.** An official statement from the international student's bank verifying the student's financial resources for the entire cost of attendance for one year must be submitted along with a literal English translation if necessary. The cost of attendance for international students for 2008-2009 can be found on the Admissions website. International students must also submit documentation projecting the ability to cover the cost of attendance for the remainder of their subsequent years at Stevenson University.
 3. **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.
 4. **SEVIS Fee.** Accepted international students are responsible for paying the Student and Exchange Visitor Information System (SEVIS) fee. See www.fmjfee.com.

Issuance of the I-20.

A Certificate of Eligibility (I-20) is issued only after the student has been accepted for admission. Undergraduate students on an F-1 visa must take a minimum of 12 credits each semester, and graduate students on an F-1 visa must take a minimum of 9 credits per semester.

Scholarships

Undergraduate students are automatically considered for merit scholarships. The scholarship review is based on previous post-secondary school academic coursework for undergraduate students. Federal financial aid programs are restricted to U.S. citizens and permanent residents.

Permanent Residents (Resident Aliens)

An applicant who is currently a U.S. Permanent Resident (Resident Alien) can follow the recommended application deadline stated elsewhere in this catalog for accelerated undergraduate 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 notarized copy of the front and back of their Permanent Resident (Resident Alien) card. All Permanent Residents applying to undergraduate programs are considered for scholarships and federal financial aid programs.

Additional Requirements:

All international students accepted to Stevenson University must then submit the following:

1. **Enrollment Deposit.** The enrollment deposit of \$300 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.

Military Service Members

Stevenson University is a member of the Servicemembers 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. Service members desiring information about courses and degree requirements should contact the Registrar.

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 Assistant Vice President for Enrollment Management.

Graduate Students

A student may enroll in onsite 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.

Business & Technology Management, Advanced Information Technology, 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, 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 Advanced Information Technology, Business & 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 Division Director 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 Science

Chemistry majors may pursue the BS/MS option in Forensic Science. Students who wish to pursue this 4+1 program earn a B.S. in Chemistry in four years and an M.S. in Forensic Science 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 division director 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 undergraduate students are required to successfully complete IS 134—MS Windows and Office Applications unless exempted. Students who meet either of the following exemptions have demonstrated computer literacy and do not have to take IS 134:

- Achieve a passing score on the Computer Literacy Assessment Test
- Achieve the grade of “C” or better in an equivalent course at another institution.

All Business Administration (Management), Business Information Systems, Computer Information Systems and Paralegal Studies 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 Division 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

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. 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. Credit for “Higher Level” scores of 4 will be taken into consideration, but not automatically granted credit. 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.

Credits for Prior Learning is limited to a maximum of 30 credits 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:

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 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.** Students wishing to earn credit by taking a Stevenson departmental challenge exam should contact the Credit for Prior Learning Coordinator for GPS. 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.
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.

To qualify to petition for prior learning credit through the portfolio, students must:

- meet with the Credit for Prior Learning Coordinator 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)
- seek approval of department chair for specific courses for which to petition for credit

After qualifying, 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. Each course must receive prior approval by the department chair. 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.

- complete one course with a “C” or better at Stevenson University
- enroll in a Stevenson University degree program
- complete ENG 151 with a “C” or better (or complete with a “C” or better a transfer course equivalent to ENG 151)

Financial Information

Costs

Tuition and Fees (2007–2008)

Accelerated Undergraduate Students

Tuition (per credit)	\$435
Combined Registration and Technology Fees (per semester)	\$ 75

Accelerated Graduate Students

Tuition (per credit)	\$480
Combined Registration and Technology Fees (per semester)	\$ 75

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%

Refunds are computed as of the date on which a written request for refund is received in the Registrar's Office. 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.

Financing Options

The TUITION PAY PLAN offers the ability to avoid lump sum payments due at the beginning of each semester. The

plan requires regularly scheduled payments over a ten or twelve month period for the academic year, or single semester plans are available. It is not a loan program. The application and processing fee is \$55. There are no interest or finance charges. For additional information, contact Tuition Pay directly at 1-800-635-0120 or online at <www.tuitionpay.com>.

Financial Aid

Financial aid is available to students who demonstrate need for resources to pay for college. Students enrolled in accelerated undergraduate programs of study may qualify for grants, scholarships, and loans from the federal government and the State of Maryland. 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:

Accelerated Undergraduate Enrollment

½ Time	6-8 credit hours/semester
¾ Time	9-11 credit hours/semester
Full-Time	12+ credit hours/semester

Graduate Enrollment

½ Time	3-5 credit hours/semester
Full-Time	6+ credit hours/semester

To apply, all students must complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.edu.gov. The priority deadline for students attending in the fall semester is February 15 and October 15 for students enrolling for the spring semester. Application is encouraged by the priority deadline to ensure maximum consideration and timely processing. Students may continue to apply after the priority deadline.

The Maryland Office of Student Financial Assistance offers grants and scholarships, some of which require the FAFSA, but not all. For program descriptions, application requirements and deadlines, visit www.mhec.state.md.us.

Stevenson University Endowed Scholarship Funds

The Abell Foundation Scholarship Fund/Grant Program is available to incoming minority students who demonstrate

financial need and prior academic achievement. Students must file the FAFSA by February 15 to apply for this program. This program was established in 1987 and is funded by an endowment from the Abell Foundation.

The **George I. Alden Trust Scholarship Fund** provides assistance to deserving students. A portion of this fund is reserved for adult students. This endowed scholarship fund was established by the George I. Alden Trust in 1992.

Stevenson University Annual Scholarship Funds

The **Associated Italian American Charities Scholarship** awards funds to students nominated by the University. The recipients must be United States citizens of Italian heritage with demonstrated financial need and above-average scholastic records. The Scholarship Committee makes final approval of the nomination for the AIAC. Students must file the FAFSA by February 15.

The **Baltimore Rotary Scholarship** is an award available to a junior or senior undergraduate who is a permanent resident of the Baltimore Metropolitan area, has demonstrated academic excellence, is involved in community service activities, and demonstrates financial need. The Rotary Organization selects two recipients from a list nominated by the University.

Federal Financial Aid Programs

The **Federal Pell Grant Program** provides grants to eligible full-time and part-time undergraduate students. Maximum grants for the 2008–2009 academic year are \$4,310. A student can apply for a Pell Grant by completing the Free Application for Federal Student Aid (FAFSA).

The **Federal Supplemental Educational Opportunity Grant Program (FSEOG)** provides financial assistance to full-time and half-time undergraduate students who demonstrate exceptional financial need. Priority is given to Pell Grant recipients. Grants from this program range in value from \$200 to \$1,500 a year. The Free Application for Federal Student Aid (FAFSA) is the application for this college-administered program.

The **Academic Competitiveness Grant (ACG)** is available to undergraduate Pell recipients enrolled full-time in their first or second academic year of study. First year students who have completed a rigorous secondary school program, graduated from high school after January 1, 2005, and have not been previously enrolled in an undergraduate program are eligible for up to \$750 per year.

Second year students who have completed a rigorous secondary school program, graduated from high school after January 1, 2005, and have at least a 3.0 cumulative GPA at the completion of their first year of postsecondary study are eligible for up to \$1,300 per year.



The **National Science and Mathematics Access to Retain Talent Grant (National SMART Grant)** is available to Pell recipients who are enrolled full-time in their third or fourth academic year of study in an eligible degree program of physical life, computer science, engineering, technology, mathematics or a critical-need foreign language and have at least a 3.0 cumulative GPA are eligible for up to \$4000 per year.

The **Federal Perkins Loan Program** is available to students enrolled on at least a half-time basis with demonstrated exceptional financial need. A student may borrow up to \$4,000 for each year of undergraduate study. Repayment normally begins nine months after the student graduates, leaves the school, or drops below half-time status, at a minimum monthly payment of \$40. During the repayment period, 5% interest is charged. Students must file the Free Application for Federal Student Aid (FAFSA) to apply for this college-administered program.

The **Federal Stafford Loan Program** enables eligible students to borrow directly from a participating commercial lender in order to finance educational expenses. The maximum amount that may be borrowed is \$3,500 for freshmen, \$4,500 for sophomores, and \$5,500 for juniors and seniors. Students must file the Free Application for Federal Student Aid (FAFSA) and an online Stafford Loan master promissory note.

Interest rates are fixed at 6.8 percent. Repayment normally begins six months after the student drops below half-time enrollment, graduates, or leaves school for other reasons, at a minimum monthly payment of \$50. Students eligible for Subsidized Federal Stafford Loans will have their interest paid by the federal government during authorized in-school, grace, and deferment periods. Students eligible for Unsubsidized Stafford Loans are responsible for the interest that accrues from the time the loan is disbursed. This interest can either be paid or deferred. If it is

deferred, the unpaid interest will be added to the principal balance of the loan for repayment purposes.

Federal regulations require all new students to complete an Entrance Loan Interview before a loan is disbursed. Students who graduate, withdraw, or drop below six credits must complete an Exit Loan Interview. Transcripts will be held until the Exit Loan Interview has been completed.

The Federal Parent Loan For Undergraduate Students (FPLUS) Program provides loans for parents of dependent undergraduates. Parents may borrow up to the cost of attendance minus other aid. Loan amounts and eligibility are based on the parent's credit history. The interest rate is fixed at 8.5 percent. An online loan application process is required. Repayment begins 60 days after the loan is fully disbursed. Student must be enrolled for six credits or more in a semester. The PLUS program is now available to graduate and professional degree students. The above interest rates are subject to adjustment due to government regulatory changes.

The Federal Work-Study Program (FWS) provides on- and off-campus employment for students with financial need. Students enrolled on a full-time or half-time basis may be employed under the program. In general, the salary received will be based on the current minimum wage. Students must file the Free Application for Federal Student Aid (FAFSA) and an SU work student application to apply.

More specific information about federal aid programs can be found in "Funding Education Beyond High School: The Guide to Federal Student Aid 2008-09" available online at <www.studentaid.ed.gov>.

Maryland State Programs

Currently, the State of Maryland sponsors numerous grant and scholarship programs. Students attending Stevenson University may be eligible for awards from the Maryland State Programs summarized below, as well as others described in the handbook, "College 411: A Student Guide to Higher Education and Financial Aid in Maryland," available from the Maryland Office of Student Financial Assistance. Application deadlines are also given in this handbook.

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.

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.

For more information on these and other Maryland state programs, contact the state at 410-260-4500 or online at <www.mhec.state.md.us>.

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 register under any of the Veterans' bills is referred to the VA Office in Baltimore.

Veterans eligible for benefits should contact the certifying official in the Registrar's Office to apply for benefits. This office will process the certificate and advise the student of procedures for obtaining his or her training allowance. Each semester, each veteran should complete the "Declaration of Intent." This form is available in the Registrar's Office, and completion of the form signals the student's intent to receive veteran's benefits for the upcoming semester.

All allowance checks are sent directly to the veteran by the VA. 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 six weeks after the VA process is completed.

Qualifying for Need-Based Aid

The basic criterion for qualifying for most other forms of financial aid is need, which is defined as the difference between the cost of education at Stevenson University and the family's ability to contribute to educational expenses. Financial need is determined through a careful review of all information supplied on the Free Application for Federal Student Aid (FAFSA), a standard need analysis system that treats all students equally and fairly. Students applying for financial assistance will automatically be considered for all forms of aid. An award package, consisting

of various types of aid, is offered to assist in meeting a student's financial need.

Application Procedure

- 1 Apply for admission to Stevenson University and complete the admissions process as early as possible.
- 2 Complete the Free Application for Federal Student Aid (FAFSA), available online at <www.FAFSA.ed.gov>. Priority filing deadline for the fall semester is February 15.
- 3 The Stevenson University federal school code required on the FAFSA is #002107.

All students must reapply each year for continuation of all federal financial aid and for those state and college awards that require annual submission of application materials. See program descriptions. Failure to do so will eliminate a student from consideration. Please call the SU Student Solution Center at 443-334-3500 for assistance.

Student Eligibility Requirements

In order to be eligible to receive funds from any of the Federal Financial Aid Programs, a student must be a U.S. Citizen or permanent resident, enrolled on at least a half-time basis. Each of the individual programs also has specific requirements regarding such factors as financial need, undergraduate status, and program eligibility. Federal Pell Grants may be awarded to students attending less than half time.

In addition to these general and specific requirements, there are several conditions that must be met before a student can receive funds from any federal student financial aid program.

All students who receive federal financial aid must be making satisfactory progress in an eligible course of study and must not be in default or delinquent on a federal loan or owe a refund on a federal grant. Each institution participating in the college-administered Federal Financial Aid Programs is responsible for determining the eligibility of students participating in its programs. Stevenson University makes awards under these programs reasonably available (to the extent of available funds) to all eligible students in the institution who are in need of such funds. Award packages will be constructed based on the individual student's demonstrated need, the program eligibility of the student, and the extent of available funds for the given award period.

In the event that the number of students eligible for awards exceeds the funds available, the University will give preference to those students who demonstrate the greatest financial need. In determining who has the greatest financial need, the institution will take into consideration grant



assistance that has been provided to the student by any public or private source.

For maximum consideration for college-administered aid programs, students are urged to submit all documents for financial aid by February 15. Materials received after that time will continue to be processed as long as funds remain available.

Awarding of Aid

Financial Aid and Registration

A student's financial aid award is based on his or her pre-registration credits. Students who have not pre-registered will be notified by letter or e-mail that pre-registration is required before financial aid is awarded.

Verification of Enrollment

For all award programs (federal, state, and institutional), the financial aid award will be applied to the student's account only after enrollment is verified. This verification is done upon completion of the University's published refund period. Awards will be revised, if necessary, based upon the student's enrollment level at that time. Credit checks are issued to students after this verification process is complete.

Disbursement of Awards

Federal Programs

Annual awards from the Federal Pell Grant, Federal SEOG, Federal Perkins Loan, Federal Stafford Loan, state, and Stevenson University programs are divided into two equal amounts and applied to student accounts upon the completion of the University's published refund period. If a student fails to register, the awards are canceled.

Payments of wages earned through the Federal Work-Study Program (FWS) are made bi-weekly to the student, and are based solely on the number of hours worked. FWS earnings are not credited directly to tuition and fee charges.

Proceeds from the Federal Stafford Loan and Federal PLUS Programs are forwarded to the University by the participating lending institution by electronic transfer. The lending institution will disburse funds in two payments. Keep in mind that processing and origination fees may be charged by the lender. At the time an electronic transfer is received, or the student endorses the Stafford check, or the parent endorses the PLUS check, the student must still be enrolled at the University, eligible for funds, and making satisfactory academic progress. If the second semester's portion of the Stafford or PLUS award is not used due to the student's withdrawal or dismissal, this part of the award must be returned to the lending institution.

State Programs

Students receiving a Maryland Office of Student Financial Assistance Award will have half of the annual award amount credited to their tuition account for each semester they register, but only when the University has actually received these funds from the state. Funds are received in November for the fall semester and March for the spring semester. The University is required to notify the Maryland Office of Student Financial Assistance immediately if a student fails to register. Payment of Maryland Office of Student Financial Assistance Awards is made directly to the University.

Book Vouchers

If a student's total semester financial aid exceeds his or her tuition and fee charges, the student may be eligible for a book voucher. A student may use a voucher to purchase books and necessary school supplies in the University bookstore. Book vouchers are issued directly to student vjOne cards. Questions about book vouchers should be directed to the SU Student Solution Center.

Required Online Interview with Financial Aid Office

Federal regulations require that all new students complete an Entrance Loan Interview before their loan disbursement can be applied to their student account. Freshman Entrance Interviews must be conducted online. To access the interview, go to the University's web site, www.vjc.edu/SSC under the financial aid heading. When a student loan borrower leaves the University because of graduation, transfers to another college, withdraws, or drops below six credits, he or she must complete an Exit Loan Interview. If a student does not complete this federally required Exit Interview, Stevenson University will not release the stu-

dent's academic transcript. Transcripts will be released only after the student completes the Exit Interview. The Exit Interview is also conducted online at the above website.

Verification Policy/Procedures

Students whose financial aid application is selected by the U.S. Department of Education for review must complete a process called verification. As part of this process, the student must submit certain financial documents and other materials to the University.

The University will contact, in writing, each student whose data must be verified, indicating the specific documentation that must be submitted. Failure to submit the required materials within fourteen (14) days may result in the student being judged ineligible for federal student aid programs during the academic year covered by the aid application.

When award changes become necessary as a result of verification, the student will be notified of this action through a revised offer of financial aid.

Continued Eligibility

Every student who receives financial aid through any of the scholarship, grant, or loan programs must file for financial aid each year.

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.

SU 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 *SU Satisfactory Academic Progress Policy* or the *SU SAP Appeal Guidelines & Procedures*, please contact Christopher Hanlon, Director of Financial Aid, at fa-chris@mail.vjc.edu.

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 the 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, SU would be required to return a portion of the funds and

Criteria for Title IV Financial Aid Eligibility

Bachelor's Degree Programs

Full-Time Students

End of Year	Minimum Credits Completed	Minimum GPA Required
1	18	1.5
2	36	2.0
3	56	2.0
4	78	2.0
5	102	2.0
6	120	2.0

Part-Time Students

End of Year	Minimum Credits Completed	Minimum GPA Required
1	12	1.5
2	20	1.9
3	30	2.0
4	40	2.0
5	50	2.0
6	60	2.0
7	70	2.0
8	80	2.0
9	90	2.0
10	100	2.0
11	110	2.0
12	120	2.0

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, SU would owe the student a post-withdrawal disbursement which must be paid within 120 days of the 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
 or on the Internet: <www.vjc.edu/ssc>.

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, to reason, and to 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 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 evenings and weekends, making them convenient for working adults. Accelerated bachelor's degrees are offered in the following:

- Business Administration
- Business Information Systems
- Computer Information Systems
- Interdisciplinary Studies
- Nursing (RN to BS option – onsite 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 Accounting, Business Administration, Business Information Systems, Computer Information Systems, or Paralegal Studies at the University (or students in other majors with permission from the undergraduate division director or department chair) to obtain both a bachelor's in their major and a master's in Advanced Information Technologies, Business and Technology Management, or Forensic Studies.
- Chemistry majors (or those who have comparable coursework) may choose a BS/MS option that leads to a master's degree in Forensic Science.

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 Advanced Information Technologies, 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 Division Director or Department Chair
- Meet with the undergraduate academic advisor and the appropriate graduate program coordinator 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

BS/MS Option Leading to Master's Degree in Forensic Science

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 in four years and a master's degree in Forensic Science 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 college 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 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:

- Advanced Information Technologies
- Business and Technology Management (onsite and online)
- Forensic Science
- Forensic Studies (onsite and online)

Minors

In order to enhance the college experience and assist in the development of Career Architecture, Stevenson University offers students the chance 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 studies at Stevenson.

All students are encouraged to consider the minor option, but students are not required to pursue or complete a minor field 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. Not all minors are offered in an accelerated format.

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 time of graduation may not apply toward that student’s minor. At least nine of the total credit hours for the minor must be taken at Stevenson University.

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
- 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: Early Childhood Education, Elementary Education, Middle School Education, Interdisciplinary Studies, Medical 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 recommenda-

tions, 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 VJCentral, an online jobs database. To begin the process, students should contact a counselor in the Career HQ office.

Internship (for credit)

As an important part of the *Career Architecture*SM 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 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 VJCentral, an on-line jobs database maintained by *Career HQ*. The *Career HQ* office can also assist students with resume/cover letter writing and interview preparation skills. All internships must be approved by the appropriate Division Director or 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 pre-arranged 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 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 state-

ment 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 Dean of Graduate and Professional Studies 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 expectation 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 SU 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: The following are the objectives of the Core Curriculum.

Development of essential skills

- Demonstrate effective oral and written communication skills.
- Demonstrate basic technological competence.
- Demonstrate ability to obtain, evaluate, and use information to solve problems.
- Demonstrate knowledge of basic wellness principles.

Exposure to a diversity of perspectives and values in the liberal arts and sciences

- Identify key concepts, perspectives, methods, values underlying, and applications of the fine arts, social sciences, humanities, mathematics and the sciences.

Exploration of individual, cultural, global, and ethical considerations in human relations

- Demonstrate knowledge of the effects of individual, cultural, and global differences on human relations.

Objectives of the College Writing Requirement: Through the Core Writing Skills courses, the English Department prepares students who, through discussion and written work, demonstrate their ability to

- Read critically and think analytically.

- Write organized, clear, and coherent essays.
- Use information technologies and resources for writing and research.
- Apply knowledge and understanding of literature to the concerns and questions of humanity.
- Write competently in academic and professional situations.

Writing plays a vital role in the Stevenson Core Curriculum. A sequence of writing courses prepares students to meet the requirements of their college 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). All students must demonstrate competency in writing by earning a minimum of a C in ENG 151, Composition and Writing from Sources. Depending on their placement, some students also take ENG 148, Introduction to Composition, which includes a review of grammar. 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.

Objectives of the College Information Literacy Requirement:

Information literacy is briefly defined as the ability to locate, evaluate, and use information. With these skills in place, Stevenson students can confidently navigate today's information driven economy.

The information literate student:

- Plans a realistic research strategy to identify and retrieve appropriate sources.
- Accesses the needed information effectively and efficiently.
- Evaluates all information sources critically.
- Uses information effectively to accomplish a specific task.
- Respects intellectual property and cites sources correctly.

Objectives of the College Quantitative Literacy Requirements: A quantitatively literate person will be able to do the following:

- Interpret mathematical and/or statistical models such as formulas, graphs, tables and schematics, and draw inferences from them.
- Represent mathematical and/or statistical information symbolically, visually, numerically and verbally.
- Use arithmetical, algebraic, geometric and statistical methods to solve problems.
- Estimate and check answers to mathematical and/or statistical problems in order to determine reasonableness, identify alternatives, and select optimal results.
- Recognize that mathematical and statistical methods have limits.

University Degree Requirements

Requirements for the Bachelor's Degree

The student must fulfill the following requirements for the bachelor's degree:

- 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; GPA is calculated on the basis of work done at Stevenson University only. Program requirements may stipulate a higher GPA. 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 "Accelerated Undergraduate Degree Programs" 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 Dean of Graduate and Professional Studies.
- 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; (see below)*; and
 - 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 credit). Only one credit may be counted in a student's total credit count.
- Computer Literacy Requirement
All students entering the University are required to successfully complete IS 134—MS Windows and Office

Applications, unless specifically exempted. Students who meet either of the following exemptions have demonstrated computer literacy and do not have to take IS 134:

- Achieve a passing score on the Computer Literacy Assessment
- Achieve a grade of "C" or better in an equivalent course at another institution.

*Prerequisites requiring the equivalent of ENG 152 can be met by completing ENG 172H or presenting AP credit in Language and Literature. Specifically the "equivalents" of ENG 152 are:

- ENG 172H
- AP score of 4 of 5 on the Language and Literature exam
- Transfer credit for ENG 152

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 (three credits)
 - Art
 - Music
 - Film
 - Theatre
- Social Science (2 courses, 6 credits, from two different disciplines)
 - Anthropology
 - Economics
 - Human Services
 - Geography
 - 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 Arts (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 and Requirements

To graduate, students must meet all university and departmental requirements as stated in this catalog. *It is the responsibility of the student to fulfill all requirements for graduation. Careful consultation with an academic advisor is strongly encouraged.* Students must fulfill catalog requirements of the year they matriculate. However, if program/university requirements change, students may choose to fulfill the new requirements. Students may not combine or mix curricula from multiple catalog years.

Students must apply for graduation to begin the graduation audit process. The application for graduation can be filed through WebXpress or in person in the Registrar's Office. A graduation fee of \$25 is required at the time of each application. Filing the application will initiate a formal degree audit of credits and requirements by the graduation evaluator. The deadlines for submitting this application are as follows: October 1 for May graduation, April 1 for August graduation, or June 1 for December graduation. Failure to apply by the appropriate deadline may result in a significant delay in the receipt of the diploma.

Scheduled commencement ceremonies are held in May and December. Undergraduate students may participate in the May ceremony if they have a minimum GPA of 2.0 and have six or less credits to complete by the end of August. Students may participate in the December ceremony if they have a minimum GPA of 2.0 and will complete all degree requirements by December 31.

Graduate students must have a minimum 3.0 GPA to participate. Contact the Program Division Director, Student Support Coordinator, or academic advisor on specific graduate program policies regarding participation in commencement.

Degrees are conferred in May, August, and December only. The degree will not be awarded until all university/program requirements have been met. Participation in the commencement ceremonies does not mean the student has been awarded a degree. Diplomas are withheld until all financial obligations have been satisfied, and the student has completed the Financial and Exit interview if needed.



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 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:

<i>Summa Cum Laude</i>	3.90–4.00
<i>Magna Cum Laude</i>	3.70–3.89
<i>Cum Laude</i>	3.50–3.69

Honors are not awarded for graduate degrees.

All-College Undergraduate Awards

(Note: All-University awards are presented at Baccalaureate)

President's Award for Scholarly and Creative Achievement

This award is conferred from time to time on a graduating student whose total performance has been marked in a striking fashion by singular creativity and by the depth of his or her intellectual interest and performance in all subject areas. This award may be presented to one student at May and December graduation.

Dean's Award for Exceptional Scholarship

This award is conferred from time to time on one graduating student who has performed academically in a particularly exceptional way, has demonstrated unique intellectual ability and initiative, and has contributed to the academic pursuits of his or her peers. This award may be presented to one student at May and December graduation.

VJ Pin Award

The VJ Pin Award is the most comprehensive honor the university confers on one graduating student whose total personal performance is meritorious, including academic achievement, independence and integrity of thought and

action, reliability, respect for others, and involvement in college or community affairs. This award may be presented to one student at May and December graduation.

Orsia F. Young Leadership Award

The Orsia F. Young Leadership Award is given to graduating students who have performed in an outstanding manner as leaders in the college community, initiated action, motivated others to do so, and have been agents for positive change in the college. This award may be conferred on as many as six students at May and December graduation.

Elizabeth McWethy Award

The Elizabeth McWethy Award is bestowed from time to time upon one student who has demonstrated exceptional creativity, manifested genuine concern for society, and has actively influenced the lives of others. This award may be presented to one student at May and December graduation.

Marion and Henry J. Knott Achievement Award

The Marion and Henry J. Knott Achievement Award is presented to one graduating student who has demonstrated the ability to achieve academically, to reach out to the needs of others at the university, and to persevere toward a goal while also managing major primary responsibilities outside college life. This award may be presented to one student at May and December graduation.

John Mitchell Award

The John Mitchell Award is presented to one student who has demonstrated outstanding service to his or her community in a way that exemplifies the values of Stevenson University's mission. This award may be presented to one student at May and December graduation.

Outstanding Part-Time Student Award

The University's award for Outstanding Part-time Student is conferred on graduating part-time students who have demonstrated commitment to higher education, the determination to succeed, a high standard of academic achievement, and have contributed in a tangible manner to the university while balancing many other personal and professional obligations. This award may be presented to one student at May and December graduation.

Nursing Division Awards

Academic Excellence Award—This award is presented to the pre-licensure and RN/BS graduate who has achieved the highest grade point average throughout the nursing program.

Donnie M. Bay Scholarship Award—The Nursing Alumni Association established this scholarship in honor of Donnie M. Bay, former Hospital Administrator and Director of Nursing. It is presented to a member of the pre-licensure and RN/BS graduating class who has demonstrated a sincere interest in advanced professional education.

Sharon Anne Dwyer Award for Excellence in Clinical Practice—This award 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.

Judith A. Feustle Award—This 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.

Megan Sheridan Award—This 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 their care.

R.O.S.E. AWARD (Recognition of Student Excellence)—This award was initially presented by the first graduating class of the Nursing Division 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 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 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 Standing

Undergraduate Students

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 nine to 18 semester hours of credit and whose grade point average falls below 1.50 is on academic probation. A student who has attempted 19–29 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. Continued unsatisfactory academic performance will result in review of a student's record for possible academic dismissal.

Academic Suspension

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 two weeks before the start of the semester in which they wish to be reinstated. If extenuating circumstances exist, a student may appeal this suspension prior to being away from the University one full semester. (Petitions received less than two weeks before the start of the semester will be deferred to the following semester.) The Board will review the petition, interview the student, and will then make one of the following determinations:

- The student is reinstated with no provisions
- The student is reinstated on probation and must achieve a 2.0 GPA or better for that semester.
- The student is reinstated and must follow a specific program outlined in the reinstatement letter.
- The student is reinstated part-time.
- The student is not reinstated.

Graduate Students

A minimum 3.0 grade point average on all graduate work attempted is required for graduation. A student whose cumulative GPA falls below 3.0 will be warned. Continued unsatisfactory academic performance will result in a review of the student's record for possible probation, not to exceed two semesters, or for possible academic dismissal.

Students are required to maintain satisfactory progress. 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 college 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 forty-five 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.vjc.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 drop 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.

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.

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 appoint-

ment 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. 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 their classes dropped, and other students will be allowed to register.

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 processed and filed in the Registrar's Office. *Notice to the instructor of intent to withdraw is not sufficient. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which is calculated 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. Withdrawing from a course after the published withdrawal date results in a grade of "WF" and will be calculated 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. The faculty member will provide an opportunity for the student to take the examination at a rescheduled time. At that point, the student should contact *The Academic Link* to reschedule the examination. Students will not be permitted to reschedule for reasons other than documented emergencies or illness.

Undergraduate Grading Scale

In general, the grading scale in the table below serves as the basic numeric standard that faculty use in evaluating student performance. 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 stan-

dard numeric scale is used, the instructor will base grades on the standard below.

Grade	Numeric Standard
A	93–100
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	73–76
C-	70–72
D+	67–69
D	60–66
F	0–59

Undergraduate Grading System

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 midterm and final examinations. Midterm grades are advisory; the semester grades determine actual academic standing.

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 following section.)

Grade	Quality Points Awarded
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.00
FX	Student stops attending class and fails to officially withdraw.
W	Withdrawal if done within specified dates for the session.
WF	Withdrawal after the "W" deadline (calculated in the GPA as an "F").
I	Incomplete.
P/NC	Pass or No Credit.
AUD	Audit. No credits attempted.

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 College Form" that is available in the Registrar's Office. The student should meet with a representative of the Academic Support Services Office to complete this 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 con-

secutive semesters. A student who is on leave of absence more than two 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.

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.

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 on page 24).
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.

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

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.

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 a class no more than one time.

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 \$3.00. Same-day service is available for transcripts 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 withheld. Students receiving financial aid are required to complete an on-line 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 two-three day processing time. Transcripts are not released until all semester grades are entered and a final GPA is calculated.

Withdrawal from College

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 College Form" from the Registrar's Office. The student should meet with a representative of the Academic Support Services Office to complete the form.

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 Americans 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.

Assistance in developing time management skills, note taking skills, and general study skills is offered in First-Year Seminar to all freshmen and in DEVR 106# to students who test into that course. The University also offers all students peer tutoring in the Academic Link tutoring center.

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 the Registrar or the Office of Academic Support Services or consulting the Student Handbook/Planner.

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. Grade appeals must be filed within 30 days of the end of the semester. For a copy of the full policy, with details on the formal procedures, contact the Office of the Registrar or the Office of Academic Support Services or consult the Student Handbook/Planner.

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 may be obtained from the Office of the Registrar or the Office of Academic Support Services. It is also available in the Student Handbook/Planner.

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 College 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, contact the Office of the Registrar or Office of Academic Support Services or consult the Student Handbook/Planner.



Accelerated Undergraduate Degree Programs

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 Program

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 a core of 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 in 5- or 8-week formats and 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, email and other means. Students should come to class prepared to discuss their reading assignments, to work in small groups, and to share their experiences, both orally and in writing.

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.

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; and
- Pursue contemporary business careers.

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 and ACC 101. 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 Division Director 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.

Degree Requirements

The courses listed below are required for the completion of a degree in Business Administration. 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.

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement. Courses with one or more pre- or co-requisites (or which require passing a proficiency or placement exam before enrolling) are designated in the list by a ◇.

Courses required for Major:

MGT 204	Principles of Management
MGT 310	Organizational Behavior ◇
MGT 313	Production and Operations Management ◇
MGT 430	Capstone ◇
MKT 206	Principles of Marketing
FIN 402	Principles of Finance ◇
LAW 208	Business Law
XXX	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 *
PHIL 416	Business Ethics * ◇

Related Courses Required for the Major:

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 *

Other Options for Students Interested in Business

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 contained within the General Academic Information section of this catalog.

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

The Business Information Systems 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 or a master's degree in Advanced Information Technologies, both of which are also offered in an accelerated 8-week format.

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. 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. Courses with one or more pre- or co-requisites (or which require passing a proficiency or placement exam before enrolling) are designated in the list by a ‡.

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.

Program Requirements

Students must earn a grade of C- or better in all major and secondary requirements in order to graduate with a Business Information Systems 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. Information Systems majors must apply in writing to the Division Director 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.

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 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/ MKT 424	Entrepreneurial Development [‡]
MKT 206	Principles of Marketing
PHIL 104	Logic [*]

Other Options for Students Interested in Business Information Systems

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.

Students majoring in other fields may consider a minor in Information Systems. Check with the division director, Information Systems, for more information on creating a minor.

Computer Information Systems

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 design, computer forensics, or computer simulation and game 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 or a Masters in Advanced Information Technologies.

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 Track

Computer Forensics is the use of specialized computer investigation techniques to identify, collect, preserve, examine, and analyze digital evidence for presentation in crimi-

nal 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 to 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. This 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.

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.

Note: Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a Core Curriculum requirement. Courses with one or more pre- or co-requisites (or which require passing a proficiency or placement exam before enrolling) are designated in the list by a ‡.

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.

Program Requirements

Students must earn a grade of C- or better in all major and secondary requirements in order to graduate with a Computer Information Systems 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. Information Systems majors must apply in writing to the Division Director 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.

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 Development Track

IS 241	C# Object Oriented Programming [‡]
IS 252	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 courses)

Network Development Track

IS 232	TCP/IP Communication Protocols for Windows and UNIX [‡]
IS 235	Advanced Windows Server Architecture & Administration ^v
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 courses)

Computer Forensics (CIS)

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 491	Hacking Attacks, Trace back and Counter Measures
IS 432	Network Security - Firewalls and Intrusion Detection Systems

IS Electives (3 courses)

Computer Simulation and Game Design (CIS)

IS 241	C# Object Oriented Programming
IS 252	Advanced SQL Query Design with Oracle & SQL Server
IS 343	Web Architecture & Design Technologies
IS 345	JAVA Programming [‡]
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 courses)

Secondary requirements (to be taken by all students)

EC 201	Principles of Economics: Introduction to Macroeconomics*†
EC 202	Principles of Economics: Introduction to Microeconomics*†
ENG 212	Technical Writing*†
MATH 210	Statistics & Probability†
PHIL 104	Logic*

Other Options for Students Interested in Computer Information Systems

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.

Students majoring in other fields may consider a minor in Information Systems. Check with the division director, Information Systems, for more information on creating a minor.

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.

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.

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.

Program Requirements

Students may request admission into the major after completing the first semester of the freshman year. They may select either the Bachelor of Science or the Bachelor of Arts degree. The Bachelor of Arts requires the completion of a foreign language through at least the intermediate level. In addition to competing the requirements for the Stevenson core curriculum, students must complete the major and secondary requirements noted below.

Major Requirements:

- 36 credits of courses for the major selected from two disciplines, identified as program cores (at least 18 credits of which must be at the 300 and 400 level). A minimum of 12 credits is required in one program core
- 6 credits in INDSC courses, 300-level or above (an internship may fulfill one)
- INDSC 450 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)

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.”

Program Outcomes

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

Graduates will be prepared to practice professional nursing. Upon completion of the Stevenson University Baccalaureate Nursing Program, graduates will:

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 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 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. 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
- 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.

Upon acceptance to the University, the student will be required to:

- Submit proof of health insurance coverage;
- Submit current CPR certification; and prepare to
- Substantiate adherence to the Division 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 & Physiology
- Chemistry
- Microbiology
- Nutrition
- Statistics
- Introduction to Psychology
- Introduction to Sociology
- Growth & 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
- Communication
- Ethics
- Physical Education (or Life Skill or Wellness Learning)
- Three courses from three of these humanities: Philosophy, History, Literature, or Religion

Degree Requirements

Students enrolled in the RN to BS program will complete the following:

Major Requirements:

NURS 312	Physical Assessment and Pathophysiology
NURS 314	Nursing Research for RNs
NURS 315	Information Technology in Nursing and Health Care
NURS 411	Professional Seminar I
NURS 414	Nursing Leadership for RNs
NURS 415	Professional Seminar II
NURS 424	Health in the Community
NURS 434	Clinical Seminar & Practicum

Secondary Requirements:

BIO 203	Microbiology
BIO 205	Anatomy and Physiology I
BIO 206	Anatomy and Physiology II
BIO 240	Nutrition
CHEM	Elective
MATH 140	Basic Statistics
PHIL 415	Topics in Professional Ethics
PSY 101	Introduction to Psychology
PSY 108	Human Growth and Development
SOC 101	Introduction to Sociology

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 supervision 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

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 and weekends. 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.

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.

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.

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
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

Two lower-level (100- or 200- level) LAW electives

Six upper-level (300- or 400- level) LAW electives

LAW 480 Senior Seminar

Secondary Requirements:

ACC 215	Financial Accounting (Note: This requirement also may be satisfied by taking ACC 101 and ACC 102)
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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 *
POSCI 102	American Government: Political Institutions & Procedures *

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 40 credits. Students may complete the accelerated program in as little as two years.

Degree Requirements

Students enrolled in this program must complete the following:

LAW 102	Introduction to Legal Studies (3 credits)
LAW 112	Torts (3 credits)
LAW 120	Fundamentals of Law I (3 credits)
LAW 125	Legal Research & Writing I (3 credits)
LAW 204	Constitutional Law (3 credits)
LAW 210	Legal Research & Writing II (3 credits)
LAW 216	Civil Litigation & Pleading (3 credits)
LAW 480	Senior Seminar (4 credits)

In addition to the above required courses, students must complete 15 credits of law electives, 12 of which must be at the upper level.

Master's Degree Programs

Graduate Programs

M.S. in Advanced Information Technologies
 M.S. in Business and Technology Management
 M.S. in Forensic Science
 M.S. in Forensic Studies with tracks in Accounting,
 Information Systems, Investigations, Legal, and
 Interdisciplinary

Advanced Information Technologies and Business and Technology Management

Stevenson University's Master's of Science in Advanced Information Technologies and Business and Technology Management degrees provide students with the technical and analytical knowledge required to help organizations achieve a competitive advantage in an increasingly global, technology-driven, and information-rich marketplace. The degree programs accomplish this by providing students not only with knowledge about a wide variety of technologies and their architectures but also with an understanding of how technologies can be integrated with each other and within the organizational structure. These programs address what is perhaps the most important business issue—the integration of the full range of information technologies within an organization, from both the strategic and the operational perspective.

The *M.S. in Advanced Information Technologies* focuses on the technology and implementation of application, infrastructure, and database design. *The Master's in Business and Technology Management* focuses 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.

Graduates of Stevenson's master's degree programs will understand hardware and software standards, the architectures of current and emerging technologies, and 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.

Accelerated M.S. in Advanced Information Technologies

Program Description

This program is designed to provide the IT professional with cutting edge experience and knowledge in the leading application, network, and database design technologies of the day. This 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. This degree is offered in an accelerated format.

Information Systems experience and literature shows that most system projects fail, not for technical reasons, but because the information analyst fails to define appropriate and accurate business and technical requirements. Core courses address this failing. The Cognitive Science and Requirements Analysis course provides the student with an understanding of human cognition, as well as its limitations and biases. The Creativity in Information Systems course describes how information systems have evolved from merely supporting operational back office functions to being the main vehicle for innovation in the enterprise and emphasizes that the information systems professional must be creative in problem solving and innovative in finding opportunities within the organization.

There are two groups of electives: Infrastructure Design and Application Development. While each group investigates specific technologies, the *application development* electives take into consideration the support of business processes by the development of custom-made software applications, while the *infrastructure design* electives investigate the use of networking and telecommunications platforms which serve as the technological foundation for the implementation of business processes.

Degree Requirements

The curriculum for the *M.S. in Advanced Information Technologies* consists of three components: The core courses, selected elective courses, and capstone courses. The program includes:

Core Courses (15 credits)

AIT 601	Information Technology and the Organization (3 credits)
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- AIT 602 Open Systems and Enterprise Computing (3 credits)
- AIT 604 Cognitive Science for Requirements Analysis (3 credits)
- AIT 606 Creativity in Information Systems (3 credits)
- AIT 644 Project Management (3 credits)

Elective Courses (15 credits)

Students select five courses from the two groups.

Group A—Infrastructure Design Electives

- AIT 608 Design Theory (3 credits)
- AIT 618 Network Technologies (3 credits)
- AIT 620 Internetworking (3 credits)
- AIT 622 Message Handling Systems (3 credits)

Group B—Application Development Electives

- AIT 630 Object-Oriented Technology and C# (3 credits)
- AIT 632 Client Server Computing with ASP.NET (3 credits)
- AIT 634 Enterprise Data Management (3 credits)
- AIT 638 Enterprise Application Development Using XML (3 credits)

Capstone Courses (6 credits)

- AIT 701 Systems Integration (3 credits)
- AIT 702 Master's Project (3 credits)

Accelerated M.S. Degree in Business and Technology Management

Program Description

The Business and Technology Management degree is designed for the business professional and provides a practical working knowledge of today's information technologies. 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. Managing these technologies and their development requires knowledge of the best practices in systems planning and design as well as project management in the IT area. The Master's degree in Business and Technology management 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. That 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 the customer.

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.

Students elect one of two tracks. Tracks are offered in Emerging Technology Management and Innovative Leadership. This degree is offered in an accelerated online and onsite format.

Degree Requirements

The curriculum consists of two components—the core courses and the track courses. The program includes:

Core Courses (15 credits):

- BTM 601 Information Technology and the Organization (3 credits)
- BTM 604 Cognitive Science for Requirements Analysis (3 credits)
- BTM 606 Creativity in Information Systems (3 credits)
- BTM 663 Technology Law and Law Enforcement
- BTM 644 Project Management (3 credits)
- BTM 702 Master's Project

Emerging Technology Management Track:

- 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

Innovative Leadership Track:

- BTM XXX Entrepreneurial 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

Master of Science Degree in Forensic Science

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 science 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) means that students in our program are being trained by some of the top experts in the field. On-site, practical training at the brand new MSP forensic science laboratories and other local forensics laboratories provides an exceptional opportunity for our students to experience "real-life" forensic science.

Program Outcomes

The forensic science 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 Science (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:

This domain deals with 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.

Prerequisite Requirements

Students who wish to enter the master's program in Forensic Science must have a bachelor's degree in chemistry, biology, or other equivalent natural science, or forensic science—with a cumulative and science/math grade point average of 3.0 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.*

Program Requirements

The curriculum for the Forensic Science program follows and is designed to be completed in as few as two years:

Students must complete all Core Courses. In addition, students must elect a track and complete all courses in the selected track.

Core Courses:

FSCI 500	Survey of Forensic Science (3)
FSCI 610	Physical Evidence at Crime Scenes (3)
FSCI 615	Safety/Quality Control/quality Assurance (2)
FSCI 655	Practicum Rotations (3)
FSCI 720	Seminar in Forensic Science I (1)
FSCI 721	Seminar in Forensic Science II (1)
FSCI 760	Research Project & Presentation I (3)
FSCI 761	Research Project & Presentation II (3)
FSCOR 604	Evidence (3)
FSCOR 664	Litigation Practice & Procedure (3)
FSCI 701	Mock Trial (3)

Chemistry Track:

FSCI 617	Trace Evidence (4)
FSCI 620	Drug Analysis (3)
FSCI XXX	Toxicology (3)*
FSCI/FS	Forensic Science or Forensic Studies Elective (3-4)

Biology Track:

FSCI 640	Serology & Immunology (3)
FSCI 645	DNA Analysis (4)
FSCI XXX	Forensic Biology Databases (3)*
FSCI/FS	Forensic Science or Forensic Studies Elective (3-4)

Crime Scene Investigation Track:

FSCI XXX	Crime Scene Investigation (3)*
FSCI XXX	Latent Prints & Techniques (4)*
ART 540	Crime Scene Photography
FSCI/FS	Forensic Science or Forensic Studies Elective (3-4)

*Pending Approval

Master's Degree in Forensic Studies

Forensic specialist is a general term for an individual or expert in a particular field that 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, throughout the government. The accounting, information technology, investigations, interdisciplinary, and legal tracks in forensics are a direct outgrowth of the University's undergraduate programs in Accounting, Information Systems and Paralegal Studies. These tracks are designed to provide both the knowledge and the skills

required of professional forensic accountants and other forensic specialists.

With the cost of U.S. economic crime growing dramatically—nearly doubling over the last decade to at least \$200 billion annually—many accounting firms, law firms and government agencies 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 forensics team often includes technicians who maintain the chain of evidence, information technology professionals who analyze electronic data, field personnel who handle the investigative process, as well as attorneys, accountants, insurance fraud investigators, damage claims specialists, auditors, and computer forensic experts.

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.

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 **Information Technology 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.

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 investigations. Courses emphasize the gathering and reporting of testimonial and physical evidence and prepare students to conduct investigations by interviewing witnesses, analyzing documents, and synthesizing the results into factually accurate and objective investigative reports and court testimony.

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.

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 which fall under their areas of responsibility.

All students will be required to complete all the core courses, a total of five core courses totaling 18 credits, including a 6-credit capstone. In addition, students will be required to complete six courses totaling 18 credits included under their elected track.

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

- Understand the history, philosophy and administration of criminal justice.
- Comprehend 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.
- Understand and identify the civil and criminal justice processes.
- Identify ethical implications of investigative techniques.
- Make oral presentations.
- Participate in a simulated trial in order to understand pertinent rules of evidence, direct and cross examination of witnesses.

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.

Upon completion of the program, a graduate in the **Information Technology 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 and 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.

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

- Understand 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

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

- Understand investigative techniques for fraud detection.
- Analyze legal elements of white collar crimes.
- Understand how to approach and analyze legal research and writing projects.
- Analyze and synthesize rules, statutes and case law and apply them to a hypothetical factual situation.

- Confidently use a law library, performing legal research and utilizing computerized legal research.
- Synthesize legal research and writing, computer, and investigative skills.
- Understand how criminals think and how their actions are affected by their way of thinking.

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.

We offer two convenient formats so you can choose the program that best fits your 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, 16 week capstone course which culminates in a one-week capstone course held at the SU campus.

On-Site Program

- Classes held in the evenings at the SU campus.
- Courses offered in accelerated 5- and 10-week sessions.
- Faculty bring real-world expertise to the classroom.
- Includes a 6 credit, 16 week capstone course held in the evening 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

Core Courses:

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

Accounting Track:

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
FS LAW 668	White Collar Crime

Computer Forensics Track**Required:**

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: (Choose 1)

FSIS 646	Windows Intrusion Forensic Investigations
FSIS 648	Disaster Recovery
FSIS 650	Hacking Exploits and Intrusion Detection
FSIS 652	Linux Forensic Examinations (<i>Proposed</i>)
FSIS 654	Linux Intrusion Forensic Investigations (<i>Proposed</i>)
FSIS 656	Live Network Forensic Investigations (<i>Proposed</i>)
FSIS 658	Malicious Code (<i>Proposed</i>)

Legal Track:

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
FSXXX	Elective

Investigations Track:

FSLAW 602	Criminology
FSAAC 620	Forensic Information Technology
FSLAW 662	Fraud Investigation and Analysis
FSINV 600	Investigative Techniques: Interviewing
FSINV 605	Investigative Techniques: Physical Evidence
FSLAW 668	White Collar Crime

Interdisciplinary Track:

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

Undergraduate Course Descriptions

Accounting

ACC 101 Principles of Accounting I

A study of basic principles underlying accounting concepts applicable to service and merchandising enterprises. Includes analysis of transactions and preparation of financial statements. Three credits.

ACC 102 Principles of Accounting II

Continuation 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. Prerequisite: ACC 101. Three credits.

ACC 215 Financial Accounting

This course provides a brief background of financial accounting for those majors whose curriculum is not based on the financial aspects of business. It will provide 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. Prerequisite: Sophomore status or higher. Three credits.

ACC 221 Cost and Managerial Accounting

Basic study 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. Prerequisite: ACC 102. Three credits.

Art

ART 105 Art History Survey

An exploration of the highlights of painting, sculpture, and architecture from the earliest human artistic production

through the ages to the present. Three credits. *Satisfies Core Curriculum Fine Art Requirement for non-VCART majors.*

Biology

BIO 216 Introduction to Forensic Science

(Same as CHEM 216) A survey course in forensic science that introduces the scientific basis for solving crimes. The various chemical analyses and instrumentation utilized will be introduced. 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. Three credits. This course satisfies the Core Curriculum Requirement for a non-lab science.

CHEM 216 Introduction to Forensic Science

(Same as BIO 216) 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. Prerequisites: Restricted to Non-Science majors. Three credits. This course satisfies the Core Curriculum Requirement for a non-lab science.

Communications

CM 101 Public Speaking

Focuses on the development of skills in the writing and presenting of various types of speeches. Students will practice and deliver extemporaneous, impromptu, and special occasion speeches with the goals to inform, persuade, and entertain audiences. Three credits.

Economics

EC 201

Principles of Economics: Introduction to Macroeconomics

This course 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. Prerequisites: ENG 151. Three credits. *This course may be taken concurrently with ENG 151.*

EC 202

Principles of Economics: Introduction to Microeconomics

This course examines the basic principles of economic decision making. Topics include economic thinking, product market structures, resources markets, exchange and efficiency, market failures, elasticity concepts, markets and government policies, income distribution, and equity in society. Prerequisites: ENG 151. Three credits. *This course may be taken concurrently with ENG 151.*

EC 321

Money and Banking

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, role of financial intermediaries and markets in the economy, 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. Prerequisites: EC 201, EC 202. Three credits.

EC 345

Economics of Gender

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. Prerequisites: EC 201, EC 202. Three credits.

English

ENG 210

Business Writing

Emphasizes basic principles of effective business writing and communication. Includes a range of assignments from memos, emails, and letters to more complex proposals, rec-

ommendations, and research reports. Includes oral reports and presentations, digital communication, APA style, and resume writing. Prerequisite: ENG 152 or equivalent. Three credits. *Students who take this course cannot also receive credit for ENG 212 or ENG 215. Satisfies Core Curriculum requirement for 200-level writing course for some majors.*

ENG 212

Technical Writing

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: ENG 152 or equivalent and sophomore standing. Three credits. *Students who take this course cannot also receive credit for ENG 210 or ENG 215. Satisfies Core Curriculum requirement for 200-level writing skills course for select majors.*

ENG 281

Topics in Literature

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,” “jazz and literature,” and others. Topic announced each semester. Prerequisite: ENG 152 or equivalent. Three credits. *May be repeated for credit when topic changes. Satisfies Core Curriculum Humanities requirement.*

ENG 286

Literary Genres: The Short Story

Traces the history and development of the short story through the critical study of the works of British, American, and European authors. Prerequisite: ENG 152 or equivalent. Three credits. *Satisfies Core Curriculum Humanities requirement.*

Finance

FIN 402

Foundations of Finance

(Formerly BA 402) Studies of 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. Prerequisites: ACC 221 and MATH 140. Three credits.

Health

HE 101

Introduction to Stress Management

This course is designed to provide 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. One Credit. May be used to satisfy PE requirement.

History

HIST 110

The United States from 1877 to Present

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, Reconstruction, Populism, Progressivism, the two World Wars, the Roaring Twenties, the Great Depression, the Cold War, and the post Cold War world. Prerequisite: ENG 151 or equivalent. May be taken concurrently. Three credits.

HIST 300

The United States: Since 1945

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 counter culture 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. Three credits.

HIST 311

Topics in History

Focuses on a particular period or on a specialized topic in history. Analysis of primary sources involved. Topic announced each semester. Prerequisite: Third year status or permission of the instructor. Three credits. *Repeatable if content differs.*

HIST 337

The United States: The Sixties

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): A 100 or 200 level American history class and ENG 152 or equivalent. Three credits. *General Education: Humanities*

HIST 338

History of Baltimore

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: ENG 152 or equivalent. Three credits.

Interdisciplinary Studies

INDSC 350

Topics in Interdisciplinary Studies

Examines selected issues or themes that can be approached from at least two academic disciplines. Rotating topics may be developed within the following categories: social phenomena and events, ideas and applications, or area studies. Prerequisite: Third year status or permission of program coordinator. Three credits.

INDSC 450

Senior Project: Seminar in Interdisciplinary Studies

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

Information Systems

IS 134

MS Windows and Office Applications

Develop a basic competency in the most widely used operating system, Microsoft Windows, and the most commonly used suite of business applications, Microsoft Office. Hands-on instruction in operating systems concepts to include file management, window and system configuration, browser configuration and security, and desktop management. Emphasis will be placed on those functions commonly used to create Word documents, Excel spreadsheets, and PowerPoint Presentations. *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.* Three credits.

IS 135**Advanced MS Office Applications**

Designing professional quality business and technical documentation requiring a high level of competency in the most widely used suite of business applications, Microsoft Office is the emphasis of this course. Students will learn to produce professional business documentation using advanced features of MS Word, MS Excel and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace, such as desktop publishing, merged documents, merged data sources, applying styles, creating templates, citations, indexes, object linking and embedding, macros, advanced table techniques, revision tracking, and large scale document production to include use of multi-file master and sub documents. The course will focus on MS Excel features such as formulas, functions, charts, graphics, filters, pivot tables, web publishing, import and export data sources, and troubleshooting complex spreadsheet problems. Students will learn how to effectively integrate tables, charts, and spreadsheets into PowerPoint presentations. Prerequisites: IS 134 or permission of division director. Three credits.

IS 140**Information Systems Architecture and Design**

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; storage media and devices such as DVD flash drives and network storage systems; file formats, file management, file encryption and file compression techniques; data storage and database systems to include ORACLE, SYBASE, MS SQL Server and DB2; network components including routers, firewalls and intrusion detection systems; network technologies including Gigabit Ethernet and Wireless local area networks; application software development with modern programming languages such as C#, ASP.NET, & JAVA; LINUX, UNIX and Windows operating systems; network analysis and systems security tools and techniques. Students will design a model information system using the Microsoft VISIO modeling tool. Three credits.

IS 150**Relational Database Design & SQL with MS Access**

Explores relational database architecture and provides "hands-on" instruction in SQL using both Microsoft Access and Microsoft SQL Server. Students will learn how to evaluate the business requirement and design an effective relational database solution. Students will also learn how to define and manipulate SQL objects as well as perform other common workplace SQL tasks such as creating databases, tables and reports; inserting, updating, and selecting rows; and designing queries, views, and data entry forms. Key business tasks such as importing and exporting

of data, mail merge, and custom reports are mastered as well. Prerequisite: IS 135 or permission of the division director. Three credits.

IS 170**Systems Development with UML**

Addresses the players, 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. Students will create an information system design using the System Architect CASE Tool, complete a cost/benefit analysis, and develop a systems proposal. Prerequisite: IS 140 or permission of the division director, Information Systems. Three credits.

IS 214**Technology in Education**

An overview of the applications of computer and video technology in schools. Experience in using a variety of computer and multimedia programs, in evaluating programs and materials available for schools, and in using technology to meet the child's individual educational needs. Prerequisite: IS 134. Three credits.

IS 224**Computer Graphics Practicum**

For the student who wishes to improve his or her design technology skills, this course concentrates on specific software application and relating production techniques at both the intermediate and advanced levels. Various software tools and techniques are considered, building on concepts addressed in IS 124. Prerequisite: IS 124. One credit. *Repeatable for credit.*

IS 231**Network Technologies**

Prepares the student to perform key network configuration and troubleshooting skills used everyday by IT network professionals. Students will learn the functional concepts of leading network architectures such as Ethernet, Gigabit Ethernet, Asynchronous Transfer Mode (ATM) and the IEEE 802.11 family of WIFI wireless networks used in nearly every business infrastructure. The course will also examine in detail the TCP/IP family of communication protocols, structured cabling systems including fiber optic and wireless systems; the role of the foremost network operating systems to include Microsoft's Windows 2003 server, Sun Microsystems's Solaris, and Linux; Asymmetric Digital Subscriber Line (DSL) and Cable Modem remote access technologies; and the strategies used by network pros to implement network interconnecting devices such as repeaters, bridges, routers and gateways, proxies, and firewalls to improve performance and protect the network. Prerequisite: IS 140. Three credits.

IS 232**TCP/IP Communication Protocols for Windows and UNIX**

Employs the TCP/IP communication protocol family as the official standard for global Internet communications and local area networks. This course prepares the student in the planning, installation, configuration, and management of a TCP/IP based network. Students will learn how to monitor, optimize, diagnose, and resolve problems on the network using standard tools and utilities found in the workplace. The course will compare alternative IP Addressing in both IP Version 4 and IP Version 6. Hands-on labs will provide practical exercises in the installation and configuration of WINS, DHCP, and DNS services. The internal process of TCP will be examined along with the classic hacking attacks and countermeasure techniques. Prerequisite: IS 231. Three credits.

IS 235**Advanced Windows Server Architecture & Administration**

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, the directory services repository for corporate resources and the policies that protect their use. 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: IS 231. Three credits.

IS 240**Programming Concepts With Visual Basic .Net**

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. Prerequisites: IS 150 and IS 170. Three credits.

IS 241**C# Object Oriented Programming**

Applies principles of object-oriented programming using the premier language in Microsoft's .NET initiative. C# is the next step in the evolution of C and C++, and is a programming language that software developers rely on for general purpose and web based applications. 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 Web based, database connected, business applications. Prerequisite: IS 240. Three credits.

IS 252**Advanced SQL Query Design with Oracle & SQL Server**

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: IS 240. Three credits.

IS 260**Presentation Theory and Application**

Design effective and dynamic audio/visual presentations gives by examining both theoretical and practical aspects of audio/visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. The student will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A Capstone Presentation will also be required. Prerequisites: CM 101 and IS 135. Three credits.

IS 270**Digital Image Design for Game Developers**

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 to natively render imagery onto geometry showing the created images in different contexts. The student will investigate and examine the creative and technical aspects synthetic imagery as a production tool for simulation and gaming creation. Digital image libraries will be compiled throughout the course to be used in future Game Design courses. Prerequisite: IS 134 or permission of the division director, Information Systems. Three credits.

IS 280**Data & Database Management**

Compares popular database products based on function, performance, price, and scalability. Product limitations are examined as a guide to selecting the right database product to solve the business problem. Basic database concepts are covered and Structured Query Language (SQL) is examined. Students create a typical small business database in class. Prerequisite: IS 150 or permission of the division director, Information Systems. Three credits.

IS 300 **Emerging Technologies For Schools**

An exploration of technological applications in education, with emphasis on communications, interactive technology, and multimedia presentations in education. Prerequisite: IS 214. Three credits. *Registration is limited to Education majors.*

IS 331 **CISCO TCP/IP Routing**

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: IS 232. Three credits.

IS 332 **High Speed Broadband Networks**

Provides an in-depth examination of leading broadband network technologies including ATM, xDSL, Cable Modem, Gigabit Ethernet, T-Carrier Systems, SONET/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: IS 231. Three credits.

IS 333 **Sun Microsystems UNIX Server Architecture and Administration**

Install, configure and manage 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, email services, DNS Services, internet daemon, web services, SAINT, SAMBA, NFS file system architecture, and the Network Information Service (NIS). Prerequisite: IS 231. Three credits.

IS 334 **Telecommunications Systems**

Studies the components and operation of the national and local telecommunications system. Topics include telecom 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: IS 231. Three credits.

IS 335 **Wireless LANS and Mobile Communication Systems**

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. In the area of Mobile Communication Systems, 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. Key security configuration procedures will be reviewed. Prerequisite: IS 231. Three credits.

IS 343 **Web Architecture & Design Technologies**

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. Dynamic web page design using cascading style sheets, JavaScript and ASP.NET will be introduced. Using two popular web tools, Dreamweaver and Fireworks, students will create several corporate websites that feature key design techniques in promoting business objectives. Prerequisite: IS 240. Three credits.

IS 345 **Java Programming**

Create JAVA applications and Applets using both the command line and the high-end Intergraded Development Environment (IDE) from IBM, WebSphere. Students will effectively use control structures, use and create custom classes, design methods, manipulate arrays, use OOP design principles to develop reusable components supporting Rapid Applications Development (RAD), handle input output processing with files and streams, handle errors with exception code, create multithreaded applications, create networked applications, and leverage JDBC for improved database connectivity. Students will create several business applications in the client server and web server environment. Students gain hands-on experience in web program design with internet Applets, Servlets, and Java Server Pages (JSP). Prerequisites: IS 241 and IS 252. Three credits.

IS 346 **ASP.Net & Coldfusion Dynamic Web Application Design**

Merges ASP.NET and ColdFusion for a powerful hands-on experience in programmatic web page design. Interactive and dynamic web sites attract customers and keep them engaged, offering features instantly tailored to the interests of the visitor. 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. Prerequisites: IS 252 and IS 343. Three credits.

IS 348
Visual Basic .Net Business Applications

Develop applications and components, apply inheritance and polymorphism to objects, organize code using namespaces, 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. Prerequisites: IS 240 and IS 252. Three credits.

IS 349
Designing Web Services and Service Oriented Architectures with JAVA

Implement a Service Oriented Architecture, and develop web services and web services clients using the JAVA platform in the WebSphere integrated development environment. The XML-based open standards – WSDL, SOAP, and UDDI – to support web services are utilized. Prerequisite: IS 345 JAVA Programming. Three credits.

IS 371
Game Design Principles

Develops the key knowledge, concepts and skills needed to begin a career as a game developer. Game development is a rapidly growing career field where new opportunities exist in entertainment, business, government and the military. Students will learn all phases of game design, development, and management process. Popular development engines and tools will be used in the creation computer games. Prerequisite: IS 270. Three credits.

IS 372
3D Modeling and Animation Techniques

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: IS 371 Game Design Principles. or permission of the division director, Information Systems. Three credits.

IS 373
Game Audio Integration

Enhance the realism of computer simulations and games with the skillful integration of audio in the form of background music, sound effects, and voice over techniques. This course prepares the game developer with these audio integration skills using the industry's leading audio production tools. Students will create a 3D Role Playing Game

(RPG) with fully integrated 3D sound. Prerequisite: IS 371 Game Design Principles or permission of the division director, Information Systems Three credits.

IS 380
Information Security for the Organization

Addresses the top security issues to be recognized by any business and surveys the 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 learn to write a security policy for their organization. Checklists for protecting business resources will be covered in detail and provided. Prerequisite: IS 231 or permission of the division director, Information Systems. Three credits.

IS 385
Management of Business Networks

Examines the components of the business network, emphasizing the strategic selection and configuration of components to solve specific problems for the organization. This course introduces the student to the technologies that have been collectively called client server computing in the local area network: 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 are reviewed. Students will learn the essential concepts of each technology and the interrelationships between the technologies to achieve an understanding of the business network environment. Prerequisite: IS 231 or permission of the division director, Information Systems. Three credits.

IS 386
E-Commerce Solutions

Surveys the most common technologies employed to link businesses with their partners, suppliers, distributors and customers. Each technology plays a key role in electronically connecting these e-commerce players enabling them to share resources and conduct business over the Internet. 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: IS 231 or permission of the division director, Information Systems. Three credits.

IS 387
Wireless Technology Solutions for the Office

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: IS 231 or permission of the division director, Information Systems. Three credits.

IS 391

Incident Response and Investigation Methods

Examines the role of computer forensics investigator as a member of an Incident 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: IS 231 Network Technologies. Three credits.

IS 392

Information Systems Forensics Internals - Auditing

Examines the tools and techniques used in the recovery of information-systems-generated artifacts used to aid forensic evidence collection and timeline corroboration. The operating system is a key source of evidence where 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: IS 231 Network Technologies. Three credits.

IS 393

Forensic Evidence Collection Tools and Techniques

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: IS 231 Network Technologies. Three credits.

IS 431

Exchange Server & Messaging Systems

Install, configure, and manage Microsoft's Exchange Server 2003, 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: IS 235 Network Technologies, IS 232. Three credits.

IS 432

Network Security—Hacking Countermeasures—Firewalls and Intrusion Detection Systems

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. Prerequisites: IS 231 and IS 232. Three credits.

IS 443

XML E-Business Applications

Develop indepth 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, using XLink and XPointer to link XML documents to each other, and incorporating XML into traditional databases and n-tier architectures. Student will build an XML application that translates data from dissimilar databases in a web based application. Prerequisite: IS 346. Three credits.

IS 444

Wireless Application Development

Develop 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. Using the Mobile Internet Toolkit, the student will be able to create applications that work with nearly any mobile device, including Blackberry, Palm, PocketPC, and Cell phones. The course will cover the range of wireless devices, services, and standards; the wireless application protocol (WAP) for standard screen controls; strengths and limitations of hand held operating systems from Palm OS and Windows CE to Symbian; content display and synchronization techniques; the use of Web Markup Language (WML) to improve content and navigation; Bluetooth applications; Web Services for wireless devices; and XML processing. Students will create several gaming applications for handhelds to gain experience for a final business application. Prerequisite: IS 345. Three credits.

IS 453

Multimedia Flash Programming

Explore 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 ActionScript that allow the application to perform precisely as intended. Prerequisite: Senior status or permission of the division director, Information Systems. Three credits.

IS 480**Technology Law**

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. Some examples of current legislation are Health Insurance Portability and Accountability Act Of 1996 (Hippa); Digital Millennium Copyright Act (DMCA); Section 508 (29 U.S.C. ' 794d), Accessibility Act; Uniform Computer Information Transactions Act (UCITA); Sarbanes-Oxley Act; Consumer Broadband 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 Notification of Risk to Personal Data Act. Prerequisites: Senior status or permission of the Information Systems division director. Three credits.

IS 481**Project & Knowledge Management**

3 Credits, Spring Semester

Enhances the knowledge, skills, and tools required 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. Prerequisites: Senior status or permission of the Information Systems Division Director. Three credits.

IS 491**Hacking Attacks, Trace back and Counter Measures**

Develop 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: IS 231 Network Technologies. Three credits.

Law**LAW 102****Introduction to Legal Studies**

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. Three credits.

LAW 112**Torts**

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. Three credits.

LAW 114**Estates and Trusts**

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 provides an overview of techniques for gathering facts, listing assets, and drafting probate documents and reports. Students will 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. Three credits.

LAW 120**Contract Law**

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. Three credits.

LAW 125**Legal Research and Writing I**

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. Three credits.

LAW 130**Business Organizations Law**

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. Three credits.

LAW 204**Constitutional Law**

Three credits. Fall and Spring

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. Three credits.

LAW 206**Law in Maryland**

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. Three credits. *May term (not every year.)*

LAW 208**Business Law**

Examines the legal aspects of business relationships, contracts, agency, and sales, including Uniform Commercial Code. Not for Paralegal majors. Prerequisite(s): None. Three credits.

LAW 210**Legal Research and Writing II**

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. Three credits.

LAW 215**Criminal Law**

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. Three credits.

LAW 216**Civil Litigation and Pleading**

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. Three credits.

LAW 223**Real Estate Transactions**

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. Prerequisite(s): LAW 102 and ENG 151. Three credits.

LAW 225 A**Internship: Part I**

Constitutes on-campus workshops and seminars in preparation for student workplace internships. Prerequisite(s): ENG 152 or ENG 202, and LAW 125. One credit. Fall. *Students may have no grades lower than "C" in the prerequisite courses.*

LAW 225 B**Internship: Part II**

Consists of one hundred thirty-five 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. Two credits. Spring. *Students may have no grades lower than "C" in the prerequisite courses.*

LAW 256**Domestic Relations**

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 15. Three credits.1

LAW 259**Children and Family Law**

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. *Not for paralegal majors.* Prerequisite(s): ENG 151. Three credits.

LAW 260 **Juvenile Justice**

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. Three credits.

LAW 300 **Elderlaw**

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. Prerequisite(s): LAW 114. Three credits.

LAW 302 **LSAT Review**

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. Three credits.

LAW 305 **Special Topics in Law**

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. Prerequisites(s): LAW 210. Three credits.

LAW 308 **Business Law and Legal Responsibilities I**

Covers some legal aspects of business, including an overview of the court system, contracts, agency and sales, property, the Uniform Commercial Code (UCC), and government regulation of business, as well as professional responsibility for accountants. Helps prepare students for the law portion of the CPA examination. Restricted to Accounting majors. Prerequisite(s): ACC 202. Three credits.

LAW 309 **Business Law and Legal Responsibilities II**

Reviews and further studies contracts, debtor-creditor relationships, agency, the Uniform Commercial Code (UCC), negotiable instruments, commercial paper, business organizations, suretyship, and government regulation of business. Ethics and professional responsibility are emphasized. Helps prepare students for the law portion of the CPA exam. Restricted to Accounting majors. Prerequisite(s): LAW 308. Three credits.

LAW 312 **Advanced Business Organizations**

Examines the essential documentation of business entity formation and operation including organizational documents, limited partnership agreements, articles of transfer, articles of dissolution, articles of merger, various tax elections, buy-sell agreements, and various types of minutes. Further, students will examine the fiduciary relationships both within various entities and their management's relationships with and duties toward others, including investors, lenders, employees, the government, consumers and society. Practical and intellectual appreciation of business forms is gained through an approach that considers the impact of current events on public confidence in business organizations and their management. Prerequisite(s): LAW 130. Three credits.

LAW 315 **Advanced Estate Administration**

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. Three credits.

LAW **320 Bankruptcy Law**

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. Three credits.

LAW 322 **Criminal Investigation**

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. Three credits.

LAW 325 **Employment Law**

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. Three credits.

LAW 330 **Advanced Estate Planning**

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 114. Three credits.

LAW 335 **Intellectual Property Law**

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. Three credits.

LAW 340 **Income Taxation**

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. Three credits.

LAW 354 **Sports Law**

Three credits. Fall or Spring
Examines the legal aspects of professional and amateur sports, including topics such as sports agents, sports contracts, sports torts and crimes, women's issues, disability issues, antitrust, intellectual property, and alternative dispute resolution in sports. Emphasis will be placed on applying students' business and legal knowledge specifically to sports law issues. Prerequisite(s): LAW 216 (for paralegal majors) OR LAW 208 or LAW 308 (for business and accounting majors)

LAW 351 **Problems in Litigation**

Provides practical exposure to areas of litigation in which paralegals are most likely to practice. In particular, this course teaches students essential skills in interviewing and negotiating, drafting pertinent correspondence, evaluating and strategizing cases, taking and extracting depositions, reviewing and producing documents, arguing motions, preparing exhibits for trial, and giving opening statements. These skills are taught through the use of an ongoing factual hypothetical, which will allow the students to "see" a case from beginning to end. The course encourages openness through class discussion and practical exercises and allows for creativity in drafting and preparing litigation documents. The focus on the "practical" aspects of litigation will develop students' professional growth and enable them to be more prepared to enter the legal market. Prerequisite(s): LAW 216. Three credits.

LAW 352 **Litigation Technologies**

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. Three credits.

LAW 361 **Immigration Law**

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. Three credits.

LAW 365**Health Care Law**

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. Reviews the effect of antitrust legislation on health care business transactions. The laws of birth and death will be examined. Prerequisite(s): LAW 210. Three credits.

LAW 375**Environmental Law**

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. Three credits.

LAW 380**Mediation and Negotiation**

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. Three credits.

LAW 390**Law Clinic**

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 and 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. Three credits.

LAW 404**Advanced Constitutional Law**

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. Three credits.

LAW 410**Securities Law**

Analyzes the structure, operation, and regulation of the securities industry. Specific focus will be placed on investment advisors, mutual funds, and broker dealers—their regulation by the SEC, NASDR, and states, and the role of paralegals in these organizations. Prerequisite(s): LAW 130 and LAW 210. Three credits.

LAW 415**Financial Institutions and Banking Law**

Analyzes the structure, operation, and regulation of the American financial institutions industry. Explores the distinctions among commercial banks and other financial institutions, including insurance companies 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). Three credits.

LAW 423**Advanced Real Estate**

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. Three credits.

LAW 440**Independent Legal Study**

Is an independent study course in which the student completes 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. Three credits.

LAW 450**Administrative and Government Law**

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. Three credits.

LAW 480**Senior Seminar**

Is a capstone course employing 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. Four credits.

Management

MGT 204**Principles of Management**

(Formerly BA 204) Examines theories and principles underlying the management process, fundamental management activities (including planning, organizing, leading, and controlling), and decision making. Prerequisite: Sophomore status. Three credits.

MGT 310**Organizational Behavior**

(Formerly BA 410) Examines human resource problems and the integration of management theory and behavioral concepts as they relate to modern organizations. Topics include leadership and motivation, job satisfaction, conflict resolution, power and politics, group dynamics, and managerial skills. Prerequisite: MGT 204. Three credits.

MGT 312**Analysis of the Managerial Environment**

(Formerly BA 312) This course builds on knowledge acquired in previous business, accounting, and economics courses. Students learn functional analysis of external factors affecting business (technology, political/social climate, environment, demographics, etc.) as well as effective oral and written business communication. Prerequisite: MGT 204. Three credits.

MGT 313**Operations Management**

(Formerly BA 412) An investigation of the concepts underlying 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: MGT 204 and MATH 140 or 210. Three credits.

MGT 408**Human Resource Management**

(Formerly BA 408) Overview of human resource management and the role of line managers and HR professionals in recruiting, developing, and retaining a competent work force. Topics include job analysis and design, human resource planning, recruitment and selection, training and development, performance management, compensation benefits, labor relations and equal opportunity employment laws. Examination of recent trends in work force diversity and global competitiveness. Prerequisite: MGT 204 and MGT 310 recommended. Offered periodically. Three credits.

MGT 413**Project Management**

(Formerly BA 413) Project management is widely used in business to manage complex, non-routine, one-time endeavors. It is essential for projects requiring planning, directing, and controlling resources to meet technical requirements, cost targets, and time constraints. This course focuses on the tools and techniques necessary to manage resources to meet the 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. Prerequisites: MGT 313 and ACC 221. Three credits.

MGT 415**International Business Management**

(Formerly BA 415) A study of international business activities and how business and management decisions are affected by international politics, treaties, and agreements; differences in local customs and ethics; changes in monetary exchange rates, uses of foreign labor and effects of natural events. Prerequisites: MGT 204 and MKT 206. Three credits.

MGT 422**Strategic Management**

Develops the ability to recognize, analyze, and define problems within and outside organizations, to identify management choices, and to implement appropriate action. Stresses assessment of the short and long-term implications of taking certain actions. Prerequisite: MGT 204. Three credits.

MGT 424 **Entrepreneurial Development**

(Formerly BA 424. Same as MKT 424) An analysis of the various stages in a company's growth. Students design a feasibility analysis, develop a marketing plan, set up *pro forma* statements and cash flow projections, and propose alternate strategies to secure start-up capital. Topics include risk estimation, networking, franchises, mergers and acquisitions, and basic management skills. Prerequisites: ACC 102, MGT 204 and MKT 206. Three credits.

MGT 430 **Business Capstone Seminar**

(Formerly BA 430. Same as MKT 430) Develops the ability to recognize, analyze, and define problems within and outside the organization, to identify management choices, and to implement appropriate strategic action. Stresses assessment of the short- and long-term implications of taking certain actions. Uses a broad range of research methodologies, traditional and electronic data sources and primary research in investigating and solving business issues. Special emphasis is placed on the analysis of business problems. Prerequisites: This is a capstone course in business. All required major courses, as well as business electives must be completed prior to taking this course; one may be taken concurrently. Three credits.

Marketing

MKT 206 **Principles of Marketing**

(Formerly BA 306) An examination of the relationship between an organization and the market for its goods and services. Topics to be 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. Three credits.

MKT 207 **Market Research**

(Formerly BA 307) This course will examine basic market research concepts and principles. Students will develop skills in two areas: problem identification and problem solving research. Content will develop the main components involved in conducting marketing 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 marketing research. Prerequisite: MKT 206. Three credits.

MKT 311 **Consumer Behavior**

(Formerly BA 311) This course examines consumer behavior as a fundamental component of the marketing process of identifying and satisfying target customers' wants and needs. It will focus on how and why individuals make decisions to spend their available resources on consumption-related items. It will integrate consumer behavior and marketing strategy by examining the marketing influences of and responses to consumer behavior. Topics include the consumer as an individual and the internal influences on 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: MKT 206. Three credits.

MKT 315 **Sports Marketing**

The sports industry is experiencing continuing growth, demonstrated by the emergence of new organized sports, fan involvement and attendance at events, and a resurgence in minor league sports. In response, there is a greater need for sports industry professionals. This course will provide an elective for business majors interested in this growing field. It will examine 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; sport product and branding; event pricing and distribution strategies; and the use of appropriate, effective promotion tools. Prerequisite: MKT 206. Spring semester. Three credits.

MKT 316 **Principles of Negotiation and Sales**

(Formerly BA 316. Same as MGT 316) An examination of the concepts, applications, and interrelationships involved in the process of negotiation. The course will 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. Prerequisites: MGT 204 and MKT 206, or permission of instructor. Three credits.

MKT 336 **Integrated Marketing Communications**

(Formerly BA 336) 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 promotion, direct marketing, and public relations, with domestic and international perspectives. Prerequisite: MKT 206. Three credits.

Mathematics

MATH 140 Basic Statistics

A basic survey of data analysis. Topics covered include data collection, measures of central tendency and dispersion, correlation and regression, elementary probability, random variables, the normal distribution, estimates of parameters, and tests of hypotheses. A TI-83, TI-83 Plus or TI-84 calculator is required for the course. Prerequisite: Two years of high school algebra or DEVM 105 or placement. Four credits.

MATH 121 College Algebra with Applications

Topics include the real number field, complex numbers, rational expressions, first and second degree equations and inequalities, polynomials, rational exponents and radicals, relations and functions, polynomial and rational functions, exponential and logarithmic functions. A TI-83, TI-83 Plus or TI-84 calculator is required for the course. Prerequisite: A grade of C or better in DEVM 105 or by placement. Four credits.

MATH 210 Statistics and Probability

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: A grade of C or better in MATH 111 or MATH 121, or placement into MATH 125 or higher. Four credits.

Music

MUS 201 Introduction to Music in History

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: ENG 151 or equivalent. May be taken concurrently. Three credits.

MUS 320 Special Topics in Music: World Music Traditions

An examination and comparison of musical traditions and aesthetics of diverse world cultures, with a discussion of both the sacred and social roles that music plays in each society. Students will research and construct a simple ritual instrument and create music for that instrument. Prerequisite: ENG 152. Offered periodically. Three credits.

Nursing

NURS 312 Physical Assessment and Pathophysiology

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 fifteen hours of laboratory experience. Prerequisite: ENG 151. Fee: \$30. Three credits. *Restricted to RNBS majors.*

NURS 314 Nursing Research for RNs

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. Prerequisite: MATH 140. Three credits. *Restricted to RNBS majors.*

NURS 315 Information Technology in Nursing and Health Care

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. Prerequisite: IS 134 or permission of instructor. Three credits. *Restricted to RNBS majors.*

NURS 411 **Professional Seminar I**

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. Prerequisite: ENG 151. Five credits.

Restricted to RNBS majors.

NURS 414 **Nursing Leadership For RNs**

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. Prerequisite: ENG 151. Two credits. *Restricted to RNBS majors.*

NURS 415 **Professional Seminar II**

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. Prerequisites: NURS 411, ENG 152. Five credits. *Restricted to RNBS majors.*

NURS 424 **Health in the Community**

An intensive immersion in community-focused health care for the registered nurse student. 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. Prerequisites: NURS 312, NURS 314, NURS 415. Three credits. *Restricted to RNBS majors.*

NURS 434 **Clinical Seminar and Practicum**

Designed as the last in the RN-to-BS course sequence to assist the 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. Prerequisites: NURS 414, NURS 424 or permission of department. Five credits.

Philosophy

PHIL 101 Introduction to Philosophy

Explores the nature of philosophical inquiry that underlies all pursuits of knowledge. Students will come to understand and appreciate the centrality of philosophy to all majors and will learn how to critically examine their own beliefs. 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 and include the following: historical development, contrast of traditions (e.g., ancient and modern or Western and Eastern), and focus on one or two themes. Three credits.

PHIL 104 Logic

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. Three credits.

PHIL 415 Professional Ethics

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. Prerequisite: Third year status or permission of instructor. Three credits. *Not open to students who have taken PHIL 416.*

PHIL 416 Business Ethics

A critical and historical study of ethical theories as they relate to contemporary business conduct and issues. Prerequisite: Third year status or permission of instructor. Three credits. *Not open to students who have taken PHIL 415.*

Political Science

POSCI 102 American Government: Political Institutions and Procedures

Promotes an understanding of 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. Three credits.

Psychology

PSY 101 Introduction to Psychology

Introduces the vast array of psychological theories and research that underlie the scientific study of behavior and mental processes. Focuses on the major concepts, theoretical perspectives, historical and current findings that relate to the field of psychology. Topics include the biological basis of human behavior, learning theory, memory, personality, child development, intelligence, and psychological disorders. Students will explore career options in psychology as well as what it means to think like a psychologist, and to be a psychologist. Three credits.

PSY 108 Human Growth and Development

A lifespan perspective (prenatal period through death) on the growth and development of humans. Focuses on stability and change in humans' development with respect to the biological, cognitive, and socioemotional dimensions. Major theoretical approaches to development are covered that address both innate and environmental influences. Covers a broad range of topics relevant to the varying age groups and dimensions of development. Prerequisite: PSY 101. Three credits.

PSY 208 Human Sexuality

Addresses a variety of psychological issues on the topic of human sexuality. Focuses on the psychological, biological, social, cultural, and ethical forces that impact one's sexuality. Topics may include the status of sex research, love, attraction and intimacy, variations in sexual practice, and the legal aspects of sexuality. The focus will be on critical thinking and analysis of the information presented. A seminar format will be used, and students will be expected to prepare for and contribute to discussions. The course will contain open discussion of sexuality and sexually explicit film and readings. Prerequisite: PSY 101. Three credits.

PSY 215 Psychopathology

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, such as panic disorder and post-traumatic stress disorder; mood disorders, such as major depression and bipolar disorder; and psychotic disorders, such as schizophrenia; personality disorders; and eating disorders. Prerequisite: PSY 101. Three credits.

PSY 350
Topics in Psychology

Studies selected issues in psychology in depth, stressing relevant methodologies and theories. Rotates topics, such as Drugs and Behavior, Health Psychology, and Forensic Psychology. Prerequisite: PSY 101 and ENG 152. *Repeatable if content differs.*

Religion

REL 202
Patterns of Thought in World Religions

Surveys selected living religions and their practices and thoughts that have had major influence on the development of world views. Examines the impact of religion 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. Prerequisite: ENG 151. Three credits. *It is strongly recommended that students take this course after the freshman year.*

REL 302
Comparative Religious Thought

Explores and compares specific religious issues, such as salvation, creation, God, life and death, sex and sexuality, woman and man, and rites of passage in selected world religions. Prerequisite(s): ENG 152 or equivalent. Third or fourth year status or permission of the instructor. Three credits.

REL 303
Contemporary Religion in America

Studies contemporary religious expressions in America. Examines origins, development, and current status of both “mainline” and peripheral movements, with discussions on attendant problems of national interest. Prerequisite: Third year status or permission of the instructor. Three credits.

REL 315
Topics in Religion

This course will offer a variety of topics from among the world’s religions. The course will allow students the opportunity to look at contemporary as well as past events that shape world religions and influence society. Prerequisite: ENG 152. Three credits. *Repeatable if content differs.*

Sociology

SOC 101
Introduction to Sociology

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. Three credits.

Theatre

THEA 121
Introduction to Theatre

Examines 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 theater productions. Three credits.



Graduate Course Descriptions

Advanced Information Technologies

AIT/BTM 601 Information Technologies and the Organization

The foundation course for the program. This course 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.

AIT 602 Open Systems and Enterprise Computing

This course provides students with an understanding of the concept of open systems as a foundation for enterprise computing. In addition to identifying and exploring the efforts of the numerous bodies formed to develop hardware and software standards, students will investigate the following issues as they relate to enterprise computing: connectivity, cooperative processing, network and system management, selection of an open model, migration to the open model, and assessing and evaluating new and changing technologies.

AIT/BTM 604 Cognitive Science for Requirements Analysis

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. This course studies the elements of cognition as they relate to decision-making, problem solving, information analysis, and system development and use.

AIT/BTM 606 Creativity in Information Systems

Implementing technology to support the modern organization ultimately means 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. This course explores the creative problem-solving models and their use in systems development process.

AIT 608 Design Theory

Design is a process that devises courses of action aimed at transforming existing situations into preferred ones. In the digital economy, organizations rely on technology and business process models as blueprints for success and continued survival in an increasingly competitive environment. This course 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.

AIT 618 Network Technologies

Computing technology is now inextricably linked to enterprise network resources in a continuing evolution of standards-based network technology. For the IT professional, an understanding of network concepts is essential to the process of designing and implementing a multi-vendor, enterprise-computing environment. The course 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.

AIT 620 Internetworking

The robustness of the communications facilities through the enterprise directly affects the organization's ability to create an enterprise-computing environment. Adherence to open standards technology is vital to a successful integration of multi-vendor, internetworking environment. To create such an environment, the following network and communication technologies must be installed and properly integrated: 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.

AIT 622 **Message Handling Systems**

Collaborative work environments are growing in importance as organizations attempt to achieve information sharing throughout the enterprise. This course examines message-handling standards and architectures as well as their integration within business processes and traditional information systems.

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

Object technology radically alters the way software systems are developed. Complex information systems can be created by simply assembling and extending reusable software components. Any object can be modified or changed without affecting the rest of the system. Components may consist of class libraries preassembled in frameworks, where all the pieces are known to work together to perform a specific task. Using the C# development language, this course explores object technology and its implications for the development of enterprise systems. Topics include Object-Oriented Analysis, Object-Oriented Design and C# Object-Oriented Programming.

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

The n-tier enterprise application today is delivered principally with web-based client applications. This course 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.

AIT 634 **Enterprise Data Management**

This course 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, database 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 Geographic 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.

AIT 638 **Enterprise Application Development using XML**

This course examines the key issues for the development of "enterprise literate" applications. In single-system or smaller-scale environments, a number of methods exist for sending control information and data among applications, such as inter-process communications and task-to-talk communications. On the larger, enterprise-wide scale, methods are needed that operate over wider environments and on multiple platforms. Extensible Markup Language will be examined and implemented to determine its robustness and flexibility for meeting the needs of enterprise application communications across multi-platform environments.

AIT/BTM 644 **Project Management**

This course will provide 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.

AIT 645 **Supply Chain Management**

Faced with increasing competition, inflexible pricing of materials, and ever-greater customer demands, companies are reassessing their supply chain as a potential opportunity for profitable growth. In this course, students study the supply chain from end to end, and trace the flow of products, services, and information from suppliers to the final customer. Students gain an understanding of the interrelationship of revenues, costs, and asset utilization, and how coordinated activities across the supply chain can bring about efficiencies in one or more of these areas and lead to added value for customers. In a Business-to-Business environment, enterprise-wide technology systems are increasingly being implemented to integrate companies with their up-chain suppliers and down-chain customers. Students study the affect of E-commerce transactions across the supply chain and how Electronic Data Interchange (EDI) systems are bringing about lower transaction costs, faster order-handling, and more efficient inventory management.

AIT 651 **Managing Emerging Technologies**

With the high-tech future facing existing firms and the ways they must weigh and accommodate its impacts in order to compete in the future, the course focuses on the strategic management of technology and innovation in firms. Empha-

sis is on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the new business environment. This course examines the issues related to the management of the R&D and innovation process, with emphasis on new product development and the commercialization of technology. The course focuses on strategic, behavioral, inter-functional (team) and international aspects of the innovation and new product development (NPD) processes. Topics include promotion of creativity, strategic management and competitiveness, technology transfer, entrepreneurship, and the processes by which new products are brought into the marketplace. Advances in technology, including information technology and the Internet, and the evaluation of technology on the economy and society are also discussed. This course serves as an alternative elective for the AIT and B&TM programs.

AIT 701 Systems Integration

This course provides students with techniques for evaluating organizations and their environments with a view towards development of an information architecture to support organizational goals. Students design and implement a start-up business infrastructure and integrate technologies researched to support organization goals. Prerequisite: 24 credits earned.

AIT/BTM 702 Master's Project

The master's project offers the student 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: AIT 701.

Business and Technology Management

BTM/AIT 601 Information Technologies and the Organization

The foundation course for the program. This course 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.

BTM/AIT 604 Cognitive Science for Requirements Analysis

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. This course studies the elements of cognition as they relate to decision-making, problem solving, information analysis, and system development and use.

BTM/AIT 606 Creativity in Information Systems

Implementing technology to support the modern organization ultimately means 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. This course explores the creative problem-solving models and their use in systems development process.

BTM 640 Operating Environments: Architecture and Infrastructure

A key component of using information technology as a competitive advantage is the development of an enterprise information infrastructure. This course explores the role of operating environments as the foundation for 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.

BTM 642 Enterprise Application Process Analysis

Dramatic changes in the global marketplace have led to the development of a new category of software called Enterprise Solutions that offers complete software support for all the essential functions of a business. This course discusses the nature and impact of Enterprise Solutions 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.

BTM 643**Electronic Commerce**

Revolutionary advances in telecommunications technology are radically changing the way the enterprise uses information to compete in a global economy. This course 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.

BTM/AIT 644**Project Management**

This course will provide 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.

BTM 661**E-Systems Security**

E-Commerce Systems are increasingly vulnerable to attack from internal and external sources. Knowledge of vulnerabilities and risk associated with E-Business systems is essential and this course 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.

BTM 662**B2B Applications**

Fierce competition in the global marketplace has led corporations to new business-to-business technologies that cut costs and improve productivity and efficiency. In this course students will explore the latest business-to-business technologies including Supply Chain Management (SCM),

Enterprise Resource Planning (ERP), Customer Relationship Management (eCRM), Electronic Data Interchange (EDI), and On-Line Financial Services.

BTM 663**Technology Law & Enforcement Activities**

This course 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 Broadband 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.

BTM 667**Customer Relationship Management (E-CRM)**

The severity of competitive forces present in today's business environment necessitates that businesses understand and value their customers if they are to be successful in retaining them. To accomplish this, businesses need access to customer data that define behaviors and preferences that affect the products and services they provide. In this course, students gain an understanding of 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.

BTM/AIT 702**Master's Project**

The master's project offers the student 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: AIT 701.

Note: Enrollment in all Forensic Science courses is limited to students in the Forensic Science Master's program and to others by permission of the department chair, Chemistry and Physical Sciences.

Forensic Science

ART 540

Forensic Photography

This course will explore 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. Three credits.

FSCI 500

Survey of Forensic Science

This survey course is a graduate level introduction to the many ways in which science and the law interrelate. It will provide the student with an understanding of the two primary arenas of Forensic Science—The Lab and The Courtroom. Topics covered will include forensic chemistry, forensic biology, 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. Three credits.

FSCI 610

Physical Evidence

The student will learn 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 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. Four credits.

FSCI 615

Safety/Quality Control/Quality Assurance-I

This course prepares the student 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. Two credits.

FSCI 617

Trace Evidence

This course prepares the 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 deductive reasoning process which allows the forensic scientist to draw conclusions based on the evidence at hand. Four credits.

FSCI 620

Drug Analysis

This course will introduce the student 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 quantitate various classifications of Controlled Dangerous Substances. Students will learn how to put the findings into proper report format. Three credits.

FSCI 640

Serology and Immunology

This course 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 will learn to perform a variety of laboratory tests in the screening of biological materials, such as blood, semen, saliva, etc. Identification of the source material and feasibility for DNA analysis are key aspects of the course. Four credits.

FSCI 645

DNA Analysis

In this course, the student will master and apply a variety of concepts related to DNA structure and genetic transference. Various techniques for DNA analysis will be applied and evaluated, such as RFLP, PCR, STR and Y-STR. Capillary electrophoresis and FMBIO procedures will be utilized. Students will also become familiar with and learn to use the national DNA database CODIS. Three credits.

FSCI 655

Practicum Rotations

The student will rotate 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. Three credits.

FSCI 720
Seminar in Forensic Science I

This course will cover 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. One credit.

FSCI 721
Seminar in Forensic Science II

This course is a continuation of FSCI 720. A great emphasis on student presentations will be emphasized. One credit.

FSCI 760
Research and Thesis I

This is a laboratory-based research project that will culminate in a formal master's thesis or a formal 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 one of the local police forensic science laboratories. Under the direction of the host mentor, each student will perform independent and original research that is part of the host laboratory's ongoing research program. The student will develop a formal research proposal which he/she will then present to the faculty and fellow graduate students. The student will complete a minimum of 300 hours of laboratory work during this course toward the completion of the thesis. 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. Three credits.

FSCI 761
Research and Thesis II

This is a laboratory based research project that will culminate 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 on campus or at one of the local police forensic laboratories. Under the direction of the host mentor, each student will perform independent and original research that is part of the host laboratory's ongoing research program. The student will complete a minimum of 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 poster presentation. Three credits.

FSCOR 701
Mock Trial Capstone

This course 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 will 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. Prerequisites: 33 graduate credits, including all FSCOR courses. Three credits.

Forensic Studies**FSCOR 601**
Criminal Justice

Provides students with the opportunity to examine the history, philosophy, and social development of investigators, courts, and correction institutions in a democratic society. Examination of local, state and federal agencies involved in administration of criminal justice. The court and trial process is included. Three credits.

FSCOR 604
Evidence

This course will provide students with an understanding of the federal laws of evidence and how they are used in the criminal courts, as well as their effect on the administration of justice. An examination of recovery, preparation and presentation of evidence are covered. Prerequisite: FSCOR 601. Three credits.

FSCOR 606
Internet Research

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. Three credits.

FSCOR 607

Forensics Journal Review

This course will give students an opportunity to research a topic of interest in their chosen forensics field and prepare an article on the topic to be considered for publication in a professional journal. Students will receive guidance with their research and writing. Prerequisite: FSCOR 606. 1 credit.

FSCOR 664

Litigation Practice and Procedure

A study through student performance of 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 pretrial and trial work, including fact-gathering, use of pleadings and pretrial 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: FSCOR 601. Three credits.

FSCOR 702

Mock Trial Capstone

This course 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 will be stressed. Trial preparation will focus 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 will learn how to present physical and documentary evidence using technology that includes a document camera, SmartBoard, and projection media. Students in the IT track will examine a hard drive and an evidence disc using state-of-the-art forensic recovery tools. Students in the accounting and IT tracks will 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 will prepare and present opening statements, direct and cross-examinations, closing arguments, and motions *in limine*. Prerequisites: 30 graduate credits in Forensic Studies, including all FSCOR courses. Six credits.

FSAAC 620

Forensic Information Technology

Introduction to forensic computer science with techniques used to investigate computer crime scenes as well as computer hardware and software to solve computer crimes. Students will study the history of computer crimes and the important legal and social issues relating to computer crime. Three credits.

FSAAC 622

Advanced Accounting Information Systems

This course focuses on how information technology is altering the nature of accounting with emphasis on the integration of accounting systems in business software. Students will discuss how the internet, e-commerce, and data bases affect accounting systems. Emphasis is placed on reporting objectives, management needs, transaction trails, documentation, security, and internal controls. Prerequisite: FSAAC 620. Three credits.

FSAAC 624

Fraud: Accounting

Fraud detection, warning signs, technology tools, investigation techniques, financial statement screening, fraud risk in e-commerce, 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. Three credits.

FSAAC 626

Investigation and Analysis: Auditing

Case studies of the SEC Enforcement Division's releases for false and misleading financial statements. Emphasis will be placed on financial statement fraud and how an auditor can go about finding such fraud. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure will be addressed. Prerequisite: FSAAC 624. Three credits.

FSAAC 628

Investigation and Analysis: Tax

Case studies on tax fraud perpetrated by individuals and businesses. Emphasis will be 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 will be addressed. Three credits.

FSINV 600

Investigative Techniques/Interviewing

This course examines how to gather testimonial evidence by interviewing persons of interest and preparing reports of investigation and oral presentations. Students will learn about the importance of planning thoroughly before conducting interviews by carrying out preliminary research

into the interviewee's personal history and background. Background research will include employment, education, financial, and criminal records. Legal issues regarding gathering, maintaining and disclosing information obtained during the investigation will be presented as well as the law controlling self-incrimination and providing warnings during interviews. Students will learn to differentiate various types of interviewing including interviewing witnesses, hostile witnesses, and subjects of investigations. Students will prepare reports using analysis and analytical techniques and turn facts into coherent, defensible conclusions. Prerequisite: FSCOR 601. Three credits.

FSINV 605 **Investigative Techniques/Physical Evidence**

This course examines how to gather physical and documentary evidence such as accounting documents and digital records from persons of interest and preparing reports of investigation and oral presentations. Students will 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 will be presented as well as the law controlling privacy and search and seizure. Students will learn how to properly record evidence as well as to maintain a chain of custody. Students will prepare reports using analytical techniques and turn facts into coherent, defensible conclusions. Prerequisite: FSCOR 601. Three credits.

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

Preparation for a computer forensics career begins with a solid foundation of knowledge and skills in computer and network hardware. Students will leave this course with a thorough understanding of the essentials of network and computer architecture to include the skills necessary to disassemble, assemble and troubleshoot computer systems, analyze computer and network configurations, and use commands to retrieve and test system components. Three credits.

FSIS 640 **Technology Law and Enforcement Activities**

This course offers an in-depth review of the existing and emerging body of technology law at the state, national and international level. Students will examine the impact of legal requirements on businesses conducting search and seizure operations for digital evidence, while at the same time they are legally required to preserve electronic data, insure privacy, protect intellectual property, and protect individual rights under law. The student will learn the legal requirements for digital forensic evidence collection, handling, and preservation to protect the chain of evidence in support of prosecution. Three credits.

FSIS 642 **File System Forensic Analysis**

This course prepares the student with a thorough knowledge of file system structures and the ability to analyze digital evidence found in the various implementations of FAT, NTFS, EXT3 file systems as well as other disk allocation structures. This knowledge and associated skill is essential for a complete understanding of evidence imaging and analysis required for providing testimony in a court of law as an expert in the field of computer forensics. Prerequisite: FSIS 600 OR a passing score on the FSIS 600 Assessment Exam OR approval of the program coordinator.

FSIS 643 **Incident Response and Evidence Collection**

A forensic investigation is a carefully planned sequence of activities performed by a team of highly skilled technical professionals, each of whom plays a specific role during the investigation. This course will examine relevant laws regarding the search and seizure of digital evidence, the available tools 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: FSIS 600 OR a passing score on the FSIS 600 Assessment OR approval of the program coordinator. Three credits.

FSIS 644 **Windows Forensic Examinations**

Computer forensic investigators must be proficient in each of the system platform environments. This course 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 their use 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 File System Forensic Analysis AND FSIS 643 Incident Response and Evidence Collection

FSIS 646 **Windows Intrusion Forensic Investigations**

This course describes how operating systems 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: FSIS 644. Three credits.

FSIS 648**Disaster Recovery Planning and Implementation**

This course provides a practical study of the key disaster recovery strategies and evaluation of their strengths and limitations. The course reviews risk and vulnerability assessment techniques, backup and recovery products, and the design and test of a disaster recovery plan. Incident response techniques and procedures are examined along with the steps in recovering from an incident. Prerequisite: FSIS 600 OR a passing score on the FSIS 600 Assessment OR approval of the program coordinator. Three credits.

FSIS 650**Intrusion Detection Systems (IDS), Firewalls, Auditing**

This course offers an exploration of the network forensic components responsible for detecting, blocking and tracking network intrusions. Students will learn how to configure IDS, firewalls and network analysis tools to protect network resources. Steps in recovering digital forensic evidence from these devices will be examined. The various categories of IDS, firewall and network analysis products will be compared and evaluated. Prerequisite: FSIS 600 OR a passing score on the FSIS 600 Assessment OR approval of the program coordinator. Three credits.

FSLAW 602**Criminology**

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. Three credits.

FSLAW 662**Fraud Investigation and Analysis**

This course deals with all phases of fraud investigations, including fact-gathering and interviewing witnesses and targets. Issues to be 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 will also cover the grand jury, the rules governing subpoenas for testimony, exemplars and documents, grand jury operation and secrecy, the rights and obligations of grand jury witnesses and the obligations and responsibilities of a defense attorney when discovering evidence that tends to incriminate the defendant. Prerequisite: FSCOR 601. Three credits.

FSLAW 667**Legal Research & Writing**

Expands on the skills acquired in FSCOR 606, Internet Research and Writing. Emphasis placed on research of complex legal issues and analysis and synthesis of law and evidence in both objective and persuasive writing. Prerequisite: FSCOR 606. Three credits.

FSLAW 668**White Collar Crimes**

This course 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, including mail fraud, bank fraud, and crimes involving bribery of public officials; conspiracy; financial and securities fraud; tax fraud; RICO; currency reporting crimes and money laundering; regulatory crimes in the health and environmental areas; crimes involving the protection of federal rights and functions, including perjury statutes, obstruction of justice, and witness tampering; and sanctions, including the Federal Sentencing Guidelines and the use of minimum mandatory sentences. Prerequisite: FSCOR 601. Three credits.

FSLAW 670**Thesis**

Students from all tracks will be invited to take this course based upon academic accomplishment and faculty recommendation. This course will substitute for a track course, with the student working on a feature-type article, which will be considered for publication, about a topic of interest in their chosen forensics field. In addition, students will have the opportunity to edit articles for consideration in the professional journal. Prerequisites: FSCOR 606 and FSCOR 607. Three credits.

Directory

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Alpine Bagel Company

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Whiteford, Taylor & Preston, LLP

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ex officio, President, Alumni Association Board

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Lockheed Martin

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Timothy F. Maloney, Esq.
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ParkerMuldrow & Associates, LLC

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District Court of Maryland for Baltimore County

T. Scott Pugatch
Greenhill Properties, Inc.

Francis X. Pugh, Esq.
Baltimore Mediation Center

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Reznick Group

William R. Roberts
Verizon Maryland

Anna L. Smith
M & T Investment Group

James B. Stradtner, CFA
Century Capital Management

W. Daniel White
The Whiting-Turner Contracting Co.

Administrative Officers and Staff*

OFFICE OF THE PRESIDENT

Kevin J. Manning (2000)
President
B.A., Webster University;
M.S., Shippensburg University;
Ph.D., The Ohio State University

Sue B. Kenney (2008)
Chief of Staff
B.S., Towson University;
M.L.A., Johns Hopkins University

Stephen M. Rosenfeld (2008)
Special Assistant
B.S., Lebanon Valley College

Cheryl A. Sunderland (1987)
Special Assistant
B.A., Dartmouth College

Heather E. Harris Carter (2003)
Director of Multicultural Affairs and Associate Professor of Communication Arts
B.A., Concordia University;
M.A., Ph.D., Howard University

J. Ruth Hubbard (1998)
Assistant to the President
B.A., Winston-Salem State University

Carol M. Campbell (2001)
Administrative Assistant

Front Office Staff

Julie A. Bressler (2001)
Office Manager

Gayle E. Amrhine (2006)
Receptionist/Administrative Assistant

Mary S. Carroll (2004)
Receptionist/Administrative Assistant

ADMISSIONS AND FINANCIAL AID

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

Veronica L. Allen (2008)
Enrollment Support Specialist

Bryan C. Bauer (2007)
Admissions Counselor
B.A. Mount Saint Mary's University

Mary Lou Bell (1997)
Administrative Assistant

Carol J. Brady (1992)
Assistant to the Vice President, Enrollment Management
A.A., Villa Julie College

Deborah L. Brown (1991)
Assistant Director, Financial Aid

Carol M. Fanshaw (2000)
Assistant Director, Admissions
B.A., M.Ed., University of Virginia

Kelly M. Farmer (2002)
Assistant Director, Admissions
B.A., University of Maryland

Bryan Fischer (2004)
Assistant Director, Admissions
B.A., Mary Washington College

Susan M. Gorsuch (1999)
Financial Aid Systems Coordinator

*The date in parentheses following each name indicates the year of appointment.

Christopher Hanlon (2008)
Assistant Vice President for Enrollment Management and Director, Financial Aid
 B.A. Winthrop University;
 M.A. Hollins University

Robert F. Herr (2007)
Assistant Vice President for Enrollment Management
 B.A., Susquehanna University

Allison N. Jones (2007)
Director of Enrollment for Graduate and Professional Studies
 B.S., The College of New Jersey;
 M. Ed., The College of William and Mary

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

Colleen Kuhn (2004)
Admissions Assistant

Jacqueline Lom (2005)
Assistant Director for Enrollment Research and Technology
 B.S., McDaniel College

Nichole K. Metzger (2008)
Enrollment Counselor
 B.S., Virginia Tech;
 M.A., Duquesne University

Carol A. McDaniel (1988)
Director of Campus Visits
 B.A., University of Maryland

Ginger Pagoota (1994)
Assistant Director, Financial Aid
 B.A., St. Mary's College of Maryland

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

Katie A. Schwienteck (2006)
RN/BS Recruiter/Advisor
 B.S., Millersville University (PA)

Brandon M. Seidl (2008)
RN/BS Recruiter/Advisor
 B.S., Villa Julie College

Morgan Somerville (2006)
Admissions Counselor
 B.S.W., James Madison University

Mary Anne Stano (1993)
Associate Director, Financial Aid
 B.A., Marygrove College

Elizabeth Stella (2006)
Admissions Counselor
 B.S., King's College

Denise Stracke (2004)
Admissions Receptionist

Lindsay C. Thompson (2006)
Recruitment Communications Coordinator
 B.S., Villa Julie College

Alix L. Velleggia (2004)
Director of Recruitment Communications
 B.A., University of Pennsylvania

Mary Whitener (2003)
Assistant Director of Processing

Nancy Wolfe (2004)
Admissions Receptionist

STUDENT SOLUTIONS CENTER

Susan J. Ferrer (2004)
Director of the Student Solutions Center
 A.A., Bergen Community College;
 B.S., State University of New York

Jean M. Beasman (1995)
Accounting Specialist
 B.S., Towson University

Linda P. Dillman (1998)
Billing Specialist

Mary Heid (2006)
Student Solution Center Representative

Jessica E. Tayman (2005)
Student Solution Center Representative
 A.A., Carroll Community College

HUMAN RESOURCES

Brenda B. Balzer, SPHR (2007)
Vice President for Human Resources
 B.A., University of Hawaii

Margaret G. Baldwin (2006)
Director of Talent Management
 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 of Compensation and Benefits
 B.S., Towson University

Mary Furst, SPHR (2006)
Director of Compensation and Benefits
 B.S., University of Baltimore

Lorrie A. C. Rowland (1998)
Employment and HRIS Manager
 B.S., Frostburg State University

S. Sonia Shen (2008)
Assistant to the Vice President, Human Resources
 B.B.A., M.S., Towson University

MARKETING AND PUBLIC RELATIONS

Glenda G. LeGendre (1999)
Vice President for Marketing and Public Relations
 B.S., University of Maryland;
 M.S., University of Maryland School of Medicine; M.B.A., Loyola College in Maryland

William E. "Chip" Burkey (2004)
Print Advertising Manager/Graphic Designer
 A.A., Allegany Community College;
 B.A., Frostburg State University

Diane G. DiSalvo (1998)
Director, Cultural Programs
 B.A., Simmons College

Rebecca K. Gotsch (2006)
Administrative Assistant
 B.A., Towson University

Atsuko Onozato (2006)
Graphic Designer and Print Manager
 B.S., University of the Arts, (PA);
 M.S., Drexel University

Elizabeth A. Schuman (2007)
Marketing Manager
 B.S., University of Maryland, College Park; M.A., University of Baltimore

Brian J. Shea (2002)
Public Relations Manager, External Communications
 B.A., Allegheny College

**OFFICE OF THE EXECUTIVE VICE
PRESIDENT FOR ACADEMIC AFFAIRS
AND DEAN**

Paul D. Lack (2002)
*Executive Vice President for
Academic Affairs and Dean*
B.A., McMurry College;
M.A., Ph.D., Texas Tech University

Linda C. Johnson (1995)
Assistant to the Dean
B.S., Manchester College;
M.Div., Bethany Seminary; M.A.,
College of Notre Dame of Maryland

GRADUATE AND PROFESSIONAL STUDIES

Joyce K. Becker (1995)
*Dean of the 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 F. Bosse (2002)
Project Manager

Aleta K. 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

Linda K. Diaconis, RN (1995)
*Department Chair, RN/BS Nursing,
and Associate Professor of Nursing*
B.S., M.S., Ph.D., University of
Maryland, College Park

Patricia M. Ellis (1987)
*Director of Accelerated 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)
*Director of GPS Technology and
Assistant Professor Information
Technology*
A.A., Catonsville Community
College; B.S., American University;
M.B.A., Loyola College

John D. McNally (2006)
Senior Instructional Designer
A.A., Montgomery College; B.S.,
Southern Illinois University;
M.AT, Jacksonville University

Carla E. Owens (1994)
*Student Support Coordinator,
Graduate Programs*
A.A., Villa Julie College

Kathea B. Smith (2004)
*Student Support Coordinator, RN/BS
Nursing*
B.S., Villa Julie College;
M.S., McDaniel College

Kenneth L. Snyder, Jr. (1996)
*Division Director, Information
Technology Division and Chair,
Information Technology Department*
A.A., Catonsville Community
College; B.S., Villa Julie College;
M.S.E.S., Loyola College

John ("Jay") Tobin (2003)
*Program Coordinator, Forensic
Science, and Adjunct Professor in
Forensic Science*
A.A., Harford Community College;
B.S., University of Maryland, College
Park; M.S.E.S., George Washington
University

Nadine Wrightington (2005)
Senior Instructional Designer
B.A., University of Maryland;
M.Ed., Salisbury State University

Academic Divisions

Arts and Humanities Division

*Division Director, Arts and
Humanities* (vacant)

M. Eugenia Violante (2008)
Administrative Assistant

Business Communication

Mary Elizabeth Rouse (1984)
*Program Coordinator, Business
Communication and Associate
Professor of English*
B.A., Western Maryland College;
M.Ed., Loyola College in Maryland;
M.A., University of Maryland

English and Foreign Languages

Gerald N. Van Aken (1988)
*Department Chair, English and
Foreign Languages and Professor
of English*
B.A., Trinity College; M.A., Ph.D.,
University of Maryland., College Park

Film, Video, and Theatre

Louise H. Roberts (1982)
*Department Chair, Film, Video,
and Theatre and Professor of
Communication Arts*
A.A., Villa Julie College;
B.S., M.F.A., Towson University;
M.L.A., The Johns Hopkins University

Janine Mather (2001)
Media Specialist
A.A., B.S., Villa Julie College

David M. Kaplan (2001)
*Technical Director of the Theatre and
Assistant Professor of Film, Video
and Theatre*
B.A., Hartwick College;
M.F.A., Florida State University

**Humanities (History, Music, Philosophy, and
Religious Studies) and Public History**

Joseph G. McGraw, Jr. (1998)
*Department Chair, Humanities and
Public History; Assistant Professor
of History*
B.A., M.A., University of Virginia;
J.D., University of Baltimore

Visual Communication Design

Lori L. Rubeling (1997)
*Department Chair, Art;
Professor of Art*
B.F.A., Corcoran School of Art;
M.A.L.A., St. John's College

Education and Social Sciences Division

Deborah S. Kraft (1998)
Division Director, Education and Social Sciences Division and Professor of Education
 B.S., Lesley College;
 M.A., Webster University;
 Ph.D., Saint Louis University

Ruth P. Smith (2001)
Administrative Assistant

Education

Deborah S. Kraft (1998)
Division Director and Department Chair

Human Services

Georgia A. Franyo-Ehlers (1989)
Program Coordinator, Human Services and Professor of Human Services
 B.A., Smith College;
 M.Ed., Harvard University;
 Ph.D., University of Delaware

Interdisciplinary Studies

Esther D. Horrocks (1983)
Program Coordinator, Interdisciplinary Studies, Department Chair, Social Sciences, and Professor of Sociology and Anthropology
 B.A., University of Minnesota; M.A., Ph.D., The Ohio State University

Psychology

Barbara A. Smith (2006)
Department Chair, Psychology; Professor of Psychology
 B.A., M.A., Ph.D., Northeastern University

Social Sciences (Anthropology, Geography, Political Science, Sociology)

Esther D. Horrocks (1983)
Department Chair and Program Coordinator

Nursing

Judith A. Feustle, R.N. (1991)
Division Director

Karen Murphy-Keddell, LCSW-C (2006), *Advisor/Recruiter*
 B.A., Indiana University of Pennsylvania; M.S.W., University of Maryland, Baltimore

Linda M. Weifenbach (2003)
Administrative Assistant

Science and Mathematics Division

Susan T. Gorman (1991)
Division Director, Science and Mathematics Division 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. Smith (2007)
Laboratory Safety Manager
 B.S., Villa Julie College;
 M.S., The Johns Hopkins University

Biological Sciences

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

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

Jonathan A. Leake (2007)
Laboratory Manager, Chemistry
 B.S., York College

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

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; M.S., Thomas Jefferson University

School of Business and Leadership

Shelton Rhodes (2008)
Dean, School of Business and Leadership and Professor of Business
 B.A., Virginia Military Institute; M.P.A., Howard University; Ph.D., Old Dominion University

Business Division

Patricia M. Turnbaugh (1996)
Division Director, Business and Legal Studies Division and Assistant Professor of Business
 B.A., Western Maryland College; M.B.A., University of Baltimore

Judith Snyder (1990)
Administrative Assistant

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)
Paralegal Internship Coordinator
 A.A., Villa Julie College

Information Technology Division

Kenneth L. Snyder (1996)
Division Director, Information Technology Division and Chair, Information Technology Department. A.A., Catonsville Community College; B.S., Villa Julie College; M.S.E.S., Loyola College in Maryland

Office of Research Development

M. Diane Payne (1998)
Director. B.S., Brescia College; M.S., University of Cincinnati

Nanci M. Henningsen (2006)
Assistant Director
 B.B.A., Loyola College of Maryland;
 M.B.A., University of Baltimore;
 M.S., University of Maryland
 University College, College Park

Academic Advising

Jeffrey M. Kelley (2005)
*Associate Dean for Academic
 Support Service*
 B.S. University of Scranton;
 M.S. Northeastern University

B. Thomas Hopkins (1993)
Director of Academic Advising
 B.A., Washington College;
 M.A., Towson University

Deborah J. Blake (1991)
Office Manager

Kia Kuresman (2006)
*Director of Transfer Students and
 Second-Year Experience*
 B.A., B.S., M.Ed., Ohio University

“The Academic Link” (Tutoring Laboratory)

Christine T. Flax (1983)
*Director of the Academic Link and
 the PASS Program; and Assistant
 Professor of English*
 B.S., University of Maryland;
 M.S., The Johns Hopkins University

Esther B. Rosenstock (1976)
*Director of Developmental Studies
 and Assistant Professor of English*
 B.A., University of Maryland;
 M.S., The Johns Hopkins University

College Honors Program

Ora Freedman (2001)
*Director of College Honors Program,
 and Professor of Economics*
 B.A., M.A., Ph.D., The State University
 of New York at Binghamton

**Experimental Learning and
 Career Services (“Career HQ”)**

Christine A. Noya (1985)
*Assistant Vice President Experiential
 Learning and Career Services*
 B.A., College of New Rochelle;
 M.A., Wesleyan University

Artemio R. Taguding (2007)
Executive Director, Career Services
 B.S., Towson University

Vanessa Bennett (2006)
*Career Services Specialist/
 Career Counselor*
 B.S., College of Charleston, M.S.,
 University of Baltimore

Janet Daley (1999)
Director, Internships
 A.A., Villa Julie College;
 B.S., Susquehanna University,
 M.A., Towson University

Rebecca A. Kruse (2005)
Cooperative Education Specialist
 A.A., Essex Community College

Dianne J. Ryan (2003)
Secretary, Career Services

Susan E. Smith (2007)
*Program Assistant for Experiential
 Learning & Career Services*
 B.S., Villa Julie College

Lauri A. Weiner (1998)
Director, Career Services
 B.A., Dickinson College; M.A.,
 Bowling Green State University;
 J.D., University of Maryland

Library

Maureen A. Beck (2000)
Director of Library Services
 B.A., Indiana University of
 Pennsylvania; M.L.S., University of
 Pittsburgh; M.A.S., The Johns
 Hopkins University

Susan Bonsteel (1998)
Coordinator of Public Services
 B.A., M.L.S., University of Maryland

Robin A. Findeisen (1996)
Systems Librarian
 A.A., Catonsville Community
 College; B.S., University of Maryland,
 Baltimore County

Christina Hipsley (2000)
Serials Technician
 B.A., University of Maryland,
 M.L.S., University of Maryland

Beth Ann K. Lamb (2000)
Public Services Librarian
 B.A., Towson University;
 M.L.S., University of Maryland;
 B.S.N., University of Maryland

Regina B. Lauer (1985)
Library Assistant

Sandra A. Marinaro (2000)
Public Services Librarian
 B.A., M.L.S., University of Illinois

Carol Maxwell (1998)
Library Assistant
 B.F.A., Maryland Institute,
 College of Art

Adam M. Mecinski (1992)
Evening Supervisor
 B.S., Loyola College; M.L.S., Rutgers
 University

Virginia J. Polley (2002)
Information Literacy Coordinator
 B.A., St. Olaf College;
 M.L.S., Brigham Young University

Steven M. Rouzer (2000)
*Technical Services and Collection
 Development Librarian*
 B.A., George Mason University;
 A.M. (L.S.), University of Chicago

Information Technology

Thomas E. Allen (2008)
*Assistant Vice President for
 Information Technology and Chief
 Information Officer*
 B.S., State University of New York;
 M.S., New York University

Jennifer N. Brechin (2006)
Web Technologies Programmer Analyst
 B.A., Christendom College

Raymond A. Cardillo (2007)
Manager, Technology Support Desk
 B.A., La Salle University

Jennifer L. Coxe (2005)
Help Desk Administrator

Philip Desrosiers (2006)
Network Technician

Robert J. Hutter (2004)
Systems Administrator
 B.S., Villa Julie College

Paul F. Insley, IV (2006)
Systems Administrator
B.S., M.S., Villa Julie College

Bernard A. Maygers (1993)
Programmer Analyst/
Database Administrator
B.S. Gannon University;
M.S., The Johns Hopkins University

Michael P. McGonigle (1996)
Senior Technology Support Specialist

Linda L. Monk (1980)
Manager, Web Technologies and
Instructional Design
B.S., University of Maryland

Billy R. Reinhardt (2007)
Technology Support Specialist

Stacy J. Reinsel (2007)
Programmer/Analyst
B.A., Grove City College

Jinsong Zhang (2008)
Instructional Designer
B.A., M.A., Southwest Jiaotong
University, China;
M.S., Southern Illinois University;
Ed.D., West Virginia University

Institutional Research and Assessment

Jo-Ellen Asbury (2005)
Assistant Vice President for
Academic Affairs
B.S., Indiana University of
Pennsylvania; M.S., Ph.D., University
of Pittsburgh

Nicole Marano (2005)
Associate Dean, Institutional
Research and Assessment
B.A., Washington College,
M.S., Loyola College

Chris Arellano (2003)
Coordinator for Faculty
Development and Assessment
A.A., Mendocino College;
B.S., Villa Julie College

Registrar

Tracy R. Bolt (1996)
Registrar
B.A., Clemson University

Jennifer Simmons (2000)
Systems Administrator
A.A., B.S., Villa Julie College

Roslyn Morgan (1994)
Transfer Credit Evaluator
B.A., University of Maryland

Judy K. Mancini (2000)
Graduation Evaluator
B.S., Towson University

Erica Gryctz (2002)
Enrollment Tracking and Scheduling
Coordinator
B.S., Villa Julie College

Kimberly Ronnenberg (2004)
Special Projects/Office Associate

OFFICE OF THE VICE PRESIDENT OF STUDENT AFFAIRS

Claire E. Moore (1982)
Vice President for Student Affairs
and Dean of Students
B.S., Villa Julie College

Maumi J. Cannell-Chatterton (1995)
Assistant to the VP for Student Affairs

Student Activities

Kristen Hyman (2005)
Associate Dean and Director of
Student Activities
B.A., University of Tennessee;
M.S., Shippensburg University

Christine Fabiszak (2001)
Assistant Director, Student Activities
B.S., Villa Julie College;
M.S. Capella University

Hope L. Miller (2007)
Student Activities Assistant
B.A., University of Maryland,
College Park

Kathleen M. Wilt (2000)
Office Assistant

Wellness Center

Linda S. Reymann, R.N. (1992)
Associate Dean and Director of
the Wellness Center
B.S.N., M.S., University of Maryland

Tammi Davis, M.D. (2007)
Wellness Center Family Physician
B.S., Temple University;
M.D., University of Pennsylvania

Kirsten M. Gaskin, C.R.N.P. (2007)
Nurse Practitioner
B.S.N., The University of Tulsa;
M.S.N., University of Maryland,
Baltimore

Suzanne L. Hutter (2007)
Administrative Assistant
B.A., University of Maryland
Baltimore

Pamela A. Kelleman, R.N. (1999)
College Health Nurse
A.A., Union College;
B.S.N., New York University

Residence Life

Robert L. Mikus (2007)
Associate Dean and Director of
Residence Life
B.A., Towson University; M.Ed.,
University of Georgia

Miccia Zaplatynski, M.D. (2004)
Director of Housing Operations
M.D., Timothy School of Medicine
(Katowice, Poland)

Jennifer L. Duerr (2007)
Resident Director
B.A., Valley Forge Christian College

Curtis L. Spencer (2008)
Resident Director
B.S., Towson University

B. Ashley Staples (2005)
Resident Director
B.S., University of Maryland,
College Park

OFFICE OF THE EXECUTIVE VICE PRESIDENT FOR FINANCIAL AFFAIRS

Timothy M. Campbell (1998)
Executive Vice President for Financial
Affairs and Chief Financial Officer
B.B.A., Temple University

John F. Jensen (2006)
Assistant Vice President for
Facilities and Campus Services
B.S., University of Pittsburgh;
M.A., University of Maryland

Carolyn E. Birk (2004)
*Assistant to the Executive Vice
 President for Financial Affairs and
 Chief Financial Officer*

Business Office

Melanie M. Edmondson, CPA (1996)
*Assistant Vice President for
 Financial Affairs*
 A.S., Lasell College; B.S., Florida
 Institute of Technology

Ann Arbaugh (2002)
Accounts Payable Clerk
 B.S., Villa Julie College

Anna M. Bivens (2007)
Systems/Business Analyst
 B.A., Towson University

Katherine Gary-Foley (2006)
Senior Accountant
 B.S., Trinity College; M.B.A., Loyola
 University Chicago

Karen D. Greene (2006)
Payroll Clerk

Stacey L. McDougall (2005)
Accounting Specialist
 A.A., A.A.S., Essex Community
 College

Virginia R. Perkins, CPA (2002)
Senior Financial Analyst
 B.S., University of Baltimore

Joyce F. Sawyer (1995)
Manager, Accounts Payable/Payroll

Athletics

Brett C. Adams (1994)
Director, Athletics
 B.S., York College of Pennsylvania

Paul Cantabene (2004)
*Associate Director and Recruiting
 Coordinator*
 B.S., Loyola College in Maryland

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 Trainer
 B.S., University of Charleston

Gregory A. Penczek (2006)
Head Trainer
 B.S., Salisbury University; M.S.,
 Louisiana State University

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, Athletics
 B.A., M.Ed., Towson University

P. Thomas Russ (2005)
Athletic Field Manager

E. Richard Watts, Jr. (1988)
Athletic Consultant
 B.S., The Johns Hopkins University;
 M.S., Loyola College

Auxiliary Enterprises

Robert Reed (1998)
Director, Auxiliary Services
 B.S., Towson University

College Store

LaShaun Hubbard (2004)
Manager, College Store
 B.S., Villa Julie College

Sandra J. Brown (1994)
College Store Clerk

Natasha C. Barnes (2008)
College Store Clerk
 B.S., Villa Julie College

Arnold D. Cohen (1995)
College Store Clerk
 B.A., Salisbury State University

Sylvia A. Schiaffino (2007)
College Store Clerk

Christopher A. Stevenson (1994)
Inventory Manager

Rachael M. Woodard (2008)
Assistant Manager, College Store
 B.A., Salisbury University

Conference Services

Linsay Caldwell (2007)
Events Coordinator
 B.S., 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

Facilities

John W. Wells (2007)
Director of Facilities
 M.E.B.A. Engineering School

Michael J. Campbell, Jr. (1998)
Assistant Manager, Plant Operations

Foster C. Wilson IV (1994)
Assistant Manager, Physical Plant

Security

Joseph H. Zerhusen
Director of Security
 B.S., M.A., Towson University

Mail Room and Materials Management

Christopher J. Ogle, Jr. (2008)
*Manager, Mailroom/Materials
 Management*

INSTITUTIONAL ADVANCEMENT

Stevenson W. Close, Jr. (2006)
*Vice President for Institutional
 Advancement*
 B.S., Cornell University;
 M.A., The Ohio State University

Jane B. DiGirolamo (2006)
*Assistant Vice President for
 Institutional Advancement*
 B.A., Susquehanna University;
 M.S., Shippensburg University

Nina C. Bonano (2007)
Assistant Director, Alumni Relations
 B.A., St. Mary's College, Maryland
 M.A., University of Delaware

Carol Dombrowski (2005)
Associate Director of Major Gifts
 B.S., University of Maryland

Carolyn Douglas (2006)
Administrative Assistant

Veronica Gilpin (2006)
Donor Relations Assistant
B.A., York College of Pennsylvania

Frances Flannery Gunshol (2004)
Director of Major Gifts & Planned Giving
A.A., Villa Julie College;
B.A., M.A., College of Notre Dame

Jane Curley Hogge (2005)
Director of Alumni Relations & Annual Giving
B.A., Loyola College in Maryland;
M.S., Carnegie-Mellon University

Kelly C. Medinger (2007)
Associate Director, Corporate, Foundation and Government Relations
B.A., University of Notre Dame

Sheree M. Norton (2005)
Administrative Assistant to the Vice President

Ian A. Webster (2002)
Manager, Development Services and Prospect Research
B.A., Salisbury University

EMERITA PRESIDENT

Carolyn Manuszak
President Emerita
B.A., Trinity College;
M.A., The Catholic University of America; J.D., University of Maryland

EMERITA VICE PRESIDENT AND DEAN

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

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Jennifer S. Atwater (2006)
Adjunct Professor in Communications
B.S., Mt. Holyoke College;
M.A., University of Missouri School of Journalism

Cary B. Barker (2006)
Adjunct Instructor of Information Technology
B.A., Shippensburg University;
M.S., Capitol College (MD)

H. Paul Blaisdell (2004)
Adjunct Instructor in Philosophy
B.S., M.Ed., Springfield College;
C.A.S., The Johns Hopkins University

Noni L. Bodkin, RN (2005)
Assistant Professor in Nursing
B.S., Indiana University; M.S., University of Illinois, Chicago; Ph.D., University of Michigan, Ann Arbor

Fred F. Bolt (2007)
Adjunct Instructor in Religion
A.A., Anderson College;
B.S., Southern Wesleyan University;
M.S., Southern Baptist Theological Seminary

Jakie Brown, Jr. (1997)
Assistant Professor of Information Technology
B.S., Arlington Bible College

Kathy A. Buller (2007)
Adjunct Professor of Forensic Studies
B.A., J.D., Creighton;
L.L.M., Georgetown University

Damon L. Burman (2007)
Adjunct Professor of Forensic Science
B.S., West Virginia Wesleyan College;
M.F.S., The George Washington University

Patrick M. Carroll, Jr. (2005)
Adjunct Instructor in Information Technology
B.S., University of Maryland, University College;
M.S., George Washington University

Darlene Cohen
Adjunct Professor in 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

Joanne O. Cole (2007)
Adjunct Instructor of Mathematics
B.A., Towson University

Jeffrey G. Comen (2001)
Adjunct Professor in Business and Legal Studies
B.A., Johns Hopkins University;
J.D., University of Baltimore

Thomas D. Coogan (1988)
Program Coordinator, 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 (NY); B.S.N., Alfred University (NY); M.S., Ph.D., University of Maryland, Baltimore.

Colleen Copestake (1994)
Adjunct Instructor in Biology
B.A., Open University;
M.S., Purdue University

Jeanne M. Corbley (2005)
Adjunct Instructor in Forensic Studies
B.S., Villa Julie College

James S. Curran (2006)
Adjunct Instructor in English
B.A., Wilmington College (OH);
M.Ed., Towson University

Kevin A. Daly (2006)
Adjunct Professor in Communications
B.A., Columbia University;
M.F.A., Florida State University

Matthew J. D'Amario (2004)
Adjunct Instructor in 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 in Forensic Studies
B.A., University of Virginia;
J.D., University of Maryland

Jared Denhard (2001)
Adjunct Instructor in Music
B.M., Peabody Conservatory of Music, The Johns Hopkins University

Linda K. Diaconis, RN (1995)
Department Chair, RN/BS Nursing,
and Associate Professor of Nursing
 B.S., M.S., Ph.D., University of
 Maryland, College Park

Marie A. DiPasquale, RN (2004)
Instructor of Nursing
 A.A.S., B.S., M.S., Pace University;
 Ph.D., Kennedy-Western University

Daniel C. Dreibelbis (2007)
Adjunct Professor of Forensic Studies
 A.A., Anne Arundel Community
 College; B.S., Drexel University;
 M.B.A., University of Maryland
 University College

Barbara “Lynn” Drury (2007)
Assistant Professor of Nursing
 B.S., Columbia Union College;
 M.S.N., Marymount University

Jeffrey F. Dudley (2005)
Adjunct Instructor in Business
 B.S., Towson University;
 M.S., McDaniel College

Molly H. Dugan (2004)
Adjunct Instructor in English
 B.A., University of Baltimore;
 M.Ed., Loyola College in Maryland

Larry J. Feldman (2000)
Adjunct Professor in Legal and
Forensic Studies
 B.A., University of Delaware;
 J.D., University of Baltimore

Arthur H. Fifer (2005)
Adjunct Instructor in Information
Technology
 B.S., Towson University; M.B.A.,
 Loyola College in Maryland

William E. Folson (2006)
Adjunct Instructor in 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 School
 of Law

Jeffrey R. Gross (2004)
Adjunct Professor in Forensic Studies
 A.A., B.S., M.A., John Jay College of
 Criminal Justice

Zhia L. Hall (2006)
Adjunct Professor in Legal Studies
 B.S., Villa Julie College;
 J.D., University of Baltimore

Robert L. “Larry” Henderson (2001)
Adjunct Instructor in Business
 B.A., Georgetown University;
 M.B.A., Loyola College in Maryland

Theodore W. “Ted” Hendricks (1998)
Adjunct Professor of English
 B.A., St. John’s College;
 M.A., The Johns Hopkins University;
 Ph.D., The Catholic University of
 America

John J. Hoepflich (1984)
Professor of Religion
 B.A., Barrington College
 M.Div., Th.M., Princeton Theological
 Seminary, Princeton University;
 M.A., The Johns Hopkins University

Timothy R. Holland (2002)
Adjunct Instructor in Business
 B.A., Wake Forest University;
 M.B.A., Washington University

Robyn Holley, RN (2002)
Adjunct Instructor in Nursing
 B.S., Villa Julie College;
 M.S., The Johns Hopkins University

Esther D. Horrocks (1983)
Program Coordinator, Interdiscipli-
nary Studies, and Professor of Sociol-
ogy and Anthropology
 B.A., University of Minnesota; M.A.,
 Ph.D., The Ohio State University

Maria Howell (2006)
Assistant Professor in Forensic
Studies
 B.A., The Johns Hopkins University;
 J.D., University of Maryland,
 Baltimore

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

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

Paul W. Koster (2004)
Adjunct Instructor in Business
 B.B.A., M.B.A., Baruch College,
 The City University of New York

J. Howard Kucher (2005)
Adjunct Instructor in Business
 B.A., Kean University;
 M.B.A., University of Baltimore

Heidi F. Kunert (2006)
Adjunct Professor of Forensic Science
 B.A., Loyola College in Maryland;
 M.F.S., George Washington
 University

Kathleen Lanigan, RN (2007)
Adjunct Professor of Nursing
 B.S., St. Xavier College, Chicago;
 M.S., Rush University, Chicago;
 Ph.D., University of Wisconsin,
 Milwaukee

Romas Laskauskas (2005)
Assistant Professor of Business
 B.S., Mount St. Mary’s College;
 M.B.A., Virginia Commonwealth
 University

Marc R. Levin (1985)
Assistant Professor of Information
Technology
 B.S., University of Maryland,
 Baltimore County; M.S.,
 Massachusetts Institute of Technology

Michael I. Levine (1980)
Adjunct Professor in Legal Studies
 B.A., University of Maryland, College
 Park; M.S., J.D., University of
 Baltimore

Terrence V. Lillard (2006)
Adjunct Instructor in Forensic Studies
 B.S.E.E., Tuskegee University;
 M.B.A., Strayer University
 (Washington, D.C.)

- Jerome D. Lindauer** (2005)
Adjunct Instructor in Business
B.S., Virginia Polytechnic Institute & State University; M.B.A., Loyola College in Maryland
- Adam D. Lippe, CPA** (2007)
Adjunct Professor of Forensic Studies
B.A., Johns Hopkins; J.D., UMLAW
- Irvin B. Litofsky** (2005)
Adjunct Professor in Forensic Science
B.A. The Johns Hopkins University; M.S.F.S., George Washington University
- Teresa M. Long** (2005)
Adjunct Instructor in Forensic Science
B.S., Towson University; M.S. University of Maryland, Baltimore County
- Nicholas Marrocco** (2004)
Adjunct Instructor in Forensic Studies
B.A., M.S., Loyola College in Maryland
- Gerald L. Maye** (2007)
Adjunct Professor of Forensic Studies
B.A., University of Alabama; M.P.P.M., Birmingham Southern College
- Joyce M. Maygers, RN** (2005)
Adjunct Instructor in Legal Studies
B.S., Villa Julie College; B.S.N., University of Maryland, Baltimore; M.S.N., The Johns Hopkins University
- Corinne C. Mayhorne, RN** (2007)
Instructor in Nursing
B.S.N., M.S., University of Maryland, Baltimore
- Robert F. McAllister** (2007)
Adjunct Professor of Forensic Studies
B.S., University of Maryland University College; M.S., Villa Julie College
- William A. McComas, RN** (2007)
Adjunct Professor of Forensic Studies
B.A., Brown University
J.D., University of Baltimore
- Hillary J. Michaud** (2004)
Program Coordinator, Legal Studies, and Assistant Professor of Legal Studies
B.S., Miami University of Ohio; J.D., University of North Carolina at Chapel Hill
- Rose Miller, RN** (2008)
Assistant Professor in Nursing
A.A., Wallace Community College 1979; B.S.N., Troy State University 1981; M.S.N., University of Alabama 1981; M.S., University of Auburn 1983
- Patricia A. Mills** (2006)
Adjunct Instructor in Information Technology
B.S., University of South Carolina; M.S., The Johns Hopkins University
- Roxanne Moran, RN** (2001)
Professor of Nursing
B.S., M.S., Ph.D., University of Maryland, Baltimore
- John H. Morris, Jr.** (1991)
Adjunct Professor in Legal Studies
B.A., J.D., Yale University
- Sandra A. O'Connor** (1986)
Adjunct Professor in Forensic and Legal Studies
B.S., J.D., Indiana State University
- Terrence J. O'Grady** (2006)
Adjunct Instructor in Information Technology
B.A., Goucher College; M.S., Villa Julie College
- John J. O'Neill** (1976)
Adjunct Professor in Information Technology
B.S., M.B.A., Loyola College in Maryland, M.S., Villa Julie College
- Kathleen T. Ogle, RN** (2005)
Assistant Professor of Nursing
A.A., Misericordia Hospital; B.S.N., M.S., Bowie State University
- Stephen W. Oliner** (2004)
Adjunct Instructor in Forensic Studies
B.S., University of Maryland, College Park
- David E. Patrick** (2004)
Adjunct Instructor in Advanced Information Technology
B.S.E., Loyola College in Maryland; M.S., Towson University
- Alan Penczek** (1991)
Associate Professor of Advanced Information Technology
B.A., Northeastern Illinois University; M.A., Ph.D., The Johns Hopkins University
- David Pietropali** (2007)
Adjunct Instructor in Philosophy and History
B.A., University of Maryland at Baltimore County; B.A., S.T.L., S.T.D. Gregorian University
- Dixie D. Poe, RN** (2008)
Assistant Professor in Nursing
B.S.N., Medical College of Georgia; M.G.A., University of Maryland, University College; M.S., Bowie State University.
- Morris A. Pondfield** (2001)
Adjunct Instructor in Advanced Information Technology
B.A., University of Maryland, College Park; M.I.M., American Graduate School of International Management; M.S., University of Maryland, University College
- Nancy L. Powichroski** (2005)
Adjunct Professor in Film, Video, and Theatre
B.A., Towson University; M.A., University of Maryland, College Park
- Joseph V. Rampolla** (2005)
Adjunct Instructor in Information Technology
B.S., Loyola College in Maryland
- Harry M. Rifkin** (2006)
Adjunct Professor of Legal Studies
B.A., George Washington University; J.D., University of Pennsylvania
- Betty A. Rigney** (2005)
Adjunct Professor in Psychology
B.S., Towson University; M.A., Loyola College in Maryland; Ph.D., University of Maryland, Baltimore County

- Frank Romeo (2008)**
Adjunct Instructor in History
B.A., Roanoke College
M.S., Dowling College
- Ellen M. Roskes (1996)**
Department Chair, Chemistry and Physical Sciences, and Professor of Chemistry
B.A., M.A., Ph.D., The Johns Hopkins University
- Karen Russell, RN (2008)**
Assistant Professor of Nursing
A.A., College of Southern Maryland
B.S.N., University of Maryland, Baltimore; M.S., University of Maryland, Baltimore
- Michael M. Ryman (2007)**
Adjunct Professor of Forensic Studies
B.A., Loras College;
M.A., Central Michigan University
- Kwasi Sarfo (2007)**
Adjunct Professor in Legal Studies
B.A., University of Ghana; M.P.A., State University of NY at Albany; PH.D., State University of NY at Albany; J.D., Widener University School of Law; LL.M., Widener University School of Law
- Debra L. Scardaville, RN (2004)**
Associate Professor of Nursing
B.S., Towson University;
M.S., Ph.D., University of Maryland, College Park
- Stephen M. Schenning (2007)**
Adjunct Professor of Forensic Studies
B.A., Loyola College; J.D., University of Maryland School of Law
- Susan A. Schenning (2005)**
Adjunct Professor in Forensic Studies
B.A., College of Notre Dame of Maryland; J.D., University of Baltimore
- Howard Schindler (2002)**
Adjunct Professor in Biology
A.A.S., B.S., The State University of New York at Cortland;
M.S., The Johns Hopkins University
- Inex A. Scholler-Jaquish, RN (2007)**
Adjunct Preceptor in Nursing
B.S.N., Arizona State University;
M.S., Loyola College in Maryland;
Ph.D., University of Maryland, College Park
- Karl Schroeder (1999)**
Adjunct Instructor in Advanced Information Technology
B.S., M.S., Virginia Polytechnic Institute.
- Sarena R. Schwartz (2000)**
Adjunct Instructor in Information Technology
B.S., Villa Julie College
- Ronald L. Shaffer, Jr. (2007)**
Adjunct Instructor in Information Technology
B.S., Strayer University;
M.S., Capitol College
- Zamira S. Simkins (2007)**
Adjunct Instructor in Economics
B. A., Kyrgyz-Russian Slavic University;
M. I.A., Missouri State University;
Ph.D., American University
- Mary S. Skipper (2008)**
Adjunct Instructor in English
B.S., East Carolina University;
M.Ed. Goucher College
- Kenneth L. Snyder, Jr. (1996)**
Division Director, Information Technology, and Associate Professor of Information Technology
A.A., Catonsville Community College; B.S., Villa Julie College; M.S.E.S., Loyola College in Maryland
- Melanie K. Snyder (2000)**
Assistant Professor of Legal Studies
B.A., Miami University;
J.D., University of Baltimore
- Daniel N. Soderberg (2006)**
Adjunct Instructor in Business
B.S., Villa Julie College;
M.B.A., University of Baltimore
- Cary D. Stanger (2005)**
Adjunct Instructor in History
B.A., The State University of New York at Fredonia; M.A., George Washington University; M.S.L., Columbia University
- Christopher B. Storey (2005)**
Adjunct Instructor in Information Technology
B.S., U.S. Military Academic (West Point); M.S., University of Southern California; M.S., University of Louisville
- Richard Stone (2004)**
Adjunct Professor of Forensic Studies
B.S., Syracuse University;
J.D. Brooklyn Law School
- Jack R. Sturgill, Jr. (1996)**
Adjunct Professor in Legal Studies
B.S., Towson University;
J.D., University of Baltimore
- Thomas J. Talleur (2007)**
Adjunct Professor of Forensic Studies
B.A., State University College, Genesco, NY; Graduate of United States Naval War College
- Brian S. Tanen (2007)**
Adjunct Professor of Forensic Studies
B.A., University of Maryland Baltimore County; B.A., Ner Israel College; M.S., Villa Julie College
- John "Jay" Tobin (2003)**
Program Coordinator, Forensic Science, and Adjunct Professor in Forensic Science
A.A., Harford Community College; B.S., University of Maryland, College Park; M.S.F.S., George Washington University
- Harry B. Turner (1993)**
Assistant Professor of Legal Studies
B.A., University of Pennsylvania; J.D., University of Maryland, Baltimore
- Mary C. Vachon (2006)**
Adjunct Professor in Accounting
B.S., Towson University

Andrew H. Vance (1996)
Adjunct Professor in Legal Studies
B.A., University of Maryland,
Baltimore County; J.D., George
Washington University

Laurence R. Wagaman (2003)
Adjunct Instructor in Business
B.A., St. Vincent College;
M.B.A., University of Pittsburgh

Barbara J. Wallenstein (2005)
Adjunct Instructor in Mathematics
B.S., University of Rochester;
M.S., Loyola College in Maryland

David M. Walters (1991)
*Adjunct Instructor in Information
Technology*
B.A., Towson University

David P. Weber (2007)
Adjunct Professor of Forensic Studies
B.S., Utica College of Syracuse
University; J.D., Syracuse University

Brian West (2005)
Adjunct Instructor in Business
B.S., Towson University; M.A.S., The
Johns Hopkins University

Shayne Weyker (2003)
Adjunct Professor in Political Science
B.A., University of North Carolina;
Ph.D., University of Maryland,
College Park

Stephen E. Windsor (2006)
*Adjunct Instructor in Information
Technology & Forensic Studies*
B.S., Towson University

Charlotte A.T. Wulf (2002)
Adjunct Professor in English
B.A., M.A., The Pennsylvania State
University

Joyce A. Zerhusen (2004)
*Adjunct Instructor in Forensic &
Legal Studies*
A.A., Community Colleges of
Baltimore County; B.S., Villa Julie
College; M.A., University of
Baltimore

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U.S. Hispanic Youth Entrepreneur
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Patrice McConnell Cromwell
The Annie E. Casey Foundation

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Monumental Life Insurance Co.

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Baltimore Business Journal

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Miles & Stockbridge

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United Way of Central Maryland

Margaret Hayes, M.S.
University of Maryland
School of Pharmacy

Charles E. "Ted" Herget, Jr.
Asset Strategy Consultants

Sandra S. Hillman
Sandy Hillman Communications

W. James Hindman
W.J. Hindman Management, Inc.

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American Visionary Art Museum

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Kelly & Associates Insurance
Group, Inc.

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The Johns Hopkins University and
Langham Ophthalmic Technologies

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Coldwell Banker Residential
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Nick Mangione, Jr.
Hilton Pikesville

Marilyn D. Maultsby
US Department of Health and
Human Services, Centers for
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