

Stevenson University

Imagine Your Future. Design Your Career.®

A Coeducational Independent University Offering
Bachelor's and Master's Degrees



School of Graduate and Professional Studies

2013/2014 Catalog

100 Campus Circle, Owings Mills, MD 21117

This catalog was published in September 2013

Information Directory

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Accelerated Undergraduate and Graduate Programs and Policies
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Director, Recruitment and Admissions, GPS
Student Accounts and Financial Aid
Registrar
Student Support Coordinator
Vice President, Marketing and Public Relations
Athletic Director
Vice President, Career Services

For further information, write:

Stevenson University
School of Graduate and Professional Studies
100 Campus Circle, Suite 100
Owings Mills, MD 21117

Phone (443) 352-4399

Toll free (877) 531-7118

Fax (443) 394-0538

Email: gps-inquiry@stevenson.edu

Website: gps.stevenson.edu

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

The *Stevenson University Graduate and Professional School Catalog* is published on an annual basis. Information in this catalog is current as of September 2013. To obtain the most updated information on programs, policies, and courses, consult the University website at stevenson.edu.

Notice of Nondiscriminatory Policy

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

Academic Calendar 2013-2014

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 2013

August 26	First day of traditional semester
September 2	Labor Day - University closed
September 14	Yom Kippur - University closed
Nov. 27 - Dec. 1	Thanksgiving holiday - University closed
December 16	Winter Commencement
December 24-25	University closed
Dec. 31 - Jan. 1	University closed
5-week terms	August 26 through September 29 September 30 through November 3 November 11 through December 15
8-week terms	August 26 through October 20 October 21 through December 15
10-week term	August 26 through November 3

Spring Semester 2014

January 13	First day of traditional semester
January 20	Martin Luther King, Jr.holiday - University closed
March 18-20	Easter holiday - University closed
May 6	Baccalaureate
May 7	Nurses' Pinning
May 8	School of Graduate and Professional Studies Commencement
May 9	Undergraduate (traditional) Commencement
5-week terms	January 13 through February 16 February 24 through March 30 March 31 through May 5
8-week terms	January 13 through March 9 March 10 through May 4
10-week term	February 24 through May 4

May Term 2014

May 5 - May 25	May term
May 26	Memorial Day - University closed

Summer Session 2014

July 4	Independence Day - University Closed
5-week terms	May 12 through June 15 June 16 through July 20
8-week terms	May 5 through June 29 June 30 through August 24
10-week term	May 12 through July 20
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.	

President's Letter

Dear Graduate and Professional Studies Student,

I welcome you to the new academic year. I am sure that you will find enrichment and new perspectives in the courses and programs that we offer to you. The *2013/2014 Stevenson University Graduate and Professional Studies Catalog* will provide a detailed overview of our diverse and expanding curriculum for both accelerated undergraduate and graduate programs for our adult students.

Our theme, *Imagine Your Future. Design Your Career®*, is appropriate to our mission. Stevenson offers an integration of liberal arts, science, and technology with a distinctive career focus which is especially significant for our adult students. Our practical approach to education has increasing relevance in today's dynamic workplace. In fact, Stevenson continues to gain recognition as a national leader in career-focused university education. Academic quality enhanced by a low student-to-faculty ratio remains a hallmark of a Stevenson education. We are proud but not surprised that the University has been recognized in recent years as a "Great School. Great Price" institution by the *U.S. News & World Report* and in 2012 as one of just 46 "Up-and-Comer" colleges and universities nationally and No. 2 among the "Up-and-Comer" regional Universities - North. Our approach to career education is paying off for our students as well. We have historically placed 95 percent of our students in jobs or graduate programs within six months.

The rapid and lively transformation of Stevenson over the past several years has led to two vibrant campuses just a few miles apart. The thriving Greenspring campus offers science facilities for undergraduate research, a nursing simulation skills lab, and outstanding facilities for our other majors, including a fully-equipped theatre and art gallery. Our newest campus in Owings Mills hosts the Brown School of Business and Leadership which includes our state-of-the-art Francis X. Pugh Courtroom, a premier student residential housing complex, a sports and wellness center, a dining and student life facility, and houses offices for the School of Graduate and Professional Studies. We recently added a new gymnasium to the campus and a 3,500-seat stadium to host our new football team as well as men's and women's soccer and lacrosse. In addition, the campus is expanding with the 28-acre Owings Mills North, which houses the new School of Design.

All of these exciting developments are designed to enhance our student-centered experience in order to help you pursue your career and to achieve success in higher education. As you review this catalog, I offer you my best wishes for the 2013/2014 academic year and encourage you to take full advantage of Stevenson's career-focused education.

Sincerely,



Kevin J. Manning, Ph.D.

President Stevenson University



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The Stevenson Approach

Imagine Your Future. Design Your Career.®

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

The School of Graduate and Professional Studies (GPS) offers undergraduate and graduate degrees to adult students seeking to establish careers, enhance existing careers, or change careers. GPS provides a 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 adult 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. 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.

Academic Coursework

One of the strengths of Stevenson University is our 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 courses in a core curriculum that develop skills in writing, communication, and math and provides a basic understanding of the key disciplines in the liberal arts and sciences. Courses in the major provide opportunities to acquire proficiency in a specific discipline that will prepare students for employment in the chosen field of study or for graduate school.

Most undergraduate degrees offered through GPS can be completed within 18 to 24 months depending on the number of credits a student has completed before entering the program. Undergraduate degree program courses may be scheduled in a mixed 5, 8, or 10-week accelerated hybrid or online format. Hybrid classes meet once weekly in the evenings; many classes are conducted entirely online. Class work incorporates hands-on projects, practical knowledge that is applicable to everyday work challenges, and group interactions with fellow students. Students are expected to complete many of their assignments and coursework outside of class, using BlackBoard, email, and other means.

The University's accelerated graduate degrees can be completed in as few as 16 to 24 months. Most courses in the graduate programs are offered in 8-week sessions, with some courses offered in a 16-week format.

The Career Architecture Process

Students at Stevenson University do not simply come to campus and attend classes. The hallmark of a Stevenson education takes students outside of stereotypical academic situations to allow them to learn about themselves and how their actions affect others. Visitors to the campus witness this sense of community in the classroom, at varied cultural events, or within the simple social settings of university life. Away from the physical campus, employers see the difference when they hire Stevenson graduates, and area organizations reap the benefits when students share their talents as volunteers. Stevenson University promotes living and learning by combining challenging academic courses with an invitation to explore the world outside the classroom.

Throughout their university careers, Stevenson students take part in an introspective process called *Career Architecture*SM. This award-winning approach seeks to align personal values with professional ambitions. Students then have the opportunity to apply their newfound knowledge to work situations through a number of internships with local companies. Finally, service projects allow students to give back to the community, and study abroad programs take Stevenson ideals into the larger world.

Stevenson University combines a traditional liberal arts education with a career focus in an environment supporting a variety of student services and extracurricular opportunities. By providing motivated students with personal attention and opportunities to take leadership roles in a variety of activities, the University strives to create lifelong learners. Students have opportunities to learn in the classroom and laboratory, on the stage, and in the community. By learning beyond the classroom, Stevenson University students transform the people they meet and the places they visit.

Learning Beyond

College is a time for students to explore, discover, and develop life-long values, interests, and abilities. The classroom experience begins by laying the framework of knowledge and skills.

Learning Beyond carries students one step further by encouraging them to apply academic learning beyond the campus and bring their experience back to the classroom.

The *Learning Beyond* Program offers numerous types of credit-bearing experiential learning: study abroad, service learning, field placements, the Washington Center internships, independent study and research, program-specific internships, and other experiential learning opportunities offered as part of many classes. Stevenson enthusiastically supports this dynamic educational philosophy. Both faculty and students are encouraged to participate in these opportunities.

Stevenson Ideals

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

Vision

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

Mission

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

Values

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

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

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

Instilling *integrity*, the University requires acting with dignity and honesty while adhering consistently to the University's ethical codes.

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

Diversity Statement

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

Strategies

Academic Affairs

The University will support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation and by establishing a foundation of liberal arts with an emphasis on learning beyond

the classroom, including civic engagement, for professional, personal, social, and intellectual growth.

Student Life

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

University

As an emerging university, the institution will fulfill its mission, advance its vision, and integrate its values through planned growth, responsive and innovative programs, and a structure that supports community.

Financial Resources

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

History of Stevenson University

Founding of Villa Julie College

Villa Julie was founded by the Sisters of Notre Dame de Namur at "Seven Oaks," the 80-acre former estate of the George Carrell Jenkins family in Greenspring Valley, Baltimore County. The School opened on October 1, 1947, which is now recognized as Founders Day. 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 School was incorporated in 1958 in the State of Maryland.

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 in 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, computer information systems, and business information systems.

For the convenience of the growing number of adults interested in completing their degrees, the College added Saturday classes to its day and evening programs. Today, a number of undergraduate degree programs may be completed either entirely or substantially during evenings and weekends, some in an accelerated, online 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 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, Inscape Theatre, Student Union with gymnasium, and Science Center based on the College's campus master plan of the early '90s.

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

In 1997, the College celebrated its 50th anniversary. The Academic Center, Inscape Theatre, and Art Gallery opened in August, and in November, the Student Union (including a gymnasium) opened. MHEC endorsed five new bachelor's degree programs in biology, chemistry, English language and literature, interdisciplinary studies, and psychology.

In 1998, more than 1,000 people attended the dedication of the new buildings, including the renovated Science Center. A new bachelor's degree program in visual communication design was also endorsed by MHEC.

In 1999, President Carolyn Manuszak and Dean Rose Dawson retired with a combined 65 years of service to Villa Julie College. MHEC approved two new bachelor's degree programs in early childhood leadership and biotechnology.

New President Inaugurated

The new decade brought the inauguration of Villa Julie's fourth President, Kevin J. Manning, Ph.D. The College began offering an accelerated BS/MS degree in advanced information technology, enabling students to earn both a bachelor's and a master's degree in five years. MHEC endorsed two new degree programs for the College: business communication and family studies (now human services). Villa Julie College and the Union Memorial Hospital announced a four-year nursing education agreement. In 2001, two new master's degrees in technology were approved by MHEC.

In 2002, the School of Graduate and Professional Studies was created to accommodate the needs of adult learners. Through

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

Villa Julie Expands to Owings Mills Campus

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

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

In August 2006, the ninth residence hall opened at Owings Mills, and the resident population topped 1,000 students. The Rockland Center opened in October 2006 to provide a spacious student dining center, offices for Student Affairs, and a banquet hall for functions organized by on and off-campus groups. In May 2007, the College broke ground on the next new building for Owings Mills, a 60,000-square-foot academic building to house the newly formed Brown School of Business and Leadership and other programs. The building was completed in fall 2008 and features a new, high-tech mock trial courtroom for the forensic studies program. The University celebrated the opening of the new Brown School of Business and Leadership in April 2009 with a visit from entrepreneur and publisher, Steve Forbes. Additional expansion of the Owings Mills campus included the University's eleventh student residence hall, Wooded Way, which opened in fall 2009 and houses specialized student learning communities as well as the Office of Career Services and Learning Beyond Center.

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

Academic Programs Continue to Grow

The development of the Brown School of Business and Leadership, which brings together faculty from information systems, legal studies, and business, provided the University with the chance to develop an entrepreneurial environment for faculty and students. This growth is the most recent step in the expansion of academic offerings at Stevenson. A bachelor's degree in medical technology was added during the 2005-06 academic year to replace the two-year medical laboratory technology program. A bachelor's degree in public history was also added. Stevenson was pleased to announce a new bachelor's degree in criminal justice in August 2009. This degree was

offered online for students in the School of Graduate and Professional Studies and for traditional students.

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

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.

Athletic Teams Achieve Success

On the athletic field, the College joined its first athletic conference, the North Eastern Athletic Conference, in 2004. A year later, Villa Julie accepted an invitation into the Capital Athletic Conference. Stevenson's men's and women's teams competed for conference titles in this traditionally strong conference that includes institutions from Maryland, Virginia, Delaware, and Pennsylvania. Several Stevenson teams have competed in the NCAA Championships. In 2009, 2010, 2011, and 2012 the men's lacrosse team made it to the Division III semifinals. In 2013, the team won the NCAA National Championship game, beating the Rochester Institute of Technology's Tigers at Philadelphia's Lincoln Financial Field on May 26.

Many of Stevenson's teams play and practice at the Caves Sports and Wellness Center, the new name for the facility formerly used by the Baltimore Ravens. The complex officially opened in the summer of 2006 after extensive renovations to accommodate the new Wellness Center and Mustang athletics.

University Status and Name Change

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

Stevenson University

In March 2009, President Manning approved the *University Restructuring Plan* adopted by the Faculty Council. The plan created four schools within the Villa Julie College of Arts and Sciences: the School of Humanities and Social Sciences; the School of Design; the School of Education; and the School of the Sciences. The Brown School of Business and Leadership and the School of Graduate and Professional Studies remain as originally configured.

Exciting developments for Stevenson were in the works during the summer and fall of 2009. In June, the University announced the addition of football to its roster of 19 Division III men's and women's sports. In August, Stevenson was ranked as one of just 77 "Top Up-and-Coming Schools" nationally by *U.S. News & World Report*. The University closed the year with the completion of its historic five-year fundraising campaign—the largest in the 63-year history of the institution. *Inspiring Students, Building Careers: The Campaign for Stevenson University* raised more than \$20.4 million in support of the Brown School of Business and Leadership, scholarship endowments, and special programs.

The start of 2010 saw the opening of the new entrance to the Owings Mills campus and the introduction of a new bachelor's program in fashion merchandising and a master's in nursing education and leadership. In addition, Stevenson was named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service learning, and civic engagement. In June 2010, the University also received a \$100,000 Wal-Mart Foundation College Success grant to assist first generation college students with the transition to university life. In August, a new, updated Mustang logo was unveiled for Stevenson athletics.

In fall 2010, Stevenson welcomed the largest freshman class in its history and opened a labyrinth and meditation center on its Greenspring campus. A new 35,000-square-foot gymnasium opened to complement the Owings Mills campus sports complex. Also in fall 2010, the football team held its first developmental practice season in preparation for fall 2011 intercollegiate competition. The University also announced that it was adding women's ice hockey to its selection of athletics programs and reinstating its track and field program for men and women.

In February 2011, President Manning was appointed to the Board of Directors of the National Association of Independent Colleges and Universities (NAICU) and in March was named an "Influential Marylander" for 2011 by *The Maryland Daily Record* newspaper. In April, the University hired its first band director to lead its newly created marching band in preparation for the first season of football competition. In May, Stevenson's Athletic Department announced that it would be leaving the Capitol Athletic Conference (CAC) in summer 2012 to join the Middle Atlantic Conferences (MAC), of which the football program was already an affiliate member.

The summer of 2011 was a busy time of change and preparation for the University. Stevenson hired a new dean, Norman Endlich, to lead the Brown School of Business and Leadership. A new Owings Mills campus store was launched in the Boulevard Business Center just across the campus entrance drive from the new gymnasium. Two new residence halls to house an additional 500 students were opened on the Owings Mills campus, and the new 3,500-seat Mustang Stadium was opened in early September with much media attention and fanfare. On September 10, the new football team, amidst festivities that included fireworks and former NFL stars, won its

first home game in exciting double-overtime play against Christopher Newport University. In addition to football, the stadium hosts men's and women's soccer and men's and women's lacrosse games.

Fall 2011 continued Stevenson's momentum of change and growth. Stevenson launched the SU Now Portal to link faculty, staff, and students with campus news, events, and information. The portal includes Wild Stang Radio, the campus's online digital radio station which hosts music, campus-focused news broadcasts, and student-produced programs. The University was named one of only 46 "Up-and-Comer" universities in the nation in the 2012 edition of the *U. S. News & World Report* college rankings. Stevenson also introduced a new fashion design program in its School of Design. In November 2011, the University concluded the purchase of the Owings Mills site of Shire Pharmaceuticals. The 28-acre site—which includes two buildings totaling 168,000 square feet under roof and a 400-space parking lot—is now the Owings Mills North campus that houses the School of Design and will ultimately house the School of the Sciences.

In February 2012, the School of Graduate and Professional Studies marked a major milestone in its growth, surpassing the 1,000 mark for its number of enrolled students. The school also received approval from the Maryland Higher Education Commission to add two new master's programs, cyber forensics and healthcare management, both focused on areas of workforce growth. During the spring semester, the SU Now Portal focused on expanding its content by adding a new student and faculty-directed sitcom called "The University" to its featured video content. In April 2012, the School of Humanities and Social Sciences brought the prestigious International Drama Conference to Baltimore, which it will host through 2016. Also in April, the University's Archives established the Maryland Bible Society Collection at Stevenson to house and make available for scholarly research the society's historic 400-year-old first edition of the King James Bible, as well as numerous other books and documents. April concluded with the first fashion show hosted by the University's new Fashion Design program.

August 19, 2012 saw the return of NFL football to the Owings Mills campus when Stevenson hosted at Mustang Stadium the Baltimore Ravens' third open public practice of their 2012 training camp. Nearly 3,000 fans came to the site which had served as the team's first training facility.

The fall 2012 semester began with Stevenson again recognized as one of America's "Up and Comers"—one of only 49 colleges and universities nationwide and just 19 regional universities given this designation—in *U.S. News & World Report's* 2013 college rankings. Stevenson was ranked No. 3 among the "Up-and-Comer" Regional Universities-North. In October, the University opened the seventh season of the Baltimore Speakers Series with President Bill Clinton and a sell-out crowd at the Meyerhoff. Fall also saw the launch of the women's ice hockey team.

In November, Stevenson's annual *Career Architecture™* LEGO Challenge for first-year students was highlighted by the unveiling of a LEGO sculpture titled "Career Architecture" by internationally-renowned brick artist Nathan Sawaya. The LEGO Challenge was also featured in a 30-minute documentary called "Brick by Brick: Stevenson University's *Career Architecture™* LEGO Challenge." Produced by Stevenson's in-house video team, the documentary debuted to the public via WBAL TV in January 2013.

In late November 2012, Stevenson announced the hiring of Frederick H. Bealefeld, former Baltimore City Police Commissioner, to serve as Distinguished Professional in Criminal Justice and Instructor in Stevenson's Criminal Justice program. In December, the Greenspring Valley Orchestra,

conducted by Stevenson music professor Robert Suggs, celebrated its 10th Anniversary Concert.

In March 2013, the School of the Sciences hosted the inaugural Dell Lecture in honor of Stevenson Trustee Samuel M. Dell III and his wife Geraldine. The lecture coincided with the awarding of the first Dell Scholarship for outstanding Stevenson seniors studying biology, chemistry, and mathematics. In April, the University announced the expansion of its degree offerings with the addition of bachelor of science programs in biochemistry and environmental science and a master of arts in teaching in biology, chemistry, and mathematics, a STEM-focused degree with secondary education certification.

After more than six decades, Stevenson University remains a dynamic institution focused on developing programs and extracurricular experiences that allow students to acquire the knowledge, professional skills, and personal character traits that empower them to pursue and achieve their life and career goals.

Accreditations

Program Accreditations

- American Bar Association, 321 N. Clark Street, Chicago, IL 60654 (Paralegal Studies Program)
- Council for the Accreditation of Educator Preparation (CAEP), (formerly National Council for Accreditation of Teacher Education - NCATE) 2010 Massachusetts Avenue, N.W., Suite 500, Washington, DC 20036 (Teacher Education Programs)
- Council for Standards in Human Service Education (CSHSE), 3337 Duke Street Alexandria, VA 22314 (Human Services Program)
- Commission on Collegiate Nursing Education, 1 Dupont Circle, NW, Suite 530, Washington, DC 20036-1120 (Nursing Program)
- Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201
- Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201 (Early Childhood Education: Liberal Arts and Technology; Elementary Education: Liberal Arts and Technology; and Middle School Education: Liberal Arts and Technology)
- Middle States Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018 (Medical Technology Program)
- All degree programs are approved for the education of veterans by the Department of Veterans Affairs.

Life at Stevenson

Student Affairs Office

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

Student Life

Athletics at SU

Intercollegiate Athletics

Stevenson University participates in NCAA Division III as a member of the Middle Atlantic Conferences (MAC) with the exception of men's volleyball, which competes in the Continental Volleyball Conference, and women's ice hockey, which competes as an independent. The Mustangs are also affiliated with the Eastern College Athletic Conference (ECAC).

Those interested in participating on one of Stevenson's 23 intercollegiate athletic teams should contact the head coach of that sport using the staff directory under "Inside Athletics" on the athletics website at GoMustangSports.com. You can also find information on the paperwork required by athletic training as well as compliance information for transfers and first-year student athletes there as well.

Intramurals

The intramural program is a part of the National Intramural-Recreational Sports Association organization and provides both competitive and non-competitive sports. The program is open to all students, faculty and staff at Stevenson who are interested in friendly, competitive and on-campus recreational play. Activities offered include basketball, dodge ball, flag football, ping pong, racquetball and soccer.

For more information, contact the Coordinator of Intramurals.

Caves Sports and Wellness Center, New Gymnasium, and Fitness Facilities

The first floor of the Caves Sports and Wellness Center features a fully-equipped fitness center, racquetball court, athletic offices, and athletic training room and team rooms. The second floor is dedicated to classrooms, a commuter student lounge, The John L. Stasiak Academic Link, and a student computer lab as well as faculty and staff offices. It also houses the Wellness Center. The Owings Mills Gymnasium is located adjacent to the Caves Sports and Wellness Center on the Owings Mills campus. Designed to host NCAA Division III playoffs, the gym is 15,000 square feet, has a hardwood floor, and seats approximately 1,500 spectators.

There are three fitness centers available for student use, including two on the Owings Mills campus. The first is located in the Caves Sports and Wellness Center and the second is on the third floor of Mustang Stadium. The third fitness center is located on the Greenspring campus on the bottom floor of the Manuszak Student Union. *To access each fitness center, students must have their SUOne card.*

Clubs and Organizations

Student Government Association

All students are members of the Student Government Association (SGA). The governing body of the SGA includes an executive board and representatives from the senior, junior, sophomore, and freshmen classes. Elections for the SGA Executive Board and class officers take place in the spring. The SGA believes that student participation in the conception and implementation of campus activities and policies promotes not only the intellectual development and maturation of the individual student but also cohesiveness within the campus community. Student government offers students opportunities for the practical application of professional and interpersonal skills and for the development of administrative abilities. In addition, the SGA, by supporting university traditions and serving as the voice of the student body helps to enrich campus life, thus broadening the university experience of every student.

Student 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 are recognized by the SGA. If a club goes inactive, students can meet with the Student Activities Office and begin the process of reactivating the organization.

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

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

Alpha Kappa Alpha Sorority, Incorporated (AKA): AKA is an international service organization that was founded on the campus of Howard University in Washington, D.C. in 1908. It is the oldest Greek-lettered organization established by African-American, college-educated women. Stevenson University's undergraduate chapter of AKA, *Tau Theta*, was chartered on April 3, 2011. Its members are distinguished young women who boast excellent academic records, proven leadership skills, and are involved in the community through advocacy and service.

American Chemistry Society: The American Chemistry Society helps its members network, explore chemistry career options, and learn about science by participating in local and national American Chemistry Society events. The society organizes chapter events, including research seminars, social events, community service, and more.

Anime (Special Interest Club): The Anime Club exists to provide a place for members of the University community to explore the Japanese culture through its customs and various forms of media in an objective environment. The organization

also exists to instill an appreciation for the Japanese art and communication known as anime. Through meetings, movies, and other social gatherings, the club looks at the influence Japanese culture has had on its own art as well as the influence on American art. All interested students are welcome to join.

Association of International Graphic Artists (AIGA): AIGA is a national professional association for designers. The Stevenson University AIGA Student Group, associated with the AIGA Baltimore Chapter, provides opportunities for serious art and design students to meet other students in the major, network with design professionals, and learn more about design technologies through club-sponsored workshops. Major activities include fundraising for students who cannot afford to buy art supplies for school and attending AIGA professional events around Baltimore.

Best Buddies: Best Buddies strives to enhance the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment. Membership is open to all students.

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

Campus Crusade for Christ (CRU): Campus Crusade for Christ is a non-denominational Christian fellowship group. The ministries in which students participate include weekly meetings with music, Bible study, and fellowship. The club also sponsors outreach and service projects.

Catholic Campus Ministries (CCM): Catholic Campus Ministries offers Catholic students opportunities to gather together for spiritual, social, and service events. Students of any faith are always welcome. Communion services are offered every week on campus, and this group offers students an opportunity to go to off-campus services on Sundays.

Criminal Justice Student Association (CJSA): The Criminal Justice Student Association is an organization formed for students planning to work with the law, corrections, or courts. The group hosts events, study time, public speakers, and small group discussions centered on criminal justice as a major and as a career.

Dynamic PR: The Dynamic Club is a public relations club designed to give students interested in this developing field the opportunity to gain a better understanding of PR through real-life applications. Members can also gain new skills that may potentially catapult them to success in a public relations career.

English Club: The English Club is for anyone with an interest in reading, writing, and literature. The Club holds book discussions, attends plays, watches literary films, organizes parties and other social events such as our annual Halloween Party, provides career information for the English field, collaborates on poetry and fiction readings with Spectrum and Proseworks, and so much more. The goal is for people who share a common passion for English to come together and have fun.

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

Equestrian Club: The purpose of the Equestrian Club is to expose students to equestrian activities, such as horseback riding and horse care, and to educate and teach others about horses and equestrian activities. Members of the club ride at local stables, mentor and teach others about horses, and work on educating others about issues affecting the horse industry.

Members also attend equestrian clinics and seminars to expand their knowledge.

Fashion Apparel & Design (F.A.D.): The Fashion Club is a student organization that provides Stevenson University students with opportunities to be involved in fashion-driven and fashion-related activities. The club appeals to students at Stevenson University studying in various areas such as fashion merchandising, fashion design, business, business communication, photography, and art. The activities in the Fashion Club will expand students' knowledge by helping students understand the fashion retail business through activities, workshops, field trips, charities and events.

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

Human Services Club: The Human Services Club parallels strongly with the major. It sponsors charitable, educational, and social activities. Students conduct service projects that benefit needy families, such as donating Christmas gifts to needy children through the Giving Tree Project. The club members will also hear from speakers, such as admissions officers from graduate programs in counseling and social work, and representatives from non-profit organizations like Catholic Charities. Social gatherings include parties as well as recreational field trips.

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

Legal Society: The Legal 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.

Mission: I'm Home: Mission: I'm Home is an organization focused on rehabilitating damaged or destroyed houses enabling displaced families to return home. MIH organizes annual alternative spring break trips to New Orleans, Louisiana, where they partner with the St. Bernard Project in an effort to restore residential areas devastated by hurricane Katrina.

Muslim Student Association: The Muslim Student Association seeks to promote tolerance and respect towards the religion of Islam while also seeking to familiarize the Stevenson community with the Islamic culture and thought by sharing the spirit of Islam with Muslims and non-Muslims.

Mustang Activities and Programming Board (MAP): MAP is a programming board that is responsible for bringing free entertainment to campus, including musicians, comedians, speakers, and novelties. This group works with outside entertainment agents to book touring acts for Stevenson's campuses, including a monthly movie series. All students are welcome to join MAP.

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.

Organization for Latin American Students (OLAS): OLAS was created to serve as a support group for Latin American students where they can embrace and celebrate their culture. The mission of the group is also to educate and inform the Stevenson community about the Latin American culture through educational and social programs as well as to make contributions to the greater Latin American community throughout the Baltimore area through partnerships with organizations.

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

Phi Beta Lambda (PBL): 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.

Phi Sigma Sigma Sorority: Stevenson's chapter of this national and international sorority endeavors to promote friendships and cooperation among college women of all races and creeds, to provide service, to raise the standard of university ideals, and to promote philanthropic efforts. Members sponsor social events and fundraisers and participate in activities with other area chapters.

Photography Club: The Photography Club involves teaching, sharing, and learning about all things related to photography.

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, coordinates volunteer activities in the community, and hosts social activities to increase camaraderie.

Residence Hall Association (RHA): RHA focuses on the interests of resident students by providing opportunities for residents to gather and meet new people across a residential campus. RHA also serves as a way for residents to express their concerns about their residence life experience in addition to planning monthly events.

Service Corps: The Service Corps is a team of dedicated students committed to serving the community while exploring issues related to society and self. The Service Corps has three goals: to have fun and build a solid team experience for all corps members; to create a dynamic atmosphere for learning in which critical thinking and leadership skills are enhanced; and to meet community needs while learning about self, other corps members, and social issues. Corps members meet on four Saturdays during the semester and complete 20 hours of community service.

Sigma Alpha Pi: The Society of Leadership and Success, *Sigma Alpha Pi*, is dedicated to creating lasting positive changes in people's lives. The Society is an organization that helps people discover and achieve their goals. Membership in the Society offers life-changing lectures from the nation's leading presenters and a community where like-minded success-oriented individuals come together and help one another succeed. The Society also serves as a powerful force of good in the greater community by encouraging and organizing action to better the world.

Sounds of Stevenson (S.O.S.) Glee Club: The S.O.S. Glee Club's purpose is to sing and entertain the community with popular, contemporary music. The club gives the opportunity for students to express themselves artistically and musically. It enhances and perfects many skills such as vocal technique and performing skills. One can gain not just musical talent but personal expression and confidence. The club bonds over music and a family is quickly formed.

Stevenson Speaks: This organization aims to give students an opportunity and venue to share performance-based poetry with the student population and surrounding area. Stevenson Speaks gives students a chance to express themselves in a positive manner while also providing a way to learn from each other how to better craft and perform their poetry.

Stevenson University Sovereign Stangs (Step Team): The purpose of this organization is to bring together students who have a common interest in the art of step. These students practice sets of step routine which they perform at university and community events. Group leaders work together to create step routines and collaborate with other group leaders on performances at their events.

Student Athletic Advisory Council (SAAC): The mission of the National Collegiate Athletic Association Student-Athlete Advisory Committee is to enhance the total student-athlete experience by promoting opportunity, protecting student-athlete welfare, and fostering a positive student-athlete image.

SU Social: The purpose of this organization is to bring the diverse SU community together in order to raise common awareness about health issues on and off campus by holding fun, social, and festive events in a safe environment. Students work in cooperation with Wellness Wednesday events and the Wellness Center to promote their themes of the month. For each event, the group donates a percentage of the social event earnings to an organization pertaining to a wellness theme.

Teachers of Tomorrow (TOT): The purpose of Teachers of Tomorrow is to promote the inherent rights, education, and well-being of all children, in home, school, and community; to work for desirable conditions, programs, and practices for children from infancy through early adolescence; to raise the standard of preparation for all those actively involved with the care and development of children; and to encourage continuous professional growth of educators. Membership in the Stevenson branch is open to any person affiliated with Stevenson University whose interests are in harmony with the purposes of TOT.

The Q Group: The purpose of the Q Group is to promote acceptance and support for gay, lesbian, bisexual, transgender, queer, ally, and other students on the campus. The group plans to educate students about the GLBTQA community and encourage a sex-positive environment on the SU campus. The group offers events and activities embracing the GLBTQA students on campus.

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

Community Outreach and Service

Educational Services to the Community

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

Community Service Opportunities for Students

The University encourages and supports community service. Through organizations such as the Stevenson Service Corps, students can serve the community in many ways. The 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. Formal service learning opportunities have been developed within the curriculum of the university. These service learning opportunities are incorporated into classes that are labeled service learning or one-credit options. These classes provide students with the resources to be civically, socially, or culturally engaged in the community in ways that make them aware of the issues and opportunities around them.

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 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 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 second floor of the Dawson Academic Center, 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 Department of Film, Video, & Theatre. In addition, plays including student-directed works are also 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 or 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 does not 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 several concerts each year under the direction of Robert Suggs, Ph.D. 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 Sigma Lambda - National Honor Society for Working Adults

Alpha Sigma Lambda's aim is to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. *Alpha Sigma Lambda* is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. Student members must have completed a minimum of twenty-four (24) graded semester credits at Stevenson. Student members shall be selected from the highest twenty percent of the students with a minimum grade point average of 3.20.

Lambda Epsilon Chi - National Honor Society for the Paralegal Studies Program

Full-time and part-time paralegal students who have a cumulative grade point average of at least a 3.50 or above and who have completed two-thirds of their program are eligible for application for membership to *Lambda Epsilon Chi*. Members are selected by paralegal faculty and staff based on a written

application for membership, faculty recommendations, and demonstration of service and dedication to the legal profession.

Mu Psi - Criminal Justice Honor Society

Mu Psi, Stevenson University's chapter of the *Alpha Phi Sigma* National Criminal Justice Honor Society goals are to promote critical thinking, scholarship, community service, and life-long learning. Students are also encouraged to keep abreast of the advances in research, to elevate the ethical standards of the criminal justice professions, and to sustain in the public mind the benefit and necessity of education and professional training.

Membership in *Mu Psi* is extended to those students that have completed at least three full-time semesters, 12 credits in the Criminal Justice field, a cumulative grade point average of 3.0 on a 4.0 scale, as well as, a 3.2 average in Criminal Justice courses and are in the top 35% of their class.

Sigma Alpha Pi - National Leadership Honor Society

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

Sigma Theta Tau International - Honor Society of Nursing

Rho Epsilon, Stevenson University's chapter of *Sigma Theta Tau* International, is open to undergraduate and graduate nursing candidates who demonstrate scholastic achievement, academic integrity, and leadership qualities. Undergraduate 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 3.00 GPA; and ranking in the top 35% of their class. Graduate candidates are invited to join the society when they meet the following eligibility requirements: completing at least one-quarter of the graduate curriculum; maintaining at least a 3.50 GPA; and meeting the expectation of academic integrity. Nurses in the community who demonstrate excellence in practice and leadership may also be nominated. A formal induction ceremony is held during the spring semester. The purpose of *Sigma Theta Tau* International is to create a community of leaders and scholars in practice, education, and research to enhance the health of all people. The society supports learning and professional development of members to improve nursing care worldwide.

Campus Resources and Support Services

Dining Services

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

The Marketplace is an innovative, all-you-care-for dining experience located in the Rockland Center at Owings Mills. Featured foods range from home-style entrees, grill, made to order sandwiches, salads, signature desserts, and more! As a result of student feedback, The Marketplace is now open for extended hours.

In addition, Pandini's, a warm and inviting Italian eatery, is also located on the first floor of Rockland and offers a menu of hand-stretched gourmet pizzas and flatbread sandwiches with operating hours separate from the Marketplace. Pandini's includes comfortable seating and plasma televisions to enhance the experience. The popular coffee shop, Jazzman's Café, is in the nearby Ratcliffe Community Center, offering signature coffees, Simply To Go and convenience items. A second

Jazzman's Café has opened in the lower level of the Brown School of Business and Leadership to accommodate students during busy classroom hours. Meal plan blocks and flex dollars are accepted at all Owings Mills dining locations.

On the Greenspring campus, the Mustang Corral offers a-la-carte options Monday through Friday in the Manuszak Student Union. Everyone is welcome, and students on meal plans can use their blocks and flex dollars in this location. Our *fuel* station offers prepared foods that reflect the hottest trends in dining: fresh, ethnic, unique, and local. Sandella's provides fresh wraps and personal pizzas. The Mustang Grill offers students their favorite combos. Also available is an array of Simply To Go take out items from crisp salads and fresh fruit to sandwiches. On the lower level of the Manuszak Student Union, SubConnection offers a tasty menu of subs and sandwiches.

Stevenson University has introduced off-campus use of flex dollars to enhance your dining experience. This feature allows flex dollars to be used at many participating merchants in the Owings Mills area. Interest in this program throughout the University community is very high from both students and merchants. For a list of current participants, please visit Stevenson Flex online.

Career Services and Experiential Learning

Career Services provides all students with a variety of career-focused programs, services, and resources. Beginning with the freshman First-Year Seminar, Stevenson University's unique *Career Architecture*SM process is infused throughout the students' college career to help them realize their values, strengths, interests, and uniqueness. This powerful process will prepare students as competent and skilled new professionals ready for the competitive world of work.

The Career Services staff works with students to develop the skills, experiences, and confidence needed for success. Expert career advice and individualized attention help students grow in their career development. Career Services staff can also help students with résumé critiques, job search assistance, mock interviews, career assessment tools, career counseling, networking strategies, and graduate or professional school preparation. Students can meet and network with employers through participation in on-campus recruiting for internships and full-time entry level jobs, career seminars and workshops presented by business and community leaders, career fairs and networking events, business etiquette seminars, and many other events. Career Services maintains a comprehensive career website through their portal page which hosts information on job and internship opportunities, on-campus recruiting, career planning, job success tips, résumé and interviewing resources, and much more. This site also hosts the Career Architecture Guide, a comprehensive tool for students embarking on the career planning and job search process.

In addition, the Office of Career Services maintains an online recruiting tool, called Stevenson Career Connections, which includes internships, service learning, research, and full-time job opportunities. Students upload their resumes in Stevenson Career Connections, and they are then reviewed for quality control by professional staff members in Career Services.

Through experiential learning, students have the opportunity to use the skills and knowledge they have acquired in the classroom and apply them on the job. Experiential learning also enables students to become civically engaged and aware of the real life issues that they will encounter in the world when they graduate. The Career Services Office, in collaboration with faculty, supports the career development and life experiences that develop Stevenson University students into prepared and skilled emerging professionals for the working world.

Library Services

Library services at Stevenson University are available virtually through the Library webpage library.stevensonuniversity.org and at two campus locations, Greenspring and Owings Mills. The library offers students access to over 60 databases, featuring the full text of electronic journals, magazines, newspapers, and more. A few of the databases to which the Stevenson University Library subscribes include JSTOR, Lexis-Nexis Academic, Business Source Complete, The Baltimore Sun, Material Connexion, and Science Direct. Approximately 28,000 full text magazines, journals, and newspapers are also available, and over 78,000 eBooks form a significant academic resource for students and faculty. Most of these electronic resources are searchable from home or office. The OneSearch tool, available from the Library website as well as the Portal page, enables researchers to easily find books, articles and more through a single search box.

Traditional collections are housed mainly at the Greenspring Campus Library. The Brown School of Business and Leadership library at Owings Mills also houses materials in paralegal studies, business, forensic studies, information technology, and related disciplines, as well as leisure reading selections.

Stevenson University researchers also have access to over a million volumes through the library's membership in the Maryland Interlibrary Consortium (MIC), shared by five area college and university libraries. Students can request materials through the local catalog (SHARC) and nearby academic libraries will deliver to the Greenspring and Owings Mills campuses within 24-48 hours of request. Details are on the Stevenson library website.

Knowledgeable and approachable library staff members stand ready to aid Stevenson University students to identify and locate vetted resources appropriate for their assignments. Reference and research help are available in person, by phone, and electronically via text, chat and email. Through the AskUsNow virtual reference service, Stevenson students have live chat access to a librarian 24 hours a day, seven days a week.

Students also have a choice of study environments at both library locations, which have wireless network access, individual study carrels, and listening viewing rooms. They also have group study areas, computer lab/library instruction classrooms, and quiet study areas. The Brown School of Business and Leadership Library features extended late hours during the regular semester. There are 56 public computers at the Greenspring Library and 32 at the Brown School of Business and Leadership Library. Both locations feature Mac computers. Students can print in color or black and white using multiple printers at each library location.

During the regular semester, the Greenspring campus library is open Monday through Thursday, 8:00 a.m. to 10:00 p.m.; Friday, 8:00 a.m. to 6:00 p.m.; and Saturday, 10:00 a.m. to 4:00 p.m. The Brown School of Business and Leadership Library is open at noon on Sunday, remaining open continuously until 8:00 p.m. on the following Friday, and on Saturday from 10:00 a.m. to 6:00 p.m. Visit the Stevenson University Library website for the latest information regarding library hours and services.

New Student Orientation

An online orientation which includes Blackboard instruction (the University's online course management system) is required for all students taking online and accelerated classes. In addition, an onsite orientation is held for new students prior to the start of each session. Students are provided with information about the academic, social, extra-curricular and personal services available at the University.

Student Handbook and Planner

All students receive a *Student Handbook and Planner* which tells about resources available on campus, gives general information

and regulations, lists some University policies of particular relevance to students, and contains helpful hints and a usable calendar containing many of the University's events. The *Student Handbook and Planner* 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 stevenson.edu.

Student Publications

The Villager, the student newspaper, is issued bi-weekly during the school year and appears online as well. 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, photography, and artwork submitted by students, faculty, staff, and alumni. Submissions are selected anonymously and edited by student *Spectrum* staff. A one-credit general education option is available for students interested in editing and working on the *Spectrum* staff.

ProseWorks is an online journal, featuring work in prose, with a special interest in the artful, the provocative, and the inspiring. *ProseWorks* embraces the realms of fiction and 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 Store

Located in the Boulevard Corporate Center adjacent to Mustang Stadium in Owings Mills, the Campus Store has available required and recommended books for courses offered through the School of Graduate and Professional Studies and supplies for classroom use. A wide variety of other goods and services are for sale, including accessories, a large selection of Stevenson imprinted clothing, gift items, and magazines.

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

Students may also purchase merchandise and textbooks from the Campus Store online. Specific ISBNs for textbooks can be found on the University store website.

University Store

Located on the first floor in the Manuszak Student Union on the Greenspring campus, the Stevenson University Store has available required and recommended books for traditional courses and supplies for classroom use. A wide variety of other goods and services are for sale, including accessories, a large selection of Stevenson imprinted clothing, gift items, and magazines.

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

Students may also purchase merchandise and textbooks from the University Store online. Specific ISBNs numbers for textbooks can be found on the University Store website.

Verizon Center for Excellence in Teaching and Learning

Equipped with sophisticated teaching enhancement technology, the Verizon Center for Excellence in Teaching and Learning at

the Greenspring campus provides wireless Internet and full-motion video capabilities to allow interaction between the Stevenson community and students and presentations at remote locations. Each of the two classrooms accommodates 24 students, provides individual monitors, and features large video screens at the front and rear of the room.

Tutoring and Academic Assistance

Academic Advising

Academic advising allows students to plan University experiences and coursework to achieve personal and career goals. Each student is assigned an academic advisor who specializes in the selected major program. Those students who are still deciding about their major will receive specialized advising. 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 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. Academic advising from the Office of Academic Support Services is also available to all students by appointment. Students who are considering transferring, changing majors, or who need specialized assistance should contact the Office of Academic Support Services.

Prior to registration, students with fewer than 30 completed credits, students without a declared major, and students in certain programs (as designated by the department chair) are required to meet with their advisor to review their schedule. It is the advisor's responsibility to check off the advised student in WebXpress so that registration will be enabled for the student. Students are also required to use E-Advising as they plan for upcoming semesters. All students, regardless of major or year, are strongly encouraged to consult with their advisor prior to registration. After registration, students should submit their signed registration form to the Registrar's Office as verification of advisor approval of courses.

Academic counseling is also available to students interested in attending graduate or professional schools after receiving a baccalaureate degree. Students should begin the application process in the junior year by consulting their academic advisor or other appropriate persons in their major and reviewing the steps necessary for admission to the graduate school of their choice.

Since colleges and universities vary with respect to courses required by the various curricula, students should make certain that their program will satisfy the regulations of the institution to which they seek admission and that they have the necessary qualifications and capabilities. Students should consult with their academic advisor or department chair for specific graduate school requirements; however, each student is responsible to see that he or she takes the courses necessary for admission to the chosen professional or graduate school.

Online Tutoring

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

Tutoring Center: The Academic Link

The Academic Link, nationally certified by the College Reading and Learning Association, serves as Stevenson University's tutoring center. This student-oriented center "links" students to

a wide array of support services and programs to help students achieve academic success and attain their goals. The Link's mission is to provide services and resources to students and faculty which will enhance student satisfaction, strengthen academic performance, and improve retention.

Students work with dedicated peer and faculty tutors as a team to increase their understanding of course content and to grow as independent learners. Students are encouraged to visit The Link to schedule tutoring appointments, use the computers, or study in the learning environment of The Link. Test administering 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 University is pleased to offer the Academic Link on two campuses:

The John L. Stasiak Academic Link, Owings Mills Campus: Caves 249, 443-394-9300

The Academic Link, Greenspring Campus: Knott Hall 201, 443-334-2285

Visit the Link's website at academiclink.stevensonuniversity.org.

Campus Technology

Stevenson University is committed to providing its students, faculty, and staff with secure and reliable computer technology and network infrastructure. The Office of Information Technology (OIT) is responsible for much of the technologies used throughout both campus locations. This includes the computer labs, classrooms, residence halls, faculty and staff offices, administrative processes, and network operations.

OIT operates two data centers, one on each campus, to achieve a high level of availability and performance. Both campuses have hard-wired and wireless networks with many classrooms and residence halls connected at gigabit speeds. Our balanced dedicated digital high speed connection to the Internet is rated at 400 Mbps to provide students fast and reliable access.

Among the 12 dedicated computer labs on campus are several labs that are open for general student use at almost any time. These labs offer Mac and PC computers with the latest software needed for academic work.

Usage Policy

Stevenson University's computer labs are for the use of currently enrolled students, faculty, staff, and administrators only. These labs are for class-related and University assignments and are not for personal use. All computer users are expected to observe and comply with the University Policy on the use of computers or face access or disciplinary sanctions. Food and drink is prohibited in labs. Furthermore, because these facilities are specifically for academic purposes, no computer gaming is allowed. Students not actively working on class assignments when the lab is full, (e.g. browsing the Internet or instant messaging) will be asked to leave to make space for others who need to complete class assignments. Students are requested to use headphones while listening to computer audio in the lab environment. Cell phones should be set to vibrate, and all calls should be taken outside of the classroom and lab environment.

In addition to the computer labs, students are permitted to connect their personally-owned computer to the campus network for the purpose of conducting classroom assignments or school related business. Students are prohibited from hacking/cracking, sniffing, and other improper network activities, all of which are defined in the *Computer Usage Policy*. Violations of this policy may result in access restrictions and/or severe disciplinary actions. All users are strongly encouraged to read the full policy found at oit.stevensonuniversity.org.

Technology Helpdesk

Tech Connection is located both on the Greenspring campus, on the third floor of the Dawson Center, Room 302, and on the Owings Mills campus in the Brown School of Business and Leadership, Room 107 on the lower level. Any technology-related assistance can be acquired at these facilities by students, faculty, staff, and administrators or by calling 443-334-3000 or x3000 from on campus. Students may also contact Tech Connection by sending an email to helpdesk@stevenson.edu, or by visiting the Stevenson University home page and following the quick links to the Tech Connection website.

Technology assistance is available by phone during the days, evenings, and Saturdays when the University is open. Support is available to all students, faculty, and staff needing help with any University-owned technology. For troubleshooting or repairs to PC's not owned by Stevenson University, it is highly recommended that all students and faculty maintain service plans through the manufacturer. The Tech Connection staff cannot provide support for these types of issues.

Additional guidance information is available at the OIT website, oit.stevensonuniversity.org and at the Tech Connection offices on both campuses.

Computer Logins

Each student, faculty, and staff member must have an individual computer login ID to use the computer equipment and network resources. Students must have read and signed the *University Policy on the Use of Computers* before receiving their login ID. Students should never share their ID or password with anyone, not even the members of Tech Connection or OIT. Students will be held responsible for all activity conducted under their login.

Remote Connectivity

Stevenson University offers the capability for students, faculty, and staff to connect to various services on the University's network from off-campus via the Web. SU currently supports remote connectivity for Microsoft Windows XP, Windows Vista, Windows 7, and Mac OS X. Please contact Tech Connection at x3000 or 443-334-3000 for details.

Francis X. Pugh Courtroom

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

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

The Wellness Center

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

Student Health Services

The Wellness Center offers limited primary care services by appointment with the University's physician, nurse practitioner, or nurse. A minimal fee will be charged to the student's account for services and supplies; private health insurance is not accepted for payment. Tuberculin skin testing and free HIV testing are offered periodically during each semester.

Health Services has numerous informational brochures and videos addressing health issues and will offer assistance with community referrals. Health awareness as well as promotion events are held frequently throughout the year and include health education, screenings, and guest speakers. These events are sponsored by the Wellness Center and Responsible Education Awareness Leaders (R.E.A.L), our peer education group. The R.E.A.L. team also partners with various Stevenson University community clubs and departments.

Student Health Requirements

All full-time commuter and resident students are required to have the *Stevenson University Student Health Form* completed and on file in the Wellness Center by August 1 for fall entrance and January 2 for spring entrance. All full-time students are required to complete this form even if they are turning in other health related records to other departments. Please refer to those specific departments for any health requirement questions, i.e. Athletics, School of the Sciences, and GPS. If a student was previously a part-time student and is now taking 12 or more credits, a *Student Health Form* must be completed. Students do not need to resubmit the *Student Health Form* every year. Students who have been away from Stevenson University for at least 2 years and are reapplying for admission as a full-time student must complete another *Student Health Form*.

In addition, all students living in Stevenson University residential housing are required to be immunized against meningococcal disease (meningitis). If the first dose of meningitis vaccine was administered before the student's 16th birthday, a booster will be required before moving into residence on campus and the meningitis vaccination must not be older than 5 years from the date of move-in (Health-General Article 18-102(b) Annotated Code of Maryland 10.06.05 Meningococcal Vaccination Requirements for Students in Institutions of Higher Education). If you are a commuter student who decides to become a resident, you are required to comply with additional immunization requirements as stated on the *Student Health Form*.

Failure to submit a completed *Student Health Form* will block a student from registering for future classes and/or lead to removal from housing.

Counseling Services

From time to time, students are presented with concerns or problems that require challenging decisions and effective coping strategies. Talking with a professional counselor is an opportunity for a student to explore issues that may be interfering with their success and happiness in college. Counseling is a confidential process designed to help students learn more about themselves, address their concerns and problems, and to discover effective solutions. Some of the typical concerns students may have include adjustment difficulties,

anxiety, depression, substance abuse, sexual assault, identity issues, and self esteem. Counseling is confidential and provided free for 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 and are not eligible for financial aid. While enrolled, non-degree students must meet the same academic standards for continued enrollment as degree students.

Admissions Procedures and Processes

Admission to Accelerated Undergraduate Programs

Admission requirements for the accelerated programs in business administration, business communication, business information systems, criminal justice, computer information systems, interdisciplinary studies, and paralegal studies consist of the following:

1. Completed application for *Accelerated Undergraduate Admissions*.
2. Two years of professional work experience.
3. Official college transcripts from each post-secondary institution previously attended.
4. At least 15 transferable credits with a minimum cumulative GPA of 2.50.

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. A minimum cumulative GPA of 2.50.
4. Completion of ENG 151 and ENG 152 or equivalent.
5. Official college transcripts from each post-secondary institution previously attended.
6. Two professional recommendations completed by supervisor or peer.

Admission to the RN to MS program option requires the following:

1. Current Maryland registered nurse's license in good standing.
2. Completed application for *Accelerated Undergraduate Admissions*.
3. A minimum cumulative GPA of 3.0.
4. Completion of ENG 151 and ENG 152 or equivalent.

5. Official college transcripts of all previous post-secondary coursework.
6. Two professional recommendations completed by supervisor or peer.

Transfer of Credit

Students desiring to transfer from another college and enroll in a degree program at Stevenson University must submit official transcripts of all previous college records. Stevenson University will accept a maximum of 70 transfer credits from a regionally accredited community college and 90 credits from a regionally accredited four-year institution. A matriculated student must complete the last 30 credits of their degree at Stevenson University.

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

All transferable courses must be comparable to courses offered at this University. Classes that do not transfer include developmental/remedial, personal development, orientation courses, and credit given for portfolio work and internships by the other institution. Regardless of the number of transfer credits accepted, students must still complete the academic program requirements as shown in the *Stevenson University Catalog* and on the student's degree audit. Incoming transfer students have access to their degree audit through WebXpress after registration. Upon acceptance, evaluated transfer credit may be viewed through WebXpress.

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

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 3.00 on a four-point scale. All applicants are given opportunities to discuss their professional experience in the areas of their desired programs via the résumé and writing samples.

Admission to the Business and Technology Management, Forensic Science, and Forensic Studies programs requires the following:

1. Completed *Graduate Application*.
2. College transcripts of all previous post-secondary coursework.
3. Writing sample—250-350 words.
4. GRE Scores—Standardized test scores are optional for all graduate programs.
5. Letters of recommendation—academic or work-related (Optional).
6. Résumé of professional experience (Optional).

Admission to the Cyber Forensics program requires the following:

1. Completed *Graduate Application*.
2. College transcripts of all previous post-secondary coursework.
3. Writing sample—250-350 words.
4. Two letters of recommendation—academic or work-related.
5. Résumé of professional experience.

Admission to the Healthcare Management program requires the following:

1. Completed *Graduate Application*.
2. College transcripts of all previous post-secondary coursework.
3. Writing sample—250-350 words.
4. Three letters of recommendation—academic or work-related.
5. Résumé of professional experience.

Admission to the Nursing program requires the following:

1. Completed *Graduate Application*.
2. Verification of Registered Nurse Licensure.
3. Completion of a baccalaureate degree in nursing.
4. College transcripts of all previous post-secondary coursework.
5. Writing sample—250-350 words.
6. Two letters of recommendation—academic or work-related.
7. Résumé of professional experience.

Admission to the Master of Arts in Teaching program requires the following:

1. Completed *Graduate Application*.
2. College transcripts of all previous post-secondary coursework.
3. Completion of baccalaureate degree in a science or math discipline.
4. Completion of Praxis I (PPST) or achievement of the qualifying SAT, GRE, or ACT scores.
5. Completion of requirements for the Field of Licensure.
6. Two letters of recommendation - professional colleagues.

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.

U.S. Permanent Residents

Applicants who are currently United States permanent residents must meet all the stated admissions requirements and follow the same application procedures as U.S. citizens. However, permanent residents must also submit a high quality copy of the front and back of their valid U.S. Permanent Resident Card. The Admissions Office will not process the application without this

component. Refugees and asylees must provide proof of legal residence in the U.S.

All permanent residents and most other eligible non-citizens can apply for federal need-based financial aid programs. Applicants for traditional undergraduate programs are also automatically considered for merit-based scholarships.

International Students

All international students, except documented U.S. permanent residents and other eligible non-U.S. citizens, should submit all application requirements by April 1st for fall admission and September 1st for spring admission. Decisions are released in writing on a rolling basis. Applications completed after the deadline may not be considered for that semester but will be reviewed for the following semester upon receipt of a new application.

Admissions Requirements for International Students

Freshmen: International students applying as incoming freshmen with no post-secondary school education must submit the following:

1. *Undergraduate Application for Admission* – The online application at stevenson.edu is preferred.
2. Proof of English Proficiency – International students must demonstrate a satisfactory level of English proficiency. Any student whose native language is not English must submit an official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing system) 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 taken the internet-based TOEFL test should have no individual section score lower than 20. Students who have taken the IELTS should have a minimum overall band score of 6.5 and no individual score lower than 6.0. Students who have earned a score of 520 or higher on the SAT Critical Reading Test may possibly be exempt from the TOEFL or IELTS requirement. The website for TOEFL information is ets.org, and the website for IELTS is ielts.org.
3. Official Transcripts - All applicants who have (or will) complete secondary school outside the United States must either submit official transcripts for evaluation directly to World Education Services (WES), at wes.org or submit a letter from an official at the school that fully explains the grading scale and curriculum offerings/requirements of the school. This letter should also contain the name and contact information of a school official who can serve as a point of contact throughout the applicant's application process. Students attending a U.S. accredited high school outside the United States must submit an official high school transcript but are not required to provide a transcript evaluation.
4. SAT or ACT Scores - Official SAT or ACT scores must be sent directly from the College Board at collegeboard.com.
5. Letters of Recommendation - Submit at least one recommendation from a teacher and/or counselor. Applicants can use the downloadable recommendation form on our website.
6. Essay - Applicants must submit a response to a single essay question. Essay topics are provided on each version of the application. Please note that the essay should be approximately 500 words, even though the *Common Application* says responses can be as short as 250 words. In addition, please provide a 100-word answer to the short response question listed on the application.
7. Required Documents – A legible and high-quality copy of the unexpired passport identification page is required of all international students. International students currently attending a high school in the United States must also submit a copy of his or her current Departure Record (I-94) and U.S.

visa. International students currently holding an F-1 or F-2 visa must submit a copy of his/her Certificate of Eligibility (I-20).

8. Official Bank Statements - All non-Canadian citizens holding or intending to seek an F-1 student visa must submit current official bank statement(s) in English verifying the student's financial resources in U.S. dollars for the entire cost of attendance for one year. The cost of attendance can be found at: stevenson.edu/admissions/financial-aid/need.asp.
9. Financial Resource Statement - All non-Canadian citizens holding or intending to seek an F-1 student visa must complete the *International Student Declaration of Finances* form which can be downloaded from: stevenson.edu/admissions/undergraduate/international.asp.

Traditional Transfer Students: International students transferring from another post-secondary college or university must submit the following:

1. *Undergraduate Application for Admission* – The online application at stevenson.edu is preferred.
2. Proof of English Proficiency – International students must demonstrate a satisfactory level of English proficiency. Any student whose native language is not English must submit an official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) 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 taken the internet-based TOEFL test should have no individual section score lower than 20. Students who have taken the IELTS should have a minimum overall band score of 6.5 and no individual score lower than 6.0. International students who have completed courses equivalent to ENG 151 and ENG 152 at Stevenson University with a grade of "C" or higher may possibly be exempt from the TOEFL or IELTS requirement. The website for TOEFL information is ets.org and the website for IELTS is ielts.org.
3. Transcripts and Certificates of Previous Academic Work - International students who have attended or who are currently attending a U.S. post-secondary institution must submit official transcripts from all institutions. Students who have completed post-secondary coursework outside of the U.S. must submit these records for evaluation directly to either World Education Services (WES) at wes.org or the American Association of Collegiate Registrars and Admissions Officers (AACRAO) at aacrao.org. Transfer students who have completed less than 30 credits (as determined by a Stevenson University credit evaluation) will be required to submit an official U.S. high school transcript or evaluation of a non-U.S. secondary school transcript.
4. Required Documents – A legible and high quality copy of the unexpired passport identification page is required of all international students. International students currently attending a college or university in the United States must also submit a copy of his or her current Departure Record (I-94) and U.S. visa. International students currently holding a student (F-1) visa must submit a copy of his/her Certificate of Eligibility (I-20).
5. Official Bank Statements - All non-Canadian citizens holding or intending to seek an F-1 student visa must submit current official bank statement(s) in English verifying the student's financial resources in U.S. dollars for the entire cost of attendance for one year. The cost of attendance can be found at: stevenson.edu/admissions/financial-aid/need.asp.
6. Financial Resource Statement - All non-Canadian citizens holding or intending to seek an F-1 student visa must complete the *International Student Declaration of Finances* form which can be downloaded from: stevenson.edu/admissions/undergraduate/international.asp.

Additional Requirements for Accepted F-1 students:

1. Enrollment Deposit - The enrollment deposit of \$300 must be submitted before May 1 for fall semester entrance and December 1 for spring semester entrance. The deposit is non-refundable after these dates. The Certificate of Eligibility (I-20) will not be issued until the deposit is received.
2. Stevenson University Health Form - The University's health form, downloadable from our website, must be completed in its entirety and mailed to the Stevenson University Wellness Center before August 1 for fall entrance and January 2 for spring entrance. All students planning to live on campus are also required to be immunized against meningococcal disease, per Maryland State law.
3. SEVIS Fee - Accepted F-1 international students are responsible for paying the Student and Exchange Visitor Information System (SEVIS) fee. See fmjfee.com.
4. Full-time status - Undergraduate freshmen and transfer students on an F-1 visa must take a minimum of 12 credits each semester.

Scholarships – Freshmen and transfer undergraduate students in traditional programs are automatically considered for merit scholarships. The scholarship review is based on secondary school performance and SAT or ACT scores for freshmen and previous post-secondary school academic coursework and grades for transfer students. Federal financial aid programs are restricted to documented U.S. citizens, U.S. permanent residents, and some other eligible non-U.S. citizens.

1. Canadian citizens: The Admissions Office will review your transcripts, grade point average, and any other criteria needed to determine your eligibility to receive a Merit Scholarship. The Stevenson University Financial Aid Application for Canadian Students must be completed if you wish to be considered for an SU need-based grant. This form may be found on the Financial Aid website at: stevenson.edu/admissions/financial-aid/forms.asp. Following the receipt of your Stevenson University financial aid award, you must submit current official bank statement(s) in English, verifying your financial resources in U.S. dollars, as well as the International Student Declaration of Finances form, which can be downloaded from the Admissions website under FAQ's, International Students, for the remaining balance of the cost of attendance for one year. The cost of attendance can be found at: stevenson.edu/admissions/financial-aid/need.asp.

Military Service Members

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

Yellow Ribbon Program

The Yellow Ribbon program is part of the Post 9/11 GI Bill specifically designed for students wishing to attend private colleges and universities. This program allows institutions of higher learning to fund tuition expenses that exceed the Department of Veteran Affairs' annual cap. For the 2013-14 academic year, the VA will pay a maximum of \$19,198.31 to any private college or university, based on a student's percentage of eligibility. For eligible students, Stevenson and the VA will divide any remaining tuition and fee charges 50/50 so that they are covered in full. Please note that tuition and fees do not include on-campus housing or meal plan charges; these expenses need to be paid by the student.

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

Veterans interested in using veterans' educational benefits should submit their application online through the Department of Veterans' Affairs website. The VA will determine eligibility and will send the student a letter which will indicate their percentage of benefits (40-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the GI Bill's website:

gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.html.

The student should forward his Certificate of Eligibility to the School Certifying Official in the Registrar's Office as soon as it is received. Any questions regarding the use of educational benefits should be directed to the school certifying official.

Non-Degree Students

Accelerated Undergraduate Students

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

1. *Special Application for Non-Degree Status* form.
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 wish to take a course that has a pre-requisite must submit a college transcript verifying successful completion of the pre-requisite course.

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

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

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

Graduate Students

A student may enroll in graduate courses without seeking a graduate degree. Such students must complete a special application for non-degree status which must be approved by the Dean of the School of Graduate and Professional Studies. The criteria for admission are the same as those for degree-seeking students. Not more than six credits may be taken while under this status. Financial aid is not available for non-degree seeking students. 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 a shorter timeframe. Participating master's degree programs and related admissions requirements are listed below.

Business and Technology Management, Forensic Studies, or Healthcare Management

Students develop an educational plan in consultation with both their undergraduate academic advisor and the appropriate graduate program coordinator. Business administration, accounting, business information systems, computer information systems, criminal justice, paralegal studies majors, or those students in other majors with permission from their undergraduate department chair or dean, may pursue the BS/MS option in business and technology management or forensic studies. In order to be admitted to the BS/MS option, the student must

- Have completed at least 60 undergraduate credits at the time of application.
- Have a minimum 3.00 GPA, or permission from the undergraduate dean or department chair.
- Meet with the undergraduate academic advisor to discuss suitability for this option.
- Submit a completed *Application to Enroll* and a completed *Graduate Application*.
- Maintain a 3.00 minimum GPA while in the BS/MS option.

Forensic Sciences Option in Biotechnology Program

Biotechnology majors may pursue the BS/MS option in forensic sciences. Students who wish to pursue this 4+1 program earn a B.S. in Biotechnology in four years and an M.S. in forensic sciences in as little as one additional year. Students must maintain a cumulative and science/math GPA of 3.00 or better and a grade of "C" or better in all science and mathematics courses. Admission to the program is selective, and students must apply to the master's program in their third year. Program applications will be available September 1st and due by October 1st. In order to be admitted to this BS/MS Option, the student must

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

Forensic Sciences Option in Chemistry Program

Chemistry majors may pursue the BS/MS option in forensic sciences. Students who wish to pursue this 4+1 program earn a B.S. in Chemistry in four years and an M.S. in forensic sciences in as little as one additional year. Students must maintain a cumulative and Science/Math GPA of 3.00 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 Dean of the School of the Sciences 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.

Readmission and Reinstatement

Undergraduate Readmission

Students who attended Stevenson University and were in good academic standing at the end of their last semester at SU must

apply for readmission if absent from the University for three or more consecutive semesters. Students must file the *Application for Readmission/Reinstatement*, downloadable from the Admissions website, with the Admissions Office. If the student attended any other college since leaving Stevenson, he or she must submit an official transcript from each college or university attended. Readmission is not complete until all official documents are received. Students are encouraged to apply early in order to take full advantage of early registration, advising, and course availability. Normal processing time is approximately two weeks.

Students who were absent from the University two semesters or less do not need to apply for readmission and should contact their student support coordinator in the School of Graduate and Professional Studies to register for classes. Official transcripts of any work taken at another institution must be submitted directly to the School of Graduate and Professional Studies.

Undergraduate Reinstatement

Former Stevenson University students who were academically dismissed at the end of the last semester enrolled here must apply for reinstatement to the University. Students must file the *Application for Readmission/Reinstatement*, that is available on the Admissions website. Applicants must submit all requirements as indicated in the application before the application will be reviewed by the Academic Review Board. The Board will interview the student and make the appropriate recommendation. Recommended deadlines for reinstatement are May 1 for the fall semester and November 1 for the spring semester. Reinstatement is not guaranteed. Students will be informed of the decision at the conclusion of the Academic Review Board interview.

Graduate Student Reinstatement Policy

Students who have been academically dismissed, may apply for reinstatement. *Students are not eligible to apply for reinstatement until six months from the date of the academic dismissal.* The following materials must be submitted to the Graduate Admissions Office in order to be considered for reinstatement:

- Completed application for reinstatement.
- Official college transcript from each college or university attended since leaving SU.
- Official GRE or GMAT scores.
- Written statement explaining circumstances leading to the applicant's poor academic performance.
- Additional pertinent information may be submitted at the applicant's discretion, such as medical documents, letters of reference, and/or recommendations.

Reinstatement is not guaranteed. Students who are reinstated must receive a grade of "B" or higher in all remaining courses. Additional conditions may apply.

Placement

Advanced Placement

Incoming students who submit Advanced Placement (AP) 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.

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

WebXpress. Transfer students who took AP tests in the past should request their scores be sent to Stevenson from the College Board. More information can be found by visiting the Admissions website. For questions about AP credit, contact the Registrar's Office.

International Baccalaureate

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

Prior Learning Credit

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

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

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

1. **CLEP Examinations.** CLEP, a program of the College Entrance Examination Board, is a nationwide system of credit-by-examination. Stevenson does grant credit to undergraduate Stevenson students earning Stevenson designated passing scores on CLEP exams. Students who are interested should contact the Credit for Prior Learning Coordinator for the School of Graduate and Professional Studies for details about which exams are the equivalent of selected Stevenson courses. If the student achieves the designated passing score on an accepted examination, and submits official documentation of the test results, college credit will be awarded.
2. **Departmental Challenge Exams.** Undergraduate students wishing to earn credit by taking a Stevenson departmental challenge exam should contact the Associate Dean for Accelerated Undergraduate Programs. Graduate students should contact the Student Support Coordinator. The content of departmental examinations is determined by the academic department 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. The cost for portfolio review is \$600.

To qualify to petition for prior learning credit through the portfolio, students must meet with the Associate Dean for Accelerated Programs and submit documentation of at least three years full-time and/or five years part-time professional or community experiences, be in good academic standing (cumulative GPA 2.00 in course work at Stevenson University), and seek approval of the Dean of the School of Graduate and Professional Studies for specific courses for which to petition for credit.

Up to thirty college credits may be petitioned through the portfolio process for the undergraduate student, six for the graduate student. Each course must receive prior approval by the Dean of the School of Graduate and Professional Studies. Completed portfolios are reviewed by faculty evaluators who determine a grade of "P" (Pass) or "NC" (for "No Credits Awarded"). Credits are awarded only if students successfully demonstrate that their documented experience meets the requirements of the course petitioned. Awarded credits are posted on the student's transcript and are counted toward degree completion requirements.

Financial Information

Costs

Tuition and Fees (2013–2014)

Accelerated Undergraduate Students

Tuition (per credit)	\$ 495
Combined Registration and Technology Fees (per semester)	125

Accelerated Graduate Students

Tuition (per credit) (business & technology management, forensic studies, forensic sciences)	\$ 620
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Tuition (per credit) (nursing, healthcare management)	\$585
Combined Registration and Technology Fees (per semester)	125

Miscellaneous Fees

Return Check Fee	25
Transcript Fee (per copy)*	3
Graduation Fee	25

*Normally transcript requests are processed within three working days.

Same-day service for transcripts is available for a charge of \$10.

Students must make requests for same-day service in person in the Registrar's Office. Official transcripts can also be ordered using WebXpress.

Refund Policy

Tuition is refundable according to the following schedule:

Accelerated Undergraduate and Graduate Hybrid Classes:

Monday after first class meeting	100%
Tuesday after first class meeting and beyond	0%

Accelerated Undergraduate and Graduate Online Classes:

8th calendar day after start of session	100%
9th calendar day after start of session and beyond	0%

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

Financing Options

Stevenson University offers a payment plan option through Tuition Management Systems (TMS). Payment plans are the sensible approach to paying education expenses. They allow for smaller, affordable payments instead of paying the balance in one large lump sum.

The plan requires regularly scheduled payments over a five month period for each semester. The enrollment fee is \$45. This is not a loan program; there are no interest or finance charges. For additional information, contact Tuition

Management Systems directly at stevenson.afford.com or by phone at 800-356-8329.

Financial Aid

Financing higher education is an important concern for many students and parents. Stevenson offers a strong financial aid program to help qualified students meet their expenses. Financial aid is provided through scholarships, grants, loans, and employment. It is the goal of Stevenson University to provide financial assistance to as many students as possible who demonstrate financial need and who meet individual program eligibility requirements. Types of financial assistance available to students attending Stevenson University can be divided into three major categories: Stevenson University scholarship and grant programs, federal financial aid programs, and Maryland state programs. Qualified students interested in a military career may also be eligible to receive a scholarship through the University's Reserve Officers Training Corps. Additional information on ROTC is available in the "Life at Stevenson" section of this catalog.

Federal Financial Aid Programs

Financial aid funds post to student accounts after the financial aid census date. The census date typically marks the end of the add/drop period for the semester. This is the date we take a "snapshot" of all students' enrollment to establish the "official enrollment" for reporting purposes and financial aid eligibility.

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

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

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

- Accelerated and Graduate Students - Enrollment status is monitored after the drop date for each of the sessions for which a student is enrolled during the semester. Once half-time enrollment is attained, the Financial Aid Office will disburse loan funds. For example, if an undergraduate student is

enrolled for three credit hours in 8-week 1 and three credit hours in 8-week 2 during the fall semester, the loan will be disbursed after the 8-week 2 drop date. The student must be enrolled at-least half-time at the time of disbursement. Federal grants will post after the LAST drop date for all sessions for which a student is enrolled in the semester.

- State awards post upon receipt of the funds from the state of Maryland; generally, November for the fall semester, March for the spring semester.
- Work-study earnings are not posted to student accounts. The student will receive a bi-weekly paycheck directly from his/her supervisor.
- Private scholarships and awards from independent sources will be credited upon receipt of these funds by the SU Student Financial Services. Often times, these awards are sent to the University in one check and therefore post as a single disbursement for the fall semester.
- Credit Balance - For those students with a credit balance resulting from financial aid, a refund check will be issued by Student Financial Services after aid is posted from all sources. State aid recipient refund checks may be delayed due to the receipt date of these funds.

Maryland State Programs

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

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

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

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

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

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

Maryland National Guard Benefits

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

desiring information about courses and degree requirements should contact the Registrar's Office.

Veterans' Benefits

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

A veteran desiring to determine eligibility under any of the VA chapters may obtain information and an application at gibill.va.gov. After the veteran has received the notice of eligibility, the student should contact the certifying official in the Registrar's Office to request certification of enrollment. The veteran will meet with a certifying official to review all paperwork and complete the necessary forms. Each semester, veterans should complete the *Declaration of Intent*. This form is available in the Registrar's Office and at the Registrar's Office website ssc.stevensonuniversity.org/registrar/. Completion of the form signals the student's intent to receive veterans' benefits for the upcoming semester.

Post 9/11 GI Bill / Yellow Ribbon Program

The Yellow Ribbon program is part of the Post 9/11 GI Bill specifically designed for students wishing to attend private colleges and universities. This program allows institutions of higher learning to fund tuition expenses that exceed the Department of Veteran Affairs' annual cap. For the 2013-14 academic year, the VA will pay a maximum of \$19,198.31 to any private college or university, based on a student's percentage of eligibility. For eligible students, Stevenson and the VA will divide any remaining tuition and fee charges 50/50 so that they are covered in full. Please note that tuition and fees do not include on-campus housing or meal plan charges; these expenses need to be paid by the student.

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

Veterans interested in using veterans' educational benefits should submit their application online through the Department of Veterans' Affairs website. The VA will determine eligibility and will send the student a letter which will indicate their percentage of benefits (40-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the GI Bill's website:

gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.html.

The student should forward his Certificate of Eligibility to the School Certifying Official in the Registrar's Office as soon as it is received. Any questions regarding the use of educational benefits be directed to the school certifying official located in the Registrar's Office.

Qualifying for Need-Based Aid

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

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

Need-Based Aid Application Procedure

In order to apply for need-based aid, the student must

- Apply for admission to Stevenson University. You must be an accepted student to receive a financial aid award package.
- Complete the online *Free Application for Federal Student Aid (FAFSA)* at FAFSA.gov.

The Stevenson University federal school code is #002107 and the priority filing deadline for the fall semester is February 15.

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

Student Eligibility Requirements

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

- Be a U.S. citizen or eligible non-citizen.
- Have a high school diploma, General Educational Development (GED) certificate, pass an approved "ability to benefit" test, or have completed a high school education in a home school setting that is recognized as a home school or private school under state law.
- Enroll in an eligible program as a regular student seeking a degree or certificate.
- Be registered with Selective Service if required (in general, if you are a male age 18 through 25).
- Meet satisfactory academic progress standards set by Stevenson University.
- Certify that the student is not in default on a federal loan or owe money on a federal grant.
- Certify that the student will use federal student aid only for educational purposes.

Additionally, most financial aid programs require at least half-time enrollment (6 credits for undergraduate students; 3 credits for graduate students) each semester. Please see the individual financial assistance programs for minimum credit requirements.

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

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

Awarding of Aid

Cost of Attendance and the Expected Family Contribution

Cost of Attendance (COA or budget) represents a reasonable *estimate* of the cost of attending the university for a 9 month academic year (fall and spring semesters). The Financial Aid Office determines student budgets every year as a basis for awarding financial aid funds. The student's budget includes direct costs: tuition, fees, room, and board); and indirect costs: allowances for books, supplies, transportation, and personal/miscellaneous expenses. Direct costs are charges for which the student will be billed directly by Stevenson. Indirect charges are costs incurred as a result of going to college, but for which a student is not necessarily billed. Actual charges vary

depending on the choice of program, enrollment, and living arrangements (for example, apartment vs. double occupancy). An Estimated Cost of Attendance is posted on the Financial Aid website. Go to stevenson.edu/finaid and select the link for Policies and Procedures and then select "How Your Financial Need is Determined/Cost of Attendance." The chart is regularly updated to reflect any changes.

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

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

Financial Aid Census Date and Enrollment Verification

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

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

Disbursement of Awards

Financial aid funds post to student accounts after the financial aid census date. The census date typically marks the end of the add/drop period for the semester. This is the date we take a "snapshot" of all students' enrollment to establish the "official enrollment" for reporting purposes and financial aid eligibility.

The classes for which a student is registered as of the census date determine the amount of financial aid he/she will receive. Enrollment as of the census date will be compared to the enrollment status on the student's award letter to determine if the eligibility requirements are still being met for each of the aid programs listed. Award revisions are sent via email to a student's University account. It is possible for a student's aid to be increased, decreased, or canceled.

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

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

- Accelerated and Graduate Students - Enrollment status is monitored after the drop date for each of the sessions for which a student is enrolled during the semester. Once half-time enrollment is attained, the Financial Aid Office will disburse loan funds. For example, if an undergraduate student is enrolled for three credit hours in 8-week 1 and three credit hours in 8-week 2 during the fall semester, the loan will be disbursed after the 8-week 2 drop date. The student must be enrolled at-least half-time at the time of disbursement. Federal grants will post after the LAST drop date for all sessions for which a student is enrolled in the semester.
- State awards post upon receipt of the funds from the state of Maryland; generally, November for the fall semester, March for the spring semester.
- Work-study earnings are not posted to student accounts. The student will receive a bi-weekly paycheck directly from Stevenson University.
- Private scholarships and awards from independent sources will be credited upon receipt of these funds by the SU Student Accounts Office. Often times, these awards are sent to the University in one check and therefore post as a single disbursement for the fall semester.
- Credit Balance - For those students with a credit balance resulting from financial aid, a refund check will be issued by the SU Student Accounts Office after aid is posted from all sources. State aid recipient refund checks may be delayed due to the receipt date of these funds.

Book Vouchers

Under certain circumstances, traditional undergraduate students may be able to take a credit against his or her financial aid in the form of a book voucher to purchase required books and supplies from the University Store. To qualify, loans must be certified and total aid combined with any other form of payment must exceed total charges. For more information, contact Student Accounts at 443-334-3500.

Student Loan Entrance and Exit Counseling

Federal regulations require new SU borrowers to complete Loan Entrance Counseling and a Master Promissory Note before loans may be activated and disbursed. Required online counseling is available at studentloans.gov.

Exit counseling is required when a student borrower graduates, drops to less than half-time attendance, or stops attending SU. Required online counseling is available on the NSLDS Student Access website at nsls.ed.gov.

Financial Aid Verification

Financial aid applicants may be selected for a process called verification by the U.S. Department of Education and SU. This review process requires applicants to submit income documents and other information as requested by the University. Selected applicants will be notified by the SU Financial Aid Office in writing. Failure to provide the required documents or successfully complete the IRS Data Retrieval directly through the FAFSA will prevent the student from being officially awarded.

Continued Eligibility

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

Stevenson Financial Aid Satisfactory Academic Progress (SAP)

Financial aid recipients are required to be in good academic standing and maintain satisfactory academic progress toward their degree requirements. Satisfactory academic progress (SAP) is the term used to define successful completion of coursework to maintain eligibility for student financial aid. Federal regulations require the SU Financial Aid Office to establish, publish, and apply standards to monitor a student's progress towards a degree. Satisfactory academic progress, as described below, is evaluated annually (end of the spring semester) and cumulatively by the Financial Aid Office regardless of whether financial aid was received at the time. Progress is determined quantitatively (credit hours versus hours earned and maximum time frame) and qualitatively (grade point average). Failure to maintain satisfactory academic progress may result in the suspension of financial aid eligibility. The Financial Aid Office will notify students who do not meet the satisfactory academic progress by mail and by email to their University email account.

Satisfactory academic progress for financial aid eligibility should not be confused with the University's academic progress policy. These are two distinct and totally separate policies. It is entirely possible to fail to meet minimum standards of one policy and pass the minimum standard of the other.

Quantitative standard: Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average (GPA) and make steady progress toward the completion of their degree as listed below. The maximum time frame for program completion of a degree program is defined as 150% of the credits required to complete the degree. For example, a typical bachelor's degree at SU requires 120 credits: $120 \times 150\% = 180$. Therefore, 180 credits is the maximum that can be attempted and receive financial aid.

Students must complete a minimum of 67% of the cumulative courses attempted to remain eligible. Transfer credits accepted by Stevenson University will be included in the progress completion requirement as well as in the maximum attempted credits. Please note, students must graduate with a cumulative 2.00 grade point average.

Attempted credits include the following:

- Graded credits (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, FX, P)
- Incomplete grades (I)
- Withdrawn credits (W, WF)
- Repeat courses (if taken to replace failing grades)
- Audited courses
- Transfer credits
- Remedial courses may be taken up to a maximum of 24 credits only

Qualitative standard: A student must have a minimum grade point average for specific numbers of credits attempted.

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

Financial Aid Suspension: Students who fail to meet all of the minimum standards listed above at the time of review, will have their financial aid eligibility suspended. Students who have been suspended cannot merely skip a semester to regain eligibility. No financial aid will be disbursed during subsequent semesters for students on suspension. There are two ways for a student to regain eligibility:

- The student submits a written appeal in accordance with the appeals process and the Financial Aid Appeals Committee approves the appeal. The student is then placed on financial aid

probation, allowing one additional semester in order to bring the academic requirements up to minimum standards.

- The student attends SU during the suspension semester, pays for tuition and fees without the help of financial aid, and does well enough to satisfy all SAP academic standards.

Appeals Process: Appeals of financial aid satisfactory academic progress suspension must be made in writing to the Financial Aid Appeals Committee. This committee will review the appeal and notify the student in writing of their decision.

The appeal letter must address the extenuating circumstance(s) as to why satisfactory academic progress was not made, and what has changed in the student's situation that would allow them to now demonstrate satisfactory progress after the probation semester. Extenuating circumstances can include, but are not limited to, illness, death of a family member, family difficulties, financial difficulties, etc. In addition, students must meet with a staff member from SU Academic Advising to create an academic plan. This plan must also be presented with the appeals letter.

If the appeal is approved, the student will be reinstated for financial aid on probation for one semester. A review of the student's academic performance in that semester will be reviewed to determine the status for the upcoming semester. Only if you are now meeting the overall requirements for satisfactory academic progress or successfully following your academic plan, will you be permitted aid for the upcoming semester.

Potential Outcomes:

- Students who now meet the Satisfactory Academic Progress guidelines will have their eligibility reinstated.
- Students who fail to meet all conditions set in their academic plan will forfeit their eligibility to receive further financial aid. They can apply to be reinstated once they meet the University's standards. Students who have been given a second chance to receive aid are expected to meet all requirements set forth in their academic plan. Appeals will only be accepted from students who experienced a one-time, unexpected, serious event that precluded them from meeting the conditions of the academic plan.
- Students who met all the conditions of their academic plan but still do not meet the University's regular academic standards may be allowed to continue with financial aid. The Financial Aid Appeals Committee may make changes to the student's original academic plan based on any changes in the student's situation. Students who meet all conditions of their current academic plan will be allowed to continue to participate in the aid programs on a semester by semester basis.

Return of Title IV Funds Policy

This Return of Title IV Funds (R2T4) policy applies to anyone who receives federal financial aid, has begun classes, and subsequently either withdraws from the courses the student was scheduled to complete and/or receives all failing grades during the payment period. Fall, spring, and summer are the three payment periods.

Overview

When a student withdraws from his/her courses, for any reason including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds the student was originally scheduled to receive. SU follows the federally prescribed policies and procedures for calculating whether the student has earned all or a portion of their federal financial aid.

The calculation to determine whether any aid must be returned is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

- the number of days completed up to the withdrawal date divided by the total days in the semester = percentage of the

semester completed. 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:

- (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 semester = aid to be returned.

If a student earned less aid than was disbursed, SU would be required to return a portion of the funds and the student may be required to return a portion of the funds. When Title IV funds are returned, the student is responsible for any remaining institutional charges on his/her student account. If a student earned more aid than was disbursed, SU would owe him/her 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 in the following order:

- Unsubsidized Direct Loan (other than PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell 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

Withdrawal Date

The date used to determine the student's withdrawal is either:

- the date in which the student submits the Official Withdrawal form to the Registrar's Office; or
- the date the student otherwise provided official notification to the Registrar's Office of his/her intent to withdraw; or
- the student's last date of attendance at a documented academically related activity; or
- the mid-point of the semester if the student stops attending all classes without notifying the University.

The federal statutory interpretation of the Return of Title IV Funds Policy and all related information represents a best faith effort attempt by Stevenson University and is subject to revision at any time pending federal regulatory changes and interpretation. Any revisions to the Return of Title IV Funds Policy will be posted on the University website. The current policy is located at stevenson.edu/finaid and select the link for "Policies and Information."

General Academic Information

University Curriculum

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

Through the courses in the major fields, students gain knowledge and understanding in a subject and experience in applying the content and methods of inquiry in that general area of study, such as the arts and humanities, science, business, information systems, accounting, law, or nursing.

In each curriculum, students are also required to study subjects closely related to the major and to take courses that include knowledge and experience in technology. The goal is to blend the liberal arts and a major field, thus providing an education that prepares our graduates for employment and for graduate study, a preparation for productive involvement in today's world, and a desire for continuing education for the future.

Accelerated Bachelor's Degree Programs

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

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

BS/MS Degree Options

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

- BS/MS options have been designed to permit undergraduates majoring in business administration, business information systems, computer information systems, criminal justice, interdisciplinary studies, paralegal studies, or other majors with permission of an academic advisor at the University to obtain both a bachelor's in their major and a master's in business and technology management, forensic studies, or healthcare management.
- Chemistry or biotechnology majors (or those who have comparable coursework) may choose a BS/MS option that leads to a master's degree in forensic sciences.

Transfer students are also eligible to apply for the BS/MS option. The transferability of credits from an institution that is not accredited by a regional accreditation agency may be considered

upon the receipt of documentation that demonstrates equivalency regarding course information, equivalencies, and learning outcomes. It is the student's responsibility to provide this documentation.

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

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

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

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

- Have completed at least 60 undergraduate credits at the time of application.
- Have a minimum 3.00 GPA, or permission from the undergraduate department chair.
- Submit a completed *Application to Enroll* and a completed *Graduate Application* by April 1 for priority consideration to begin taking graduate courses in the fall semester or by November 1 for priority consideration to begin taking graduate courses in the spring semester.
- Complete at least 75 credits before registering for graduate courses.
- Maintain a 3.00 minimum GPA while in the BS/MS option.

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

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

Students choosing this option must apply to the master's program during their junior year. If admitted, they will begin taking graduate-level courses in their senior year. Students in this option must maintain a 3.00 cumulative and science/math grade point average. Admission to this program is selective, and continuance will be dependent upon demonstrated competencies, GPA, and other published measures. Program applications will be available September 1st and are due October 1st.

Second Bachelor's Degrees

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

In addition, the student must fulfill the major and secondary requirements for the new program 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 the department chair or program coordinator. At that time, questions regarding formal admission, academic requirements, course load, and other topics can be discussed in detail. Students should bring copies of their college transcripts to this appointment.

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

Master's Degrees

Stevenson University currently offers the Master of Arts (M.A.) degree in the following discipline:

- Teaching- Secondary Biology, Chemistry, or Mathematics

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

- Business and Technology Management
- Cyber Forensics
- Forensic Sciences
- Forensic Studies
- Healthcare Management
- Nursing

Minors

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

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

The following policies must be followed in order to be awarded a minor.

- The minor consists of at least six 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 program 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 at the time of graduation may not apply toward the student's minor.
- At least nine of the total credit hours for the minor must be taken at Stevenson University.
- Students may not apply for a minor after the bachelor's degree is awarded. Upon graduation, the student's transcript will indicate the minor course of study that the student has completed.

Minors are currently being offered in the following fields.

- Accounting
- Art
- Biology
- Chemistry
- Criminal Justice
- Economics
- English
- Fashion Design
- Film/Video
- History
- Human Services
- Information Systems
- International Business
- 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
- Medical Technology
- Philosophy
- Psychology
- Religion
- Sociology
- Theatre

For information on whether 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 decided not to offer minors at the present time: biotechnology; business communication; early childhood education; liberal arts and technology; elementary education; liberal arts and technology; interdisciplinary studies; middle school education; liberal arts and technology; and nursing.

Special Programs

While at the University, students have the option of selecting off-campus learning experiences through study abroad, fieldwork, internships, and 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*sm process at Stevenson University, career exploration and preparation are keys to a student's success. In internship positions, students gain valuable hands-on experience working part-time while pursuing degrees. Students are eligible for non-credit internship positions on the basis of their academic achievement, faculty recommendations, and the completion of requirements. Students can work part-time during the academic year and full-time during the summer. Many students receive full-time job offers from their internship employer upon graduation.

Internship (for credit)

This off-campus learning experience is reserved for second-, third-, and fourth-year undergraduate students who want to gain essential hands-on learning beyond the classroom prior to graduating. Internships may or may not be paid depending on departmental and employer policy. Students receive credit and a pass/fail grade for their participation, which is minimally 120 hours during a semester.

Students can explore these internship opportunities through NACELink, an online jobs database maintained by Career Services and through their academic department. The Career Services staff is available to assist students with resume and cover letter writing and interview preparation skills. All credit-bearing internships must be approved by the appropriate department chair. Students must secure an internship and register for the coordinating course prior to the semester in which they plan to complete the internship. Upon selection and approval of an internship, students will be assigned a faculty advisor who will monitor the experience. At the conclusion of the internship, the student, faculty advisor, and work supervisor evaluate the experience.

Fieldwork

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

Directed Study

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

University Student Learning Goals

During 2009-2010, an *ad hoc* steering committee of the Faculty Council was charged with developing student learning goals to govern upcoming planned curriculum changes. These goals were developed using the University Vision Statement, University Mission Statement, Diversity Statement, and Statement of Values as a guide. The following seven student learning goals reflect the principles on which a Stevenson University education is founded.

Self, Societies, and the Natural World The SU graduate will demonstrate a knowledge of self, others, diverse societies, and the natural world, through the integration of the liberal arts and professional studies.

Reasoning The SU graduate will use critical and creative thinking to locate and evaluate information, ask and answer questions, address issues, and solve problems.

Communication The SU graduate will communicate effectively for diverse audiences, situations, and purposes.

Ethics The SU graduate will exhibit personal and professional ethical reasoning and behavior.

Wellness The SU graduate will seek opportunities to promote well-being of self and others.

Career Readiness The SU graduate will reflect on, plan, and pursue personal and professional development.

Lifelong Learning The SU graduate will possess the foundations and skills for lifelong, integrative learning and contribution.

University Curriculum Objectives

Philosophy and Objectives of the Core Curriculum

Philosophy

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

Objectives of the Core Curriculum

Upon successful completion of the core curriculum, Stevenson University graduates will

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

In 2009, the Faculty Council and the President approved resolutions regarding the University writing and computer literacy requirements.

Goals of the University Writing Requirement

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

Objectives of the University Writing Requirement

Upon successful completion of the writing curriculum, Stevenson University graduates will

1. Demonstrate undergraduate competence in advanced critical thinking: synthesis and evaluation.
2. Demonstrate undergraduate competence to the standards of the academic discipline.
3. Demonstrate a working knowledge of the writing style of the academic discipline.
4. Demonstrate undergraduate competence in finding and identifying sources suitable for a specific problem and a specific audience.

Writing plays a vital role in the Stevenson core curriculum. A sequence of writing courses prepares students to meet the requirements of their university course work and the

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

Goal of the University Computer Literacy Requirement

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

Objectives of the University Computer Literacy Requirement

Upon successful completion of the computer literacy curriculum, Stevenson University graduates will

1. Identify basic computer hardware, software, devices, and applications.
2. Access the tools and software available to them through the Stevenson University network.
3. Use appropriate technology tools to produce a viable product in an academic and professional environment.

Make decisions in an ethical manner while using technology.

University Degree Requirements

Requirements for the Bachelor's Degree

In order to obtain a bachelor's degree from Stevenson University, a student must

- Earn a minimum of 120 credits, which must include a minimum of 30 credits at the 300- or 400-level.
- Complete the core curriculum for a bachelor's degree (see core curriculum section of this catalog).
- Successfully complete the courses required by the major. "I" grades (incompletes) must be cleared from the student's record.
- Achieve a cumulative grade point average of at least 2.00; the GPA is calculated on the basis of work done at Stevenson University only.
- Earn a minimum cumulative grade point average in the major of 2.00. Majors may have additional grade or GPA requirements. Please consult the "Fields of Study" section of this catalog for specific program requirements.
- Earn at least 30 credits at Stevenson University.
- Earn the final 30 credits at Stevenson University unless permission is granted in writing by the Assistant Vice President for Academic Support Services.
- Comply with the general regulations of the University.
- File the official *Application for Graduation* in accordance with published deadlines.

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 one 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 (Note: A grade of "C" or higher must be earned in ENG 152 as a prerequisite for enrolling in any third writing course as required by Stevenson University curriculum)
- 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 (one course, 1 credit): This may also be fulfilled by a life skill or wellness learning course. Completion of one season of a varsity or junior varsity team sport will also satisfy this requirement. Only one credit may be counted in a student's total credit count. PE courses are pass/fail.
- Computer literacy requirement: All students entering the University are required to successfully complete IS 134 MS Windows and Office Applications, unless specifically exempted. Students do not need to take IS 134 if they have demonstrated computer literacy by one of the following methods:
 - Achieve a grade of "C" or better in an equivalent course at another institution
 - Achieve a grade of "C" or better in an equivalent course as required by majors in visual communication design, nursing, and film, video & theatre

Distribution Courses

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

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

Core Electives (two courses, 6 credits) These two courses may be selected from any of the distribution disciplines or from foreign language courses, communication (CM) courses, English writing and language courses, or interdisciplinary courses that include one of the distribution disciplines. Both of these courses must be outside of the discipline of the major, and they cannot be used to fulfill any additional core requirements, but they may fulfill secondary program requirements for the major.

Foreign Language

Candidates for the Bachelor of Arts degree must complete six credits of foreign language at the 200-level or higher. They may use their two core electives (see above) to fulfill this requirement.

Graduation Information

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

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

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

Graduation Application

Graduating students are required to file an *Application for Graduation*. The application must be filed with the Registrar's Office according to published deadlines. At the time of application, a \$25 fee is charged.

- December graduates must file by August 1.
- May graduates must file by January 1.
- August graduates must file by March 1.

Failure to apply by the published deadlines may delay the evaluation and awarding of a student's degree. Students may apply online via WebXpress or complete the *Application for Graduation* available in the Registrar's Office.

Graduation Ceremonies

Scheduled commencement ceremonies are held in May and December. Spring and summer graduates are invited to participate in the commencement ceremony in May. Fall graduates are invited to participate in the commencement ceremony in December. Students are permitted to participate in the May ceremony if all degree requirements can be completed in the summer. A December graduate may not participate in May ceremony.

Graduation with Academic 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.

Graduation Awards for Accelerated Students

Note: graduation awards for accelerated students are presented at graduation for the School of Graduate and Professional Studies.

Dean's Award for Exceptional Scholarship

The Dean's Award for Exceptional Scholarship is conferred from time to time on one graduating undergraduate student and one graduating graduate degree 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 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 (undergraduate or graduate) who has demonstrated the ability to achieve academically, to reach out to the needs of others at the university, and to persevere toward a goal while also managing major primary responsibilities outside college life.

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 University community, initiated action, motivated others to do so, and been agents for positive change in the University. This award may be conferred on as many as six students at May and December graduation.

Nursing Awards

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

The **Award for Creativity in Professional Development** is presented to the RN/BS graduate who best exemplifies creativity in meeting the goals of the course of study; consistently demonstrating creativity beyond the expectations of the course objectives and using additional resources to promote creativity in problem-solving, professional development and excellence in patient care.

The recipient of the **Persistence in Achievement Award** best exemplifies determination and persistence in completing the RN/BS course of study. This graduate has encountered many obstacles to forward movement but has overcome them with academic integrity and social grace. The recipient has used personal strength and the support of peers and faculty to succeed.

The **Professional Advancement Award** is given to RN/BS graduates who exemplify enhanced practice and professionalism – taking advantage of opportunities to grow personally and professionally. As novice scholars starting the program, they have become shining stars with great potential for the future.

The **Professionalism in Practice and Scholarship Award** is presented to the RNBS graduate who exemplifies professionalism in their course learning activities and in their nursing practice. This person demonstrates cooperation, accountability, intellectual curiosity, and informal leadership in academic activities. Class dialogues reveal the attributes of compassion, clinical competence, and ethical conduct in patient care activities.

Academic Policies

Academic and student policies are contained in the online, comprehensive *Stevenson University 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 3.50 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 3.50 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, third and fourth-year undergraduate students are selected by the University for listing in Who's Who Among Students in American Universities & Colleges. Students are selected on the basis of scholarship, participation and leadership in academic and extracurricular activities, citizenship and service.

Academic Information

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

their advisor or a representative from the Office of Academic Support Services throughout their semester on academic probation. The goal of such meetings would be to monitor the student's progress and to discuss strategies for improvement. Students on academic probation should contact the Office of Academic Support Services to schedule these meetings.

Academic Suspension

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

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

In either of the above circumstances, the Academic Review Board may make one of the following decisions.

- The student is reinstated on continued probation and must follow specific requirements outlined in the reinstatement letter.
- The student is not reinstated.

Academic Standing - Graduate Students

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

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

Student grades are reviewed at the end of each session. Students who fail to meet the academic standing standards will be dismissed from the graduate program. Students who are academically dismissed may apply for reinstatement. Students are not eligible to apply for reinstatement until six months from the date of the academic dismissal.

In order to be considered for reinstatement, the following materials must be submitted to the Graduate Admissions Office:

- Completed *Application for Reinstatement*
- Official college transcripts from each college or university attended since leaving Stevenson University
- Official GRE or GMAT scores
- Written statement explaining circumstances leading to the student's poor academic standing
- Additional pertinent information may be submitted, such as medical documents, letters of reference, and/or recommendation.

Upon reinstatement, students must receive a grade of "B" or higher in all remaining courses. Additional conditions may apply.

Access to Records

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

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."

For courses that are online, attendance will be determined by logging into the course site. If a student has logged in, they are considered as participating, and any refund would reflect that policy.

Auditing Courses

A student may audit a class if it is open for enrollment. Students may change an audit to a credit course only during the first week of class. Students may change a credit course to an audit until the last day to withdraw with a "W." Any requests to change a course's status must be made in writing to the Registrar's Office. Changing a course to "audit" may have financial aid implications. Courses that are audited are the same cost as courses that are taken for credit, and no academic credit is given for an audited class. Students who change a course to audit status are expected to attend the class. Graduate students are not permitted to audit classes.

Calculation of Class Level

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

Class Level	Completed Credits	Class Year
Freshman	0 to 26.5	First
Sophomore	27 to 54.5	Second
Junior	55 to 89.5	Third
Senior	90 or more credits	Fourth

Course Add/Drop

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

Course Load

The normal full-time undergraduate student load is 15 to 17 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 full-time load for graduate students is six credits per semester.

Course Registration

Students registration takes place on the days scheduled in the academic calendar. Students may register on or after their assigned appointment time, and all registration is done online using WebXpress. All students are strongly encouraged to consult with their student support coordinator or academic advisor prior to registration.

Students who are required to have a *Student Health Form* must have it on file with the University Wellness Center prior to registration. Students may only complete registration when all financial obligations have been met.

Courses may be cancelled for insufficient enrollment. Students will be notified via email regarding course cancellations.

All pre-requisites, including any minimum grade requirements, for a course must be fulfilled prior to starting the course. Students may be removed from a course when the pre-requisites have not been met.

Course Withdrawal

To withdraw from a course, students must complete an *Accelerated Students Withdrawal Form* located on the Registrar's Office website ssc.stevensonuniversity.org/registrar/ and link of the SUNow portal. Students may not withdraw from courses online through WebXpress. 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 calculates as an "F."

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

Traditional students who withdraw from an accelerated course that is offered any time during the semester must do so during the drop/add period which is the first week of the semester. After drop/add ends, students will be able to withdraw based on the published schedule, but no refunds of tuition will be given even if the class has not started. Traditional students must complete a *Class Withdraw or Audit Form*, and submit it to the Registrar's Office.

Final Examinations

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

contact the Dean of the School of Graduate and Professional Studies. The faculty member will work with the student to provide an opportunity for the student to take the examination at a rescheduled time. Students will not be permitted to reschedule for reasons other than documented emergencies or illness.

Grading Scale - Undergraduate

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

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

Grading System - Undergraduate

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

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

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

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	0.0
FX	Student stops attending class but fails to officially withdraw. This is calculated as an "F" in the GPA.
W	Withdrawal if done within specified dates for the session
WF	Withdrawal after the "W" deadline (calculated as an "F" in the GPA)
I	Incomplete
P/NC	Pass or No Credit

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 the above 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 approval of 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." A student must have completed at least 75% of the coursework in order to be considered for an incomplete. Exceptions to this policy require special review by the Dean of the School of Graduate and Professional Studies and the faculty member.

Leave of Absence

A degree-seeking student who finds it necessary to interrupt enrollment at the University (for one or more consecutive semesters with the intent of resuming studies at a later date) must complete the leave of absence section of the *Withdrawal from University* form that is available in the Registrar's Office and also online at the Registrar's Office website. 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 consecutive semesters. A student who is on leave of absence for three or more consecutive semesters must reapply for admission.

Non-Credit Courses

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

Online Course Non-Participation Policy

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

Pass/No Credit Option

Undergraduate 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. Pass/no credit courses do not have 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. Additional information is available in the Registrar's Office.

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).
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

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 remain on the transcript.

Repeating Courses and Withdrawing from Courses - Graduate Students

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

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

Transcript Requests

Transcripts are sent at the written request of the student or through WebXpress. The Registrar's Office does not accept email requests. The cost for a transcript is \$3; same day service is also available at a charge of \$10. Faxed requests are not accepted, and transcripts are not faxed. All financial obligations to the University (parking violations, library fines, and invoices for lost items) must be met, or transcripts will be held.

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

Students now have the option to request an official transcript to be sent electronically. This service is available both through WebXpress and on the paper form that is available on the Registrar's Office website and portal page. Persons who wish to have a transcript sent electronically must supply the name and email address of the person who should receive the transcript. These transcript requests are sent through an outside vendor (Scrip-Safe) using a secure server. The recipient will receive an email directing them to go to a specific website to retrieve the transcript.

Withdrawal from University

A degree-seeking student who finds it necessary to withdraw from the University must do so in writing. The student may obtain a *Withdrawal from University* form from the Registrar's Office. This form is also available on the Registrar's Office website. 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 American with Disabilities Act (ADA) and section 504 of the Rehabilitation in Education Act of 1973, attempts to provide reasonable classroom accommodations for students with disabilities. The Office of Academic Support Services is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations. The documentation must include medical or psychological information from a certified professional. Complete guidelines for the type of documentation required are available upon request. The aforementioned guidelines are provided so that we can respond appropriately to the individual needs of the student. The Office of Academic Support Services reserves the right to determine eligibility for services based on the quality of the submitted documentation. All documentation is confidential. Documentation for disabilities must be submitted prior to the provision of any accommodation.

No testing for the purpose of identifying or verifying disabilities is conducted by the University. Requests for services must be made each semester the student is enrolled even if the student received accommodations the previous semester.

Student Conduct and Performance

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

Grade Appeals

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

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

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

Plagiarism and Academic Dishonesty

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

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

Student Grievances

Any member of the University community who feels that his or her rights (academic or non-academic) have been violated by

another student, faculty member, administrator, or other member of the University should first attempt to resolve the issue informally.

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

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

Undergraduate Fields of Study

Business Administration

Business Administration Program Description

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

The accelerated program works best for students who are highly motivated, self-directed and learn well independently. Most courses are scheduled either online in an 8-week format or in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format. It is an intense program that differs from courses students have taken in a traditional 16-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 be prepared to discuss their reading assignments, to work in small groups, and to share their experiences, both orally and in writing.

Business Administration Program Outcomes

Upon completion of the Bachelor of Science in Business Administration, graduates will be able to

1. Describe and explain business functions and technology affecting the conduct and structure of business organizations.
2. Analyze and explain business problems, and propose solutions, both independently and in teams.
3. Communicate business information using both oral and written expression.
4. Identify, analyze, and evaluate ethical issues, principles, and practices that affect business in domestic and global environments.
5. Pursue contemporary business careers.

Business Administration Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C-" in all major courses. When a grade below "C-" is earned in a required major course, the student must repeat that course. A course may be repeated once without special permission. Business administration majors must apply in writing to the Associate Dean for GPS Undergraduate Programs 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, regardless of major, will be permitted to advance to the next course in a sequence without earning a grade of "C-" or better in the preceding prerequisite course.

Business Administration Program Requirements

The courses listed below are required for completion of the B.S. degree in business administration. Students must also complete the requirements for the Stevenson core curriculum. 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.

Major Requirements:

MGT 204	Principles of Management
MGT 210	Business Writing
MGT 310	Organizational Behavior
MGT 312	Analysis of the Managerial Environment
MGT 313	Operations Management
MGT 430	Business Capstone Seminar
MKT 206	Principles of Marketing
FIN 402	Principles of Finance
LAW 208	Business Law
INBUS	Any International Business course
5 Business-related Electives (15 credits)	

Secondary Requirements:

ACC 215	Financial Accounting
ACC 221	Cost Accounting
EC 201	Economics: Macro*
EC 202	Economics: Micro*
IS 134	MS Windows and Office Applications *
IS 135	Advanced MS Office Applications
IS 201	Management Information Systems
	or
IS 260	Presentation Theory and Application
	or
IS 150	Relational Database Design & SQL with MS Access
MATH 140	Basic Statistics*
PHIL 416	Business Ethics*

Business Administration Other Options

Minors

No minor is offered in business administration, but students majoring in other fields who have an interest in business may consider taking a minor in accounting, economics, international business, management, or marketing. Students pursuing a minor may select any six courses from the discipline but must take all course prerequisites first.

BS/MS Option

The BS/MS option is available 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 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.

Business Communication

The business communication program addresses the need of all businesses for clear, persuasive communication. Students majoring in business communication are prepared for a range of career opportunities or graduate school in management, marketing, writing or design. Graduates are employed in both the public and private sectors and in business and industry.

Business courses along with courses in communication, writing, publication, information technologies, video, photography and design provide a firm foundation in business and the flexible skills needed to succeed in an increasingly expanding and sophisticated workforce. Study in classrooms and laboratories is enhanced by the practical application of these skills in a required internship. Students learn business principles and functions and develop oral and written presentations using information technologies, video, photography and graphics. They work in teams to plan, solve problems, and produce results in a timely fashion. Through classes and practical experience, students develop research skills, technical proficiency, and the ability to work with other departments or with clients in producing newsletters, composing reports, and creating promotional materials or group presentations. Their skills also include the ability to work in event planning, media, advertising, public relations, publishing, and marketing.

Most courses are offered either online in an 8-week format or in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format. Some courses must be completed on campus.

Upon completion of the bachelor degree in Business Communication, graduates will be able to

1. Demonstrate communication competency among various publics, through oral and written communication, including speeches, presentations, research, and informal dialogue.
2. Demonstrate competency in the various forms of business and public writing.
3. Explain key concepts and practices of business and other organizations through class projects, case studies, and multimedia presentations.
4. Using key concepts and principles in the fields of video or photography, produce a finished portfolio or piece.
5. Apply principles of publication design and layout by employing both Mac and PC software programs in business applications.
6. Demonstrate competency in information technology through word processing, spreadsheets, and presentation software.
7. Complete an internship that satisfies employer and program expectations.

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C-" in major courses, and in all English writing and visual communication design courses that are secondary requirements.

Business Communication Program Requirements

The courses listed below are required for completion of the bachelor's degree in business communication. 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.

Major Requirements:

- | | |
|--------|------------------------------|
| CM 101 | Public Speaking* |
| CM 115 | Interpersonal Communication* |

- | | |
|-----------|---|
| CM 211 | Intercultural Communication |
| CM 253 | Journalism I |
| CM 254 | Journalism II |
| CM 260 | Business and Professional Communication |
| CM 290 | Business Communication Internship Prep |
| CM 390 | Organizational Communication |
| CM 401 | Senior Internship |
| IS 124 | Introduction to Computer Graphics |
| IS 134 | MS Windows and Office Applications* |
| MGT 204 | Principles of Management |
| MKT 206 | Principles of Marketing |
| VID 107 | Fundamentals of Video |
| | or |
| PHOTO 141 | Digital Photography* |

Take 4 focused electives (12 credits) from the following courses:

- | | |
|---------|--|
| CM 223 | Writing for the Web |
| CM 255 | Small Group Communication |
| CM 265 | Event Planning and Publicity |
| CM 270 | New Media Communication |
| CM 275 | Principles and Practices of Public Relations |
| CM 310 | Conflict and Negotiation |
| CM 350 | Jr. Level BSCOM Internship |
| CM 380 | The Advertising Campaign |
| CM 402 | Special Topics |
| IS 260 | Presentation Theory |
| VCD 370 | Relationship of Business & Design |

Secondary Requirements:

- | | |
|----------|---|
| ACC 215 | Financial Accounting |
| IS 135 | Advanced MS Office Applications |
| MATH 140 | Basic Statistics* |
| VCD 270 | Introduction to Corporate Communication Design* |

Six credits from the following courses:

- | | |
|--------|---------------------------------|
| CM 303 | Feature Writing |
| CM 304 | Public Relations Writing |
| CM 305 | Newspaper Practicum |
| CM 314 | Magazine Writing and Publishing |

Three business electives selected from the following subjects:

MGT, MKT, EC, FIN, INBUS or LAW 208, LAW 345, or LAW 380.

Students may seek a bachelor of arts or a bachelor of science degree under this program. Bachelor of arts degree students must complete at least two courses in a foreign language at the intermediate level or above.

Business Communication Other Options

Minor

A minor in business communication is not available.

BS/MS Option

The BS/MS option is available for students majoring in business communication 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.

Business Information Systems

Business Information Systems Program Description

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

Most courses are offered either online in an 8-week format or in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format.

Technology Management Track Description

There is strong demand in the marketplace for managers of technology. These individuals have broad knowledge of information systems combined with the ability to address business-related issues as analysts and integrators. Students in this track will focus on data and database management, security, business networks, e-commerce business solutions, and wireless technology.

E-Commerce Track Description

Growth in the demand for e-commerce technologists is expected to accelerate for the next 20-30 years. Upon completion of the track, students will be able to construct e-commerce solutions using various web architectures and design technologies, assemble electronic collaboration environments and evaluate social networks in support of business initiatives, propose e-commerce solutions for business problems and new business initiatives, solve server to server web data exchange issues, and explain and propose extensions to e-commerce business models.

Business Information Systems Program Outcomes

Upon completion of the Bachelor of Science in Business Information Systems, graduates will be able 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 business 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.

Technology Management Track Outcomes

Upon completion of the technology management track, graduates will be able to

- Assess business problems and identify alternate technology solutions.
- Explain the role of technology components in a network.
- Apply key management principles in leading a project.
- Discuss various IT alternatives with business and technology professionals.
- Interpret the needs of customers and adapt them to different constituents.

E-Commerce Track Outcomes

Upon completion of the e-commerce technology track, graduates will be able to

- Construct electronic commerce solutions using various web architectures and design technologies.
- Assemble electronic collaboration environments and evaluate social networks in support of business initiatives.
- Propose electronic commerce solutions for business problems and new business initiatives.
- Discuss server to server web data exchange issues.
- Explain and propose extensions to electronic commerce business models.

Business Information Systems Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C-" in major and secondary courses. 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 department chair requesting permission to attempt a course for a third time. No student, regardless of major, will be allowed to advance to the next course without earning a grade of "C-" or better in the prerequisite(s). Stevenson University does not grant credits or waivers for technical certifications.

Business Information Systems Program Requirements

The courses listed below are required for completion of the B.S. degree in business information systems. Students must also complete the requirements for the Stevenson core curriculum. Specific pre- and co-requisites for each course are provided 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.

Major Requirements (all students):

IS 135	Advanced MS Office Applications
IS 140	Information Systems Architecture and Design
IS 150	Relational Database Design and SQL with MS Access
IS 170	Systems Development with UML
IS 201	Management Information Systems
IS 231	Network Technologies
IS 240	Programming Concepts with Visual Basic.NET
OR	
IS 260	Presentation Theory and Application (BIS Technology Management Track Only)**
IS 301	Principles of E-Commerce

**Students on the technology management track may choose IS 260 Presentation Theory and Application as an alternative to IS 240. However, a later switch to another BIS or CIS track will require the completion of IS 240.

(All students take three of the following five)

IS 320***	Human-Computer Interaction
IS 350	IS Internship
IS 380***	Information Security for the Organization
IS 480	Technology Law
IS 481	Project and Knowledge Management

*** For students on the e-commerce technology track, IS 320 is required as it is a prerequisite to a track course.

**** For students on the technology management track, IS 380 will count for the track requirement.

Students must also complete the courses for one of the tracks listed below. They may substitute a track offered under computer information systems; if they do so, they will be awarded the computer information system degree.

Technology Management Track

IS 280	Data & Database Management
IS 380	Information Security for the Organization
IS 385	Management of Business Networks
IS 386	E-Commerce Business Solutions
IS 387	Wireless Technology Solutions for the Office

E-Commerce Technology Track

IS 343	Web Architecture and Design Technologies
IS 361	E-Collaboration and Social Networking
IS 386	E-Commerce Business Solutions
IS 443	XML E-Business Applications
IS 462	Current Topics in E-Commerce

Secondary Requirements (all students):

ACC 215	Principles of Accounting I
MGT 210	Business Writing*
MGT 204	Principles of Management
MKT 206	Principles of Marketing
One 300-400 Level INBUS, MGT, or MKT Course	

Business Information Systems Other Options

BS/MS Option For Students Interested In Business Information Systems

The BS/MS option is available 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 must formally apply for entrance into a BS/MS option their junior year. Once admitted into this program, students develop an education plan in consultation with their undergraduate and graduate advisors.

Minor

Students who wish to pursue a minor in information systems may choose any six IS courses from the business information systems or computer information systems programs. IS 134 will count toward the minor. The lowest acceptable grade is a "C-" in all IS courses.

Computer Information Systems

Computer Information Systems Program Description

The computer information systems (CIS) major is designed for the student who is interested in pursuing a technical career in support of organizations. Employers are seeking highly skilled technology professionals who know how to utilize technology to improve the organization's competitive edge. This major consists of core courses in applied programming, network, and database design followed by an in-depth career-focused track in software design, network design, or computer forensics. 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 master's in business and technology management.

CIS 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.

Most courses are offered either online in an 8-week format or in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format.

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 criminal or civil proceedings. Specialized tools enable the computer forensics investigator to develop timelines reconstructing computer usage across the Internet and corporate local area networks. The CIS computer forensics track offers a solid foundation in computer security culminating with elite skills in computer forensics. With the blend of security and forensics skills, graduates are not only prepared with the knowledge to prevent, detect, and recover from unauthorized malicious intrusions into the organization's infrastructure but 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.

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, email server and web server administration, Cisco routing, wireless networks, and mobile communication systems, all essential technology skills for the IT network professional. Some courses in this track are currently only offered in the traditional 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. Some courses in this track are currently only offered in the traditional format.

Computer Information Systems Program Outcomes

Upon completion of the Bachelor of Science in Computer Information Systems, graduates will be able to

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

Computer Forensics Track Outcomes

Upon completion of the computer forensics track, graduates will be able to

- Analyze and manipulate complex network infrastructures.
- Design and implement a network security plan.
- Construct an incident response team.
- Evaluate an end-to-end computer forensics investigation.
- Carry out evidence collection according to established protocols.
- Assemble testimonial evidence to act as an expert witness at a trial.

Network Design Track Outcomes

Upon completion of the network design track, graduates will be able to

- Assess business problems and implement the best network solution.
- Apply knowledge of operating systems to construct various networking environments.
- Design messaging systems for problem reporting and resolution.
- Formulate secure network infrastructures in efficient topologies.
- Implement integrated voice and data services.

Software Design Track Outcomes

Upon completion of the software design track, graduates will be able to

- Assess business problems and select and implement the best programming language environment.
- Formulate software solutions for the desktop computing platform.
- Design software solutions for the Internet.
- Integrate database solutions with web and desktop applications.
- Develop software solutions for wireless handheld devices.

Computer Information Systems Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C-" in major and secondary courses. 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 program coordinator requesting permission to attempt a course for a third time. No student, regardless of major, will be allowed to advance to the next course in a sequence without earning a grade of "C-" or better in the preceding prerequisite. Stevenson University does not grant credits or waivers for technical certifications.

Computer Information Systems Program Requirements

Major Requirements (all students):

IS 135	Advanced MS Office Applications
IS 140	Information Systems Architecture and Design
IS 150	Relational Database Design and SQL with MS Access
IS 170	Systems Development with UML
IS 201	Management Information Systems
IS 231	Network Technologies
IS 240	Programming Concepts with Visual Basic.NET

(Take four of the following five)

IS 301	Principles of E-Commerce
IS 320	Human-Computer Interaction
IS 380	Information Security for the Organization
IS 480	Technology Law
IS 481	Project and Knowledge Management

Students must also complete the courses for one of the tracks listed below. (They may substitute a track offered under business information system; if they do so, they will be awarded the business information systems degree.)

Computer Forensics Track (CIS):

IS 232	TCP and IP Communication Protocols for Windows and UNIX
IS 235	Advanced Windows Server Architecture & Administration
IS 331	Cisco TCP and IP Routing
IS 391	Incident Response and Investigation
IS 392	Information Systems Forensics Internals—Auditing
IS 393	Forensic Evidence Collection Tools and Techniques
IS 432	Network Security—Firewalls, IDS, and Counter Measures

Network Design Track:

IS 232	TCP and IP Communication Protocols for Windows and UNIX
IS 235	Advanced Windows Server Architecture & Administration
IS 331	Cisco TCP and IP Routing
IS 332	High Speed Broadband Networks
IS 335	Wireless LANs and Mobile Communication Systems
IS 431	Exchange Server and Messaging Systems
IS 432	Network Security—Firewalls, IDS, and Counter Measures

Software Design Track:

IS 241	C# Object Oriented Programming
IS 252	Advanced SQL Query Design with Oracle & SQL Server
IS 343	Web Architecture and Design Technologies
IS 345	JAVA Programming
IS 348	Advanced Business Applications
IS 349	Service-Oriented Architecture and Dynamic Web Development
IS 444	Wireless Application Development

Secondary Requirements (all students):

MGT 210	Business Writing
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Select any two of the following courses:

ACC 215	Financial Accounting
MGT 204	Principles of Management
MKT 206	Principles of Marketing
One 300-400 Level INBUS, MGT or MKT course	

Computer Information Systems Other Options

BS/MS Option For Students Interested In Computer Information Systems

The BS/MS option is available 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 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

Students who wish to pursue a minor in information systems may choose any six IS courses from the business information systems or computer information systems programs. IS 134 will count toward the minor. The lowest acceptable grade is a "C-" in all IS courses.

Criminal Justice

Criminal Justice Program Description

The criminal justice program has a commitment to improving the quality of justice through education, research, and public service. The faculty of the criminal justice program recognizes its mission as threefold.

The program is dedicated to offering its majors a state-of-the-art education in criminal justice by providing them with a comprehensive and critical understanding of the criminal justice system and the society in which it functions. At the same time, the faculty is committed to addressing the needs of our students and to preparing them to move into criminal justice careers or post graduate work as liberally educated, intellectually mature, ethically aware, and culturally sensitive men and women. Moreover, the program is dedicated to providing students throughout the university with opportunities to examine critically the broad questions of how justice is administered in American society and globally as well as to confront the fundamental issues of criminal justice, which they face as professionals and as involved citizens.

The criminal justice program is dedicated to excellence in research and scholarship by tackling the criminal justice issues in Maryland. The faculty is committed to research that advances the teaching, assessment, and knowledge base of the field of criminal justice and also research that has policy implications and serves the goals of equity and efficiency in the administration of justice.

Finally, this program has a special commitment to providing the expertise of its faculty as a resource to assist criminal justice and social service agencies in the greater metropolitan Baltimore area in the realms of applied research, policy development, training, and planned change to meet the social and technological challenges of the 21st century.

In order to accomplish our mission, our program pledges to

- Provide a state-of-the-art curriculum and educational environment.
- Foster the talent development of students, faculty, and staff.
- Integrate technology into the curriculum, including web enhanced instruction.
- Promote each student's capacity for self-directed, life-long learning.
- Ensure learner-centeredness in order to maximize learning.
- Support faculty scholarly endeavors and research activities.
- Enhance quality through a commitment to continuous improvement.

- Reinforce the value of service to the community.
- Develop ongoing partnerships and collaboration with criminal justice agencies.
- Expand placement opportunities for graduates.
- Inspire a sense of pride in being an alumnus or alumna of the criminal justice program at Stevenson University.

This is an online program with courses offered in an accelerated 8-week format.

Criminal Justice Program Outcomes

Upon completion of the Bachelor of Science in Criminal Justice, all graduates will be able to

1. Articulate the theories, policies, practices, processes, and reforms of the major institutions of social control.
2. Apply the theories and principles of both substantive and procedural law that regulate the justice system.
3. Formulate a problem and assemble relevant information in order to develop a well-considered solution in a formal proposal and research paper.
4. Employ an ethical framework to reach judgments and make decisions as a criminal justice professional.
5. Apply classroom learning in an area of the criminal justice system through direct experience (or "through an experiential learning opportunity") in a criminal or juvenile justice agency or organization.

Criminal Justice Program Policies

Students must earn a minimum GPA of 2.00 in the major. Students must earn a grade of "C-" or better in all major and secondary requirements. 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. No student, regardless of major will be permitted to advance to the next course without earning a "C-" or better in the prerequisite course(s). Criminal justice majors must apply in writing to the Associate Dean of Undergraduate Programs, School of Graduate and Professional Studies, requesting permission to attempt a course for a third time.

Criminal Justice Program Requirements

The courses listed below are required for completion of the bachelors's degree in criminal justice. Students must also complete the requirements for the Stevenson core curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

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

Major Requirements:

CJUS 101	Introduction to Criminal Justice
CJUS 220	Criminal Law & Procedure
CJUS 265	The Juvenile Justice System
CJUS 275	Corrections
CJUS 280	Law Enforcement
CJUS 285	Criminology
CJUS 305	Ethical Issues in Criminal Justice
CJUS 310	Comparative Criminal Justice
CJUS 380	American Courts & the Criminal Justice System
CJUS 385	Research Methods in Criminal Justice

Secondary Requirements:

HSR 201	Introduction to Human Services
IS 135	Advanced MS Office Applications
MATH 140	Basic Statistics*
PSY 101	Introduction to Psychology*
POSCI 102	American Government*
POCSI 205	State & Local Government ~
SOC 101	Introduction to Sociology*

Select Five Elective Courses:

CJUS 350	Criminal Justice Special Topics
CJUS 355	Race & Crime
CJUS 381	Justice, Media & Crime
CJUS 382	Crime Mapping & Crime Analysis
CJUS 383	Law Enforcement & the Community
CJUS 390	Domestic Security
CJUS 420	Study Abroad Internship
CJUS 430	Law Enforcement Administration & Management
SOC 375	Social Stratification~
~ Course under development	

Criminal Justice Other Options**Minor**

A minor is available in criminal justice. Please see an academic advisor for more information. For specific information regarding minor requirements, please consult the Minors section of the catalog.

BS/MS Option

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

Interdisciplinary Studies**Interdisciplinary Studies Program Description**

The interdisciplinary studies program enables students to develop from two academic disciplines an integrated course of study not available through current degree programs. This is an individually designed major that allows students to work closely with faculty while pursuing academic interests that transcend traditional majors. Students 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.

Most courses are offered either online in an 8-week format or in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format.

Interdisciplinary Studies Program Outcomes

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

1. Demonstrate general knowledge in the liberal arts.
2. Demonstrate an understanding of content in two academic disciplines.
3. Demonstrate effective communication by engaging in inquiry and reflection on a topic of personal interest.

Interdisciplinary Studies Program Policies

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

Interdisciplinary Studies Program Requirements

In addition to completing 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.
- Six 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)

Interdisciplinary Studies Other Options**Minor**

There is no minor in interdisciplinary studies.

Nursing - RN to BS Option**Nursing Department Statement of Purpose**

The philosophy of the nursing program is articulated as follows:

The Stevenson University nursing program, as an integral part of its parent institution, is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The philosophy and curricular focus of the SU nursing program emphasizes the ethic of care, critical thinking, and a spirit of inquiry in education, practice, service, and research.

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

Nursing - RN to BS Option Program Description

Stevenson University offers the RN to BS option for registered nurses who would like to obtain a bachelor's degree in nursing. The curriculum is offered in an accelerated format and designed to enable adult learners to complete the baccalaureate degree in nursing within two years as a part-time student.

All RN to BS courses are offered in 8-week sessions, with the exception of NURS 424 – Health in the Community, which is offered in a full 16-week semester. Multiple entry and exit points along the way enable registered nurses to complete requirements according to professional and personal goals. Some RN to BS courses are offered in a hybrid format, combining online and face-to-face delivery, at various locations throughout Maryland. All RNBS courses are offered online throughout the year, allowing RNs to schedule their academic work in keeping with family and work responsibilities.

The RN to BS 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 Commission on Collegiate Nursing Education and is approved by the Maryland Board of Nursing.

Qualified registered nurses must successfully complete a total of 120 credits, of which 30 credits must be from upper-level courses taken at Stevenson University. RNs may transfer prerequisite non-nursing courses and college core courses, but the RNBS nursing program requirements must be taken at Stevenson University. Students who take community college courses are required to submit official transcripts at the completion of their courses in order to obtain credit for these courses. The RN to BS courses required at Stevenson University 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 or compact state nursing license upon enrollment in the RN to BS Option.

The RN to BS Option at Stevenson University partners with several community colleges across the state. In order to increase RNs' 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
- Community College of Baltimore County
- Harford Community College
- Howard Community College
- Montgomery College
- Prince George's Community College

Articulation agreements allow registered nurses to complete all non-nursing program requirements at the community college. The RN to BS courses will be completed through Stevenson University, at the Owings Mills site, at a hospital partner site, at the community college site, or online.

Prior to enrolling in NURS 424 - Health in the Community, the student will be required to:

- Submit proof of health insurance coverage.
- Submit current CPR certification.
- Substantiate adherence to the Department of Nursing's Health Requirements.

Course Requirements for RN to BS Students

Course Requirements Prior to Acceptance into the RNBS Option at Stevenson

- English Composition
- Introduction to Literature

Course Requirements Prior to Taking 300-level RNBS Courses

Registered nurses with an associate's degree or diploma from an accredited nursing program will have completed most of the prerequisite courses as a part of their basic education. The following courses must be successfully completed prior to taking 300-level RNBS courses:

- Anatomy and Physiology I and II
- Microbiology
- Introduction to Psychology
- Introduction to Sociology
- Human Growth and Development
- Communication

Course Requirements Prior to Taking 400-level RNBS Courses

The following courses must be successfully completed before taking 400-level RNBS courses:

- English writing at the 200-level or above
- Chemistry
- Nutrition
- Statistics

- Physical education (or life skill or wellness learning)
- Four humanities courses from three different disciplines: philosophy, history, literature, or religion.
 - An ethics course (listed as philosophy) must be one of the four courses.
- Fine Arts

Nursing - RN to BS Option 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 be able to:

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

Nursing - RN to BS Option Program Policies

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

Nursing - RN to BS Option Program Requirements

Students who enrolled in the RN to BS option starting in Fall, 2013 will complete the following:*

Major Requirements:

NURS 312	Physical Assessment and Pathophysiology
NURS 313	Professional Seminar I
NURS 315	Information Technology in Nursing and Health Care
NURS 414	Nursing Leadership for RNs
NURS 415	Professional Seminar II
NURS 418	Nursing Research for RNs
NURS 424	Health in the Community
NURS 434	Professional Seminar III
Upper-level elective*	

Please refer to the course requirements for RN to BS Students section of the program description for additional course requirements.

*The upper-level elective must be taken at Stevenson University and may include courses from any discipline, such as sociology, psychology, history, philosophy, or religion. Students who have been accepted into the RN to MS option will take the first graduate nursing course to fulfill the elective requirement.

NOTE to RNBS students who enrolled prior to Fall, 2011:

NURS 415 was offered for the last time as a 5-credit course in Spring, 2012. NURS 424 was offered for the last time as a 4-credit course in Summer, 2012. NURS 434 was offered for the last time as a 5-credit course in Fall, 2012. Students are encouraged to work with their Academic Advisor to make sure that they have the required 30 credits at Stevenson University.

Nursing - RN to BS Option Other Options

Minor

There is no minor in the nursing - accelerated RN to BS option.

RN to MS Option

Why choose Stevenson's RN to MS option?

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

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

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

RN to MS Admissions Criteria

- To be considered for the RN to MS option, applicants must have an active RN license and a cumulative grade point average (GPA) of 3.0 or above from previous academic work, and they must submit two letters of recommendation.
- Students meeting these criteria may be accepted to the RN to MS option with conditional acceptance granted for the graduate program. To be admitted to the MS program after earning the BS, students must have a GPA of 3.0 or above in the RN to BS courses, have completed all non-nursing courses, and continue to hold an active RN license.

Students who start the RN to BS option and later decide that the RN to MS option would have been a better choice for them, can still apply. Criteria for admission are the following: completion of at least 12 RNBS credits, GPA of 3.0 or above, and completion of the application form.

- 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.

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 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.

Courses are offered days, evenings, and most courses are offered online. All students must complete the following courses in a traditional on campus format:

LAW 125	Legal Research and Writing I
LAW 210	Legal Research and Writing II
LAW 216	Civil Litigation and Pleading
LAW 480	Senior Seminar

Paralegal Studies Program Outcomes

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

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

Paralegal Studies Program Policies

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

Paralegal Studies Program Requirements

The courses listed below are required for completion of the bachelor's degree in paralegal studies. Students must also complete the requirements for the Stevenson core curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions. Typically, students will take lower-level (100- and 200- level) courses in their freshman or sophomore

Paralegal Studies

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 a legal team. They perform such functions as

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 121 and ACC 122)
EC 201	Principles of Economics: Introduction to Macroeconomics*
IS 134	MS Windows and Office Applications*
IS 135	Advanced MS Office Applications
PHIL 215	Ethics*
	or
PHIL 415	Topics in Professional Ethics*
	or
PHIL 416	Business Ethics* (PHIL 415 or PHIL 416 is recommended to help meet the university's upper-level non-LAW course requirements)
POSCI 102	American Government: Political Institutions & Procedures*

Paralegal Studies Other Options

BS/MS option

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

Minor

A minor is available in legal studies. The minor in legal studies is not intended to prepare students to work as paralegals and is not approved by the American Bar Association. Please see an academic advisor for more information. For specific information regarding minor requirements, please consult the Minors section of the catalog.

Pre-Law Option

There is no prescribed pre-law program. Generally pre-law programs are focused on advisement. Advisors work 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. Stevenson University is an LSAT testing site. An upper-level law elective is available to help prepare students for the LSAT exam.

Paralegal Second Bachelor's Degree

Program Description

A Second Bachelor's Degree is available in Paralegal Studies, which includes 31 credits of LAW courses. Consult the website for additional information and for program requirements.

Graduate Fields of Study

Business and Technology Management

Business and Technology Management Program Description

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

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

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

The degree program has three tracks. The advanced information technologies track focuses on the technology and implementation of application, infrastructure, and database design. The emerging technology and innovative leadership tracks focus on the business and management of both internal and external information systems essential for support of the organization's connection to its partners and customers.

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

All courses can be completed entirely online. Some courses are also offered in an 8-week hybrid format where students meet one night per week.

Advanced Information Technologies Track

The advanced information technologies track is designed to provide the IT professional with cutting edge experience and knowledge in working with the leading applications, networks, and database design technologies of the day. The program provides key competencies for those following the career path of programmer, systems designer, systems integrator, database designer, and network designer. Technology professionals will

gain in-depth knowledge of leading edge technologies, enabling them to choose the best technology solution for today's business problems. Information systems experience and literature analysis show that most system projects fail because the information analyst fails to define appropriate and accurate business and technical requirements and not for technical reason.

Emerging Technology Management Track

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

Innovative Leadership Track

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

Business and Technology Management Program Outcomes

Upon completion of the Master of Science in Business and Technology Management, graduates will be able to

- Defend the importance of technology as the underlying foundation of an organization.
- Analyze the management processes and technology needed to support an organization.
- Assess the architectural design of current and emerging technologies.
- Design organizational systems necessary to create effective solutions.
- Appraise the policy, technical, security, and legal issues that affect an organization.
- Compose effective communication with all levels of personnel, both orally and in writing, within and external to the organization.

Emerging Technology Track Outcomes

Upon completion of the emerging technology track, graduates will be able to

- Evaluate various technologies available to organizations in order to determine their usefulness and what impact, negative or positive, these technologies might have if implemented within these organizations.
- Understand various IT architectural designs and how they assist organizations.

- Analyze various software solutions in determining their effectiveness on developing and maintaining customer relationships.
- Evaluate the software and hardware requirements of network security and assess vulnerabilities that may exist in corporate infrastructures.
- Determine the importance of having organizational data properly secured and why contingency plans are required by every organization.

Innovative Leadership Track Outcomes

Upon completion of the innovative leadership track, graduates will be able to

- Determine the importance of information technology as integrative to the effective functioning and success of organizations.
- Evaluate the behaviors and practices associated with effective leadership within various organizations with special attention to leadership and management within IT units.
- Design effective supply chain management strategies using appropriate software systems.
- Analyze current customer relationship management practices, issues, best practices, and solutions to create competitive advantage for business and industry.
- Design appropriate tools and processes in business and industry focusing on key issues in strategic leadership and management of IT and incorporating innovative strategies in order to maintain competitive advantage in the marketplace.

Advanced Information Technologies Track Outcomes

Upon completion of the advanced information technologies track, graduates will be able to

- Analyze network functions in a multi-vendor environment and compare protocol standards common to the local area network.
- Evaluate object technology and its implications for the development of enterprise systems, using one of the current software developmental languages.
- Design and implement a database-connected, dynamic web application using one of the leading software developmental framework packages.
- Construct large-scale, enterprise-wide systems that manage, store, and distribute an organization's data.
- Evaluate and design Extensible Markup Language to meet the needs of enterprise application communications across multi-platform environments.

Business and Technology Management Program Policies

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

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

Business & Technology Management Program Requirements

The curriculum for the M.S. in business and technology management consists of three components: core courses, track elective courses, and capstone courses.

Core Courses (15 credits):

BTM 601	Information Technology and the Organization
BTM 604	Cognitive Science for Requirements Analysis
BTM 606	Creativity in Information Systems
BTM 644	Project Management
BTM 663	Information Technology Law and Law Enforcement

(BTM 663 replaces AIT 602 - Open Systems and Enterprise Computing)

Students select one of the following tracks (15 credits)

Track One: Advanced Information Technology

Students take the following five courses:

BTM 618	Network Technologies
BTM 630	Object-Oriented Technology with C#
BTM 632	Client Server Computing with ASP.NET
BTM 634	Enterprise Data Management
BTM 638	Enterprise Application Development

Track Two: Emerging Technology Management

Students select five courses from the following (15 credits):

BTM 640	Operating Environments Architecture & Infrastructure
BTM 642	Enterprise Application Process Analysis
BTM 643	E-Commerce Technologies
BTM 646	Disaster Recovery and Business Continuity
BTM 661	E-Systems Security
BTM 662	B2B Applications

Track Three: Innovative Leadership

Students select five courses from the following (15 credits):

BTM 635	Innovative Management and Leadership
BTM 645	Supply Chain Management
BTM 667	Customer Relationship Management
BTM 670	Competitive Theory
BTM 671	Innovative Strategies
BTM 672	I.T. Financial Management

Capstone Courses (6 credits):

BTM 701	Systems Integration
BTM 702	Master's Project

Cyber Forensics

Cyber Forensics Program Description

The Master of Science in Cyber Forensics specializes in the process of forensically examining compromised computer systems to identify inappropriate access or data exfiltration and the mechanisms by which the attacks occurred. Students will be trained to implement digital evidence collection techniques and use scientific methods toward the preservation, collection, validation, identification, analysis, interpretation, documentation, and presentation of such evidence. This degree will prepare graduates for positions in a number of industries needing forensic specialists who perform active and defensive computer forensic techniques that extend beyond e-discovery, which is the focus of the existing computer forensics area of concentration in the master's degree in forensic studies.

Students in this program will use current techniques and tools to analyze systems involved with incidents of unauthorized and inappropriate computer system access, theft of electronic information, cyber attacks, and other cyber crimes. Relevant technical and legal topics are covered to ensure graduates perform thorough incident responses, intrusion analysis, and presentation of findings.

The program will utilize Stevenson's highly specialized virtual lab environment, in addition to hybrid and face-to-face

instruction using state-of-the-art forensic technology which allows students to do hands-on work related to advanced forensic analysis, either remotely or on campus. Stevenson's virtual lab environment gives students hands-on, real-time experience in analyzing servers, desktops, laptops, cell phones, firewalls, routers, networks, clouds, and other digital environments that are under "virtual" cyber attack. Students will be trained to implement professional digital evidence collection techniques to identify, analyze, document, and prepare digital evidence for official investigations and legal proceedings.

All coursework can be completed entirely online in 8-week sessions with the exception of an 8 hour residency requirement for CYBF 664 and an 8 hour residency requirement for CYBF 710.

Cyber Forensics Program Outcomes

Upon Completion of the Master of Science in Cyber Forensics, graduates will be able to

1. Select the appropriate tools to recover operating systems, artifacts, and data.
2. Identify current attack vectors and exploited vulnerabilities, including advanced persistent threats, used by criminals to gain access to information systems and propose appropriate defenses to exploitation.
3. Analyze information systems for signs of breaches and identify data that has been exfiltrated from those systems.
4. Produce a professional forensic report that includes the methodology used for the collection, handling, and preservation of digital evidence
5. Interpret and apply the applicable laws and statutes that govern the search and seizure of digital evidence.
6. Collect and preserve digital evidence (including volatile data and network data) during a computer forensic examination in an appropriate and effective manner.
7. Provide an oral defense of the findings that appear in a written report.

Cyber Forensics Program Policies

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

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

Cyber Forensic Prerequisite Requirements

Students who wish to enter the master's program in cyber forensic must meet the following admissions prerequisite requirements:

Bachelor's degree from an accredited institution in a related field (information assurance, computer science, network administration or computer security) and at least two years of related work experience

OR

Bachelor's degree from an accredited institution in an unrelated field and at least five years experience in information technology, telecommunication systems, system administration, network management, or information assurance.

Cyber Forensics Program Requirements

Required courses:

CYBF 643	Incident Response and Evidence Collection
CYBF 644	Windows Forensic Examinations
CYBF 650	Intrusion Detection Systems (IDS), Firewalls, Auditing
CYBF 661	E-Systems Security
CYBF 662	Network Penetration Testing
CYBF 663	Network and Cloud Forensics
CYBF 664	Mobile Device Forensics
CYBF 670	Cyber Warfare and Cyber Terrorism
CYBF 675	Live Analysis and Live Acquisition
CYBF 680	Legal Compliance and Ethics
CYBF 685	Malware Detection, Analysis, and Prevention
CYBF 710	Mock Intrusion and Response

Forensic Sciences

Forensic Sciences Program Description

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

The forensic sciences program is the only one of its kind to be offered in partnership with the Maryland State Police Forensic Sciences Division. Stevenson's partnership with the Maryland State Police (MSP) and Baltimore County Crime Lab means that students in the program are being trained by some of the top experts in the field.

This program is offered on-site with some courses offered online.

Forensic Sciences Program Outcomes

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

Upon completion of the Master of Science in Forensic Sciences, graduates 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.

- Describe the criminal justice system, including specific procedures relating to the provision of expert testimony and limitations placed on the admissibility of evidence.
- 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.

- Collect evidence from a crime scene according to established legal and scientific protocols.
- Photograph and sketch a crime scene according to established legal and scientific protocols.
- Demonstrate proficiency in performing the molecular biological techniques relevant to examining evidence.
- Demonstrate proficiency in using the microscope to identify evidence.
- Demonstrate proficiency in performing the analytical chemical techniques relevant to examining evidence.
- Demonstrate proficiency in collecting latent prints and processing firearms for trace evidence, and compare the crime scene evidence to the records in established databases.
- Demonstrate mastery of quality control and quality assurance practices.
- Provide expert testimony in a moot court of law.
- Demonstrate compliance with safety protocols in the laboratory.
- Analyze, interpret, and evaluate evidence for presentation in both written and oral formats.
- Write a comprehensive review of the scientific literature on a topic in forensic science.
- Formulate a hypothesis, and plan and execute a research project (following the tenets of the scientific method).
- Write a master's thesis that demonstrates analysis and interpretation of data, evaluation of results in the context of the scientific literature, and formulation of novel suggestions for further study in the field.

Affective Domain - demonstrates the emotions, values, and attitudes that we expect to see in graduates of our program.

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

Forensic Sciences Program Policies

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

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

Forensic Sciences Prerequisite Requirements

Students who wish to enter the master's program in forensic sciences must have a bachelor's degree in chemistry, biology, or other equivalent natural science, or forensic science—with a cumulative and science/math grade point average of 3.00 or higher on a four-point scale and must meet the following course prerequisites.

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

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

Applicants interested in the forensic chemistry track should have the following course work:

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

Note: The above courses should have a laboratory component.

Applicants interested in the forensic biology track should have the following course work:

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

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

Forensic Sciences Program Requirements

The curriculum for the forensic sciences program follows and is designed to be completed in as few as two years. Students must complete all core courses. In addition, students must elect a track and complete all courses in the selected track.

Core Courses:

FSCI 500	Survey of Forensic Science
FSCI 610	Physical Evidence at Crime Scenes
FSCI 615	Safety/Quality Control/Quality Assurance
FSCI 655	Practicum Rotations
FSCI 720	Seminar in Forensic Science I
FSCI 721	Seminar in Forensic Science II
FSCI 760	Research Project & Presentation I
FSCI 761	Research Project & Presentation II
FSCOR 601	Criminal Justice
FSCOR 604	Evidence
FSCI 701	Mock Trial

Biology Track:

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

Chemistry Track:

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

Crime Scene Investigation Track:

FSCI 630	Crime Scene Investigation
FSCI 632	Pattern Analysis
ART 540	Crime Scene Photography
FSCI/FS	Forensic Science or Forensic Studies Elective

Forensic Studies

Forensic Studies Program Description

Forensic specialist describes an individual or expert in a particular field who examines evidence for the purpose of presenting findings in a court of law. Forensic specialists work throughout all areas of the business world, including public accounting firms, law firms, corporations, and the government. The accounting, criminalistics, information technology, investigations, interdisciplinary, and legal tracks in forensic studies are designed to provide both the knowledge and the skills required of forensic specialists and are a direct outgrowth of the University's undergraduate programs in accounting, criminal justice, information systems, and paralegal studies.

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 technical experts who maintain the chain of evidence, information technology professionals who analyze electronic data, field personnel who handle the investigative process, accountants, insurance fraud investigators, damage claims specialists, auditors, and computer forensics experts.

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

Accounting Track

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

Computer Forensics Track

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

Criminalistics Track

Criminalistics is the science of associating and identifying evidence, interpreting the results of various scientific tests, e.g.,

ballistics, DNA, gunshot residue, etc., and reconstructing crime scenes. The criminalistics track is designed to help students acquire the skills, knowledge, and abilities necessary to evaluate the results reached by criminalists in the performance of their duties, and to apply those results in judicial and quasi-judicial proceedings.

Interdisciplinary Track

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

Investigations Track

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

Legal Track

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

Forensic Studies Program Outcomes

All students will be required to complete the core courses, which consist of four courses totaling 15 credits, including a 6 credit capstone. In addition, students will be required to complete six courses totaling 18 credits in their elected track and one 3 credit elective.

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

- Examine the history, philosophy and development of law enforcement and the judicial and correctional systems within the United States.
- Research and analyze internet resources on topics related to the presentation of evidence at trial.
- Analyze a topic in the field of forensic studies and compose a scholarly article on that topic.
- Evaluate the Federal Rules of Evidence applicability to legal proceedings and their impact on the administration of justice.
- Interpret, analyze and report on evidence.
- Integrate professional ethical standards in all activities and work.
- Develop and present evidence pertinent to a trial.

Two convenient formats, online and on-site, allow students to choose the program that best fits their needs. (Note: some courses are offered only online.)

Online Format

- Classes and assignments completed online.
- Courses offered in accelerated 8-week sessions. Each online course will require a pre-class assignment week prior to the start of the course.
- All courses taught by faculty with experience in the classroom and in the field.
- Includes a 6 credit, 10-week capstone course that culminates in a one-week residential mock trial held at the SU campus in the summer.

On-Site Format

- Classes held in the evenings at the SU campus.
- Courses offered in accelerated 8-week sessions.
- All courses taught by faculty with experience in the classroom and in the field.
- Includes a 6 credit, 15-week capstone course held in the evenings at the SU campus.

Admission to the program will be based upon the following:

- Completion of an undergraduate degree in a related discipline as appropriate to the track
- Minimum undergraduate GPA of 3.00
- Writing sample

Accounting Track Outcomes

Upon completion of the program, a graduate in the accounting track will be able to

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

Computer Forensics Track Outcomes

Upon completion of the program, a graduate in the computer forensics track will be able to

- Identify corporate liability in handling and preserving electronic data.
- Perform the steps in the collection, handling, and preservation of digital evidence.
- Identify forensic tools and their use in recovering operating systems, artifacts and data, 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.

Criminalistics Track Outcomes

Upon completion of the program, a graduate in the criminalistics track will be able to

- Distinguish among the forensic science techniques used to examine various types of evidence.
- Examine the interaction of forensic science and criminal investigation techniques within the structure of the criminal justice system.
- Justify the use of specific investigative and evidence collection techniques in specific settings.
- Conduct investigative research using the Internet, public records, and other sources of information.
- Apply various types of interviewing techniques, including interviewing friendly witnesses, hostile witnesses, and subjects of investigations.
- Synthesize facts and observations into coherent, defensible conclusions.
- Analyze standards of ethical behavior and their relationship to workplace demands in the practice of criminalistics.
- Apply pertinent rules of evidence in a courtroom setting; create and conduct direct and cross examinations of witnesses.

Interdisciplinary Track Outcomes

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

Investigations Track Outcomes

Upon completion of the program, a graduate in the investigations track will be able to

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

Legal Track Outcomes

Upon completion of the program, a graduate in the legal track will be able to

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

Forensic Studies Program Policies

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

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

Forensic Studies Program Requirements

Accounting Track Requirements

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

Core Courses:

FSCOR 601	Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

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

Computer Forensics Track Requirements

Students who seek admission to the computer forensics track will need to have successfully completed enough courses or have enough experiences to be proficient in information technology concepts and practices.

Core Courses:

FSCOR 601	Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSIS 640	Technology Law and Enforcement Activities
FSIS 642	File Systems Forensic Analysis
FSIS 643	Incident Response and Evidence Collection
FSIS 644	Windows Forensic Examinations

Electives: (Select two)

FSIS 646	Windows Intrusion Forensic Investigations
FSIS 650	Intrusion Detection Systems (IDS), Firewalls, Auditing
FSIS 662	Network Penetration Testing
FSIS 663	Network and Cloud Forensics
FSIS 664	Mobile Device Forensics
One Forensic Studies Elective	

Criminalistics Track Requirements

Core Courses:

FSCOR 601	Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSCI 500	Survey of Forensic Science
FSINV 600	Investigative Interviewing Techniques
FSCI 610	Physical Evidence & Crime Scene
FSCI 615	Safety/Quality Control/Quality Assurance (2 credits)
FSCI 632	Pattern Analysis
ART 540	Forensic Photography
FSCI 720	Seminar in Forensic Science I (1 credit)
One Forensic Studies Elective	

Interdisciplinary Track Requirements

Core Courses:

FSCOR 601	Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSCI 500	Survey of Forensic Science
FSCI 610	Physical Evidence at Crime Scenes
ART 540	Crime Scene Photography
Four Forensic Studies Electives	

or

FSINV 600	Investigative Interviewing Techniques
FSINV 605	Investigative Techniques/Physical Evidence
Five Forensic Studies Electives	

Students work with their advisor to select their elective courses from two or more program tracks. Students must meet the prerequisites for elective courses. Some courses may not be available to students in the track without the approval of their advisor and the course instructor.

Investigations Track Requirements

Core Courses:

FSCOR 601	Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

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

Legal Track Requirements

Core Courses:

FSCOR 601	Criminal Justice
FSCOR 604	Evidence
FSCOR 606	Forensic Journal Research and Review
FSCOR 702	Mock Trial Capstone

Required Courses:

FSLAW 602	Criminology
FSAAC 620	Forensic Information Technology
or	
FSIS 640	Technology Law and Enforcement Activities
FSLAW 662	Fraud Investigation and Analysis
FSLAW 667	Legal Research & Writing
FSLAW 668	White Collar Crime
Two Forensic Studies Electives	

Healthcare Management

Healthcare Management Program Description

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

that require students to draw upon, apply, and synthesize knowledge and skills covered throughout the program. Using the case study method and other problem-solving integrative methodologies (including role-playing, simulations and hands-on, team based projects), the program provides opportunities for students to participate in team-based activities. Upon graduation, students will be prepared to be reflective, competent, and confident healthcare managers and leaders.

Stevenson's innovative accelerated M.S. in Healthcare Management is designed for working adults who want to complete their degree quickly and expand their career horizons by strengthening their credentials as healthcare managers, administrators, and consultants. Most of the coursework can be completed online. A minimum of 120 hours of the curriculum must be completed face to face with faculty members. A professional skills development seminar of 1 credit and a final capstone of 8 credits with face to face time (one week onsite requirement or completion of hybrid course) with faculty is required for integrative team work and interdisciplinary competency building. In addition, students will be required to complete 3, 3-day residencies during the course of the degree program.

Quality Management and Patient Safety

This area of concentration prepares graduates to plan, organize, lead, control, and evaluate quality improvement initiatives in healthcare organizations. Course work is focused on ethical, effective, evidence-based, patient-centric theory and practices.

Project Management in Healthcare

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

Healthcare Management Program Outcomes

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

- Determine conceptual approaches and techniques to analyze the performance of a healthcare system or unit.
- Evaluate the health status of populations served by healthcare organizations to address service gaps.
- Assess the impact of proposed health policy on organizational operations and redesign those structures as needed.
- Lead and manage organizational change and promote organizational and clinical excellence.
- Manage information resources to assist in legal, ethical, and effective business and clinical decision-making and management.
- Communicate effectively with external and internal stakeholders.
- Lead and manage health services organizations under alternative financing mechanisms.
- Lead and manage human resources and health professionals in diverse organizational environments.
- Analyze statistical, qualitative, quantitative, and economic data to assist in ethical and effective business and clinical decision-making.
- Perform as an ethical and effective steward of organizational resources through prudent financial analysis and project management.
- Lead and manage human resources and health professionals in quality assessment for patient care improvement.

Quality Management and Patient Safety Concentration Outcomes

Upon completion of the program, a graduate in the quality management and patient safety concentration will be able to

- Formulate a plan to assess performance of quality management and patient-centric safety efforts in a healthcare system or unit.
- Critique, synthesize and apply theories, models, and research relating to quality improvement and patient safety initiatives.
- Deduce trends in healthcare that promote best practices in ethical and effective, evidence-based quality management and patient safety.
- Analyze and interpret statistical, quantitative data and other performance indicators of quality management and patient safety initiatives.
- Propose and justify methods and tools for analysis of quality management and patient-centric safety initiatives.
- Produce techniques of operations assessment and improvement that continually improve the quality of care provided and patient safety.
- Lead and manage a quality improvement and patient safety initiative in a healthcare system or unit.
- Demonstrate through written, oral, and other presentation skills, an in-depth understanding of the quality management and patient safety efforts in a healthcare system or unit.

Project Management in Healthcare Concentration Outcomes

Upon completion of the program, a graduate in the project management in leadership concentration will be able to

- Critique, synthesize and apply theories, models, and research relating to project management in a healthcare system or unit.
- Formulate a plan to assess performance of project management in a healthcare system or unit.
- Deduce trends in best practices in healthcare teamwork that promote ethical, effective, and efficient interdisciplinary project management.
- Propose and justify tools and methods of project management.
- Produce techniques of operations assessment and improvement that assess project management efficiency and effectiveness.
- Lead and manage a project with an interdisciplinary team in a healthcare system or unit.
- Demonstrate through written, oral, and other presentation skills, an in-depth understanding of project management in a healthcare system or unit.

Healthcare Management Program Policies

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

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

Newly admitted students to the MS in HCM program are allowed to take only one course in the first session after their admission. Depending on the date of admission, the student must take either HCM 600 or HCM 605 as their first and only course. More than one course in their first session requires written permission from the program coordinator. Upon successful completion of their first session, students may register for more than one course.

Healthcare Management Program Requirements

Core Courses:

HCM 600	Managerial Epidemiology and Statistics
HCM 605	Healthcare Management and Administration
HCM 610	Healthcare Policy and Law
HCM 615	Legal and Ethical Issues in Healthcare
HCM 620	Human Resources Development in Healthcare
HCM 625	Strategic Planning and Marketing in Healthcare
HCM 650	Organizational Behavior in Healthcare
HCM 652	Healthcare Finance: Challenges
HCM 710	Professional Skills Development Seminar
HCM 720	Capstone in Healthcare Management

Quality Management and Patient Safety Courses:

HCM 660	Planning for Evidence-Based Practice
HCM 662	Quality Management in Health Care
HCM 665	Patient Satisfaction and Quality Improvement
HCM 667	Customer Relationship Management
HCM 669	Patient Advocacy for Healthcare Quality

Project Management in Healthcare Courses:

HCM 635	Innovative Management Leadership
HCM 640	Team Work in Healthcare Settings
HCM 642	Healthcare Project Planning and Management
HCM 644	Project Management
HCM 646	Project Management Accounting

All students must complete 120 hours of the curriculum face-to-face with faculty members. This is accomplished through HCM 605, HCM 620, and HCM 625, with three 3-day, 8 hours per day, residency weekends to demonstrate competencies in course materials (see Healthcare Management Course descriptions). These face-to-face components also include a capstone residency requirement which can be satisfied by attending a 6-day, summer HCM 720 Capstone, completed in students' concentrations. Alternatively, this requirement can be satisfied in hybrid format (classes meeting two evenings per week) if taken in spring or fall.

Nursing

Nursing Program Description

The graduate nursing program at Stevenson University is designed to help meet the significant national and state need for more nurses prepared at the graduate level, with a special focus on education and leadership/management. Graduates will earn a Master of Science degree with a major in nursing.

Designed as a part-time accelerated, online program, the program is offered to registered nurses who already have a bachelor's degree in nursing.

Graduates gain the theoretical and analytical knowledge required to contribute to the nursing profession as educators and leaders/managers. All students participate in a practicum experience, partnered with experienced nurses in their chosen specialty, to have the opportunity to learn and demonstrate new knowledge and skills.

PROGRAM HIGHLIGHTS

- Multiple Starting Points - Students can choose to start their program in the fall, spring, or summer semesters. This gives students the opportunity to begin when they are ready.
- One Course at a Time - Designed for working nurses, the program allows students to focus on one course at a time, building a foundation for future coursework as they progress.

- Flexible Schedule - Students can choose the pace that works best for them, allowing a balance of work, school and life events.
- Accelerated Format - Courses are offered in accelerated 8-week formats. The only exception is the capstone course, which is offered over a full 16-week semester.

AREAS OF CONCENTRATION

Students will choose to focus on one of the following areas of concentration:

- Nursing Education
- Nursing Leadership/Management

Nursing Education

This area of concentration is designed to help meet the tremendous need for nurse faculty – a shortage that is limiting enrollment in nursing schools nationwide. Education is practiced by all nurses in formal and informal settings. This concentration recognizes the changing practice of nursing education, whether in the academic or clinical setting. From the increasing use of simulation to online courses, nursing educators in today's healthcare environment must be able to develop, implement, and evaluate courses using multiple teaching strategies, including online course delivery.

Nursing Leadership/Management

This area of concentration recognizes that all nurses, regardless of position, can be called on to serve in leadership roles. This area also addresses the key workforce need for more nurse managers, as many existing nurse leaders in hospitals and healthcare organizations will retire in the coming years. In challenging economic times, leadership is critical to the success of healthcare institutions.

Nursing Program Outcomes

The objective of the program is to prepare registered nurses with a Master of Science degree with a major in nursing who will practice in advanced roles as nurse educators, leaders and managers. Master's-prepared nurses are professionals with specialized knowledge and skills that are applied within a broad range of patient populations in a variety of practice settings.

Upon completion of the Master of Science in Nursing, graduates will be able to

- Advance the scholarship and discipline of nursing through the acquisition and dissemination of new nursing knowledge.
- Demonstrate advanced mastery of nursing theory, evidence-based practice, service, and research based upon a multidisciplinary theoretical foundation.
- Analyze advanced roles in nursing as educators, leaders, and managers in a variety of settings: academic environments, health care agencies, political systems, and in the public and private sectors.
- Advocate for the nursing profession through demonstration of personal accountability, responsibility for advanced nursing practice and professional role modeling and mentoring.
- Synthesize knowledge of decision-making skills and change theory to promote excellence in nursing practice within a dynamic and global health care system.

Education Concentration Outcomes

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

- Analyze trends in nursing science to promote best educational practices.
- Examine learning theories and curriculum design models related to educative processes in nursing.
- Analyze significant issues arising between clinical nursing practice and nursing education.

- Develop curriculum designs appropriate to the educational setting and relevant theory and research.
- Use teaching-learning theories and concepts of health protection, promotion and maintenance to address the needs of relevant cultures.
- Integrate teaching-learning theories and educational objectives in nursing education and clinical settings.

Leadership/Management Concentration Outcomes

Upon completion of the program, a graduate in the leadership/management concentration will be able to

- Analyze trends in healthcare and health administration and promote best business management practices that improve the health of our citizens.
- Synthesize leadership theories and principles of human resource management to improve and promote nursing care in a variety of environments.
- Analyze significant issues between clinical nursing practice and health care administration and provide leadership in the pragmatic resolution of conflicts.
- Synthesize and apply theories, models, and research relating to nursing management and health systems.
- Analyze managerial problems in healthcare and provide resource solutions.
- Critique concepts and theories of nursing, health care delivery, financing, and regulatory issues related to health care organizations.

Nursing Program Policies

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

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

Nursing Program Requirements

Core courses give all graduate students a strong foundation in nursing research, essential for the implementation of evidence-based practice and to effectively utilize data for problem solving. Additional core courses provide advanced knowledge in the legal, ethical, political, and social forces impacting the global health care environment. The core courses, plus the courses within the areas of concentration, provide a foundation for doctoral education.

All students must successfully complete the following core courses before moving into courses in their area of concentration.

Core Courses:

NURS 515	Concepts of Nursing Informatics
NURS 520	Quantitative Methods in Nursing Research
NURS 530	Qualitative Inquiry in Nursing
NURS 547	Global Health Care Perspectives
NURS 557	Project and Resource Management

Education Courses:

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

The following courses must be completed sequentially.

NURS 610	Advanced Pathophysiology and Pharmacology ~
NURS 615	Advanced Physical Assessment ~
NURS 632	Curriculum Design: Innovation in Clinical and Academic Settings
NURS 635	Teaching & Learning Strategies/Evaluation ~
NURS 642	Instructional Media in Education
NURS 740	Nursing Education Capstone

Leadership/Management Courses:

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

The following courses must be completed sequentially:

NURS 650	Organizational Behavior in Health Care
NURS 652	Health Care Finance: Challenges of the Future
NURS 660	Planning for Evidence-Based Practice
NURS 662	Qualitative Management in Health Care: Innovation Strategies
NURS 750	Nursing Leadership/Management Capstone
Elective	Approved Healthcare Management course or Nursing Education concentration course.

~ Course under development.

RESIDENCY REQUIREMENT

Stevenson University's accelerated master's degree program in nursing has a residency requirement at the end of the program. The residency component supports the interactive nature of the profession, which requires students to demonstrate not only knowledge, but the increased ability at the graduate level to articulate and discuss nursing issues and challenges. Further, it allows students to demonstrate those skills and competencies they will need in their professional positions. Students unable to come to campus for this component of the program will be able to participate through the use of synchronous online software capabilities already available at the university.

Master of Art in Teaching (MAT) - Secondary Biology, Chemistry or Mathematics

MAT - Secondary Biology, Chemistry or Mathematics Program Description

Maryland's vision for Science, Technology, Engineering and Mathematics (STEM) education is that the State will be a leader in STEM education, preparing and inspiring generations of learners to meet the challenges of the global society through innovation, collaboration, and creative problem solving. Maryland's mission related to STEM education is to prepare and inspire learners of all ages to contribute to the advancement of the global community.

Stevenson University is poised to support Maryland's STEM efforts through its innovative Master of Arts in Teaching (MAT) program in secondary education (grades 7-12) in the certification areas of biology, chemistry, and mathematics. The MAT program includes an emphasis on STEM education in each of the three certification areas. Through this program, teacher candidates will learn how to plan STEM lessons with a transdisciplinary approach, organizing inquiry around authentic problem-based scenarios using the 5E model of lesson planning (engagement, exploration, explanation, extension, and evaluation) and rooting lessons in Maryland Common Core State Curriculum, Maryland Technology Literacy Standards for Students, International Technology Education Association Standards, Maryland State Skills and Processes Core Learning

Goals for Science, Maryland STEM Standards of Practice, and Maryland Teacher Technology Standards. In addition, Stevenson is working through its Professional Development School (PDS) network to build STEM professional learning communities.

While graduates will become certified in either secondary biology (grades 7-12), secondary chemistry (grades 7-12) or secondary mathematics (grades 7-12), graduates will be unique in that their degrees will have had an emphasis on STEM learning. Teacher candidates from all three disciplines will engage in courses together, exploring the ways in which STEM content areas interact with and support one another. The STEM emphasis is desirable to schools as they work to implement newly released Maryland STEM Standards of Practice and fulfill Maryland's Race to the Top commitments surrounding STEM education.

Candidates who successfully complete the MAT program, including achieving passing scores on Praxis I (or meeting the requirements for the SAT/ACT options) and Praxis II, are eligible for teacher certification in Maryland and in states with reciprocal agreements with the Maryland State Department of Education (MSDE) in the areas of Secondary Biology, Secondary Chemistry or Secondary Mathematics. The University is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the program is approved by the Maryland State Department of Education.

MAT - Secondary Biology, Chemistry or Mathematics Program Policies

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

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

MAT - Secondary Biology, Chemistry or Mathematics Program Outcomes

Consistent with the School of Education's Conceptual Framework, the MAT at Stevenson University prepares competent, caring, and highly qualified educators who will be able to:

- Demonstrate competency in the liberal arts, math and science;
- Demonstrate an understanding of the implications of technology on the individual and society and use technology in teaching to enable students to become successful learners;
- Demonstrate ability to effectively teach curriculum content so that all students achieve success;
- Engage in classroom inquiry and reflection on practice; and
- Demonstrate knowledge and understanding of communities and cultures in order to effectively interact with diverse groups of people.

Candidates will demonstrate the knowledge, skills/performance and dispositions related to the practice of teaching and will be able to guide students in the learning process.

Candidates will demonstrate knowledge of the content they plan to teach.

Candidates will demonstrate knowledge and skills in effective teaching strategies that make the discipline comprehensible to secondary students.

Candidates will demonstrate ability to apply their knowledge appropriately in their education role by creating and maintaining safe, supportive, fair, and effective learning environments for all students, including students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels. Candidates will be proficient in the following areas:

- individual and group motivation for a disciplined learning environment and engagement in learning;
- assessment and analysis of student learning, making appropriate adjustments in instruction, and monitoring student progress to assure meaningful learning experiences for all students; and
- use of a variety of instructional strategies, materials, and applications of technology to encourage students' development of critical thinking, problem solving, and performance skills.

Candidates will demonstrate knowledge of professional practices in their field and readiness to apply them and their proficiency in the following areas:

- engagement in professional experiences, and reflection on them, to enhance each candidate's professional growth, including a knowledge of professional organizations in the discipline;
- understanding and ability to demonstrate a commitment to equitable and ethical treatment of all students and colleagues;
- knowledge of the collaborative roles of other school professionals and readiness to work with colleagues, families, and community agencies; and
- ability to identify opportunities for collaborative and leadership roles as members of teams.

MAT - Secondary Biology, Chemistry or Mathematics Prerequisite Requirements

All Applicants must:

- Complete the online Graduate Application.
- Complete a Bachelor's Degree in a science or mathematics discipline from an accredited institution.
- Provide transcripts of all previous college-level and graduate level course-work.
 - Official transcripts must come in a sealed envelope directly from the institution. If a student receives the transcripts, the student must keep the envelope sealed and deliver the transcripts directly to the admissions office.
 - If the transcripts are from an institution located outside of the United States, transcripts will need to be evaluated by either WES or AACRAO.
- Attain a cumulative GPA in past academic work of no less than 3.0 on a four-point scale.
- Provide two letters of recommendation from professional colleagues.
- Successfully complete Praxis I (PPST) or achieve the qualifying SAT, GRE, or ACT scores.

Additional Requirements for Fields of Licensure:

Biology

- Completion of 32 semester hours, of which 20 semester hours must be at the upper division, with a grade of C or higher, as follows:
 - 8 semester hours of introductory coursework in Biology
 - 4 semester hours of Chemistry
 - 4 semester hours of Earth/Space Science
 - 4 semester hours of Physics
 - 4 semester hours of research in Biology
 - 4 semester hours of Calculus
 - 4 semester hours of Statistics

- Completion of Advanced Competencies in Biology (usually 3rd or 4th year courses) in the following areas:
 - Genetics
 - Ecology
 - Molecular Biology
 - Evolution or Evolutionary Biology

Chemistry

- Completion of 32 semester hours, of which 20 semester hours must be at the upper division, with a grade of C or higher, as follows:
 - 8 semester hours of introductory coursework in Chemistry
 - 4 semester hours of Biology
 - 4 semester hours of Earth/Space Science
 - 4 semester hours of Physics
 - 4 semester hours of research in Chemistry
 - 4 semester hours of Calculus
 - 4 semester hours of Statistics
- Completion of Advanced Competencies in Chemistry (usually 3rd or 4th year courses) in the following areas:
 - Analytical Chemistry
 - Organic Chemistry
 - Biochemistry

Mathematics

- Completion of 32 semester hours, of which 20 semester hours must be at the upper division, with a grade of C or higher, in the field of Mathematics
- Completion of Mathematics Competencies in the following areas:
 - Number and Operation
 - Algebra
 - Geometries
 - Calculus
 - Discrete mathematics
 - Data Analysis, Statistics and Probability
 - Measurement

MAT - Secondary Biology, Chemistry or Mathematics

Program Requirements

The following courses are required for completion of the program:

Required courses:

ED 510	Psychology and Development of Adolescents ~
ED 605	Curriculum Principles and Practice ~
ED 610	Portfolio Preparation ~
ED 615	Principles of Assessment ~
ED 620	Reading in the STEM Content Areas Part A ~
ED 625	Reading in the STEM Content Areas Part B ~
ED 630	Principles of Special Education ~
ED 635	Methods and Technologies with a STEM Emphasis Part A ~
ED 640	Methods and Technologies with a STEM Emphasis Part B ~
ED 701	Seminar Issues in Education ~
ED 702	MAT Internship ~
~ Courses under development.	

Over the course of the program, students must complete 100 days of field experience, with 75 of these days in the final internship.

Undergraduate Course Descriptions

Accounting

ACC 101 Principles of Accounting I

3 credits

Studies the basic principles underlying accounting concepts applicable to service and merchandising enterprises. This course includes analysis of transactions and preparation of financial statements.

Prerequisite(s): None

ACC 102 Principles of Accounting II

3 credits

Continues the examination of the basic principles and concepts of accounting. This course includes corporate accounting procedures, analysis of cash flows, and analysis of financial statements. Students are introduced to uses, significance, and limitations of accounting data for management and investor decisions.

Prerequisite(s): ACC 101

ACC 215 Financial Accounting

3 credits

Explains, in an abbreviated format, financial accounting for those majors whose curriculum is not based on the financial aspects of business. This course provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business. It will also provide an introduction to the debt and equity instruments used in financing business. This course is not open to accounting and business administration majors.

Prerequisite(s): Sophomore standing or higher

ACC 221 Cost and Managerial Accounting

3 credits

Studies the basics of cost flows and concepts: cost behaviors, cost-volume-profit relationships, job order costing, process costing, and ABC costing. Students are introduced to fundamental budgeting concepts for planning and control as well as cost information for decision and control purposes: product profitability, management and control systems, and capital budgeting.

Prerequisite(s): ACC 102

Art

ART 305 Topics in Art History

3 credits

Building on knowledge acquired in art history survey classes, this course guides students to engage in self-directed in-depth research and investigations of visual and material culture within a specific art or design discipline. Students will interpret visual and material traditions in project-based activities. Students will also consider and forecast subject production and cultural significance.

Topics may be *Design, Graphic Design, Moving Images & Art, or Photography*

Prerequisite(s): ENG 152 and a grade of "C" or better in ART 205

General Education: Fine Art for non-majors

Biology

BIO 104 The Human Body and Contemporary Health Issues

4 credits

Illustrates some major principles of biology by studying the human as an organism and as part of the biosphere. Topics include the systems of the body and processes which produce, maintain and coordinate the person. These are studied in relation to disease, the external environment and technology. Laboratory included. *This course does not satisfy a minor requirement in biology.*

Prerequisite(s): Restricted to non-science majors

General Education: Laboratory Science

BIO 211 Genetics and Society

3 credits

Introduces the major principles of genetics and explores the impact of genetics on society. Students will apply their knowledge to the understanding of genetics-related issues in the media and be able to effectively communicate their understanding of the major principles in genetics. *This course does not satisfy a minor requirement in biology.*

Prerequisite(s): Restricted to non-science majors

General Education: Non-laboratory Science

BIO 240 Nutrition

3 credits

Examines the effect of nutritional status, food habits and food consumption on human health. Nutritional requirements at different stages of human development and various nutrients contained in representative food categories are covered.

Techniques and procedures for the application of nutrition knowledge in the context of socioeconomic factors and consumer concerns are discussed. Specific application to nursing care is described. *This course does not satisfy a minor requirement in biology.*

Prerequisite(s): Restricted to nursing majors; must meet all progression criteria for sophomore level nursing students; a grade of "C" or better in BIO 113, BIO 113L and CHEM 110, CHEM 110L

BIO 322 Human Physiology

4 credits

Explores the principles of human body function. Emphasis is on the mechanisms by which cells and organs perform their functions and the interactions of the various organs in maintaining homeostasis. Laboratory includes wet labs, computer simulations, interactive physiology modules and an in-depth report and presentation by each student on a current topic in physiology or biomedical research. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 222 and a grade of "C" or better in CHEM 110 and CHEM 110L or CHEM 210 and CHEM 210L

Chemistry

CHEM 105 Introduction to Chemistry of Medicine

3 credits

Introduces students to the chemistry of medicine. This course focuses on the sources, history and mechanisms of action of analgesics, anti-inflammatory, antibacterial and antiviral drugs, and anti-cancer agents. Traditional and complementary treatment approaches for specific diseases and the implication of drugs in society are discussed. Designed for non-science majors.

Prerequisite(s): None

General Education: Non-laboratory Science

CHEM 110 Foundations of General, Organic and Biochemistry

3 credits

Introduces the basic concepts of general chemistry. This course includes atomic structure, chemical reactions, solutions, acid base chemistry and nuclear chemistry; organic chemistry, including basic functional groups and reactions; and biochemistry, including the composition and properties of carbohydrates, lipids, proteins and nucleic acids.

Prerequisite(s): Eligible for MATH 121 or higher and ENG 151 or higher

Concurrent course(s): CHEM 110L

General Education: Laboratory Science when taken concurrently with CHEM 110L

CHEM 213 Electronic Literature Searching

1 credit

Introduces students to current methods for searching the scientific literature. Areas of study include the various search engines and online tools used in scientific research, application of search skills to researching specific topic areas in both research and career development, developing skills in various citation formats and using reference manager software. Familiarizes students with the American Chemical Society's format of journal articles, including critical review of published articles.

Prerequisite(s): A grade of "C" or better in CHEM 210

Communications

CM 101 Public Speaking

3 credits

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

Prerequisite(s): None

General Education: Communication

CM 115 Interpersonal Communication

3 credits

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

Prerequisite(s): None

General Education: Communication

CM 211 Intercultural Communication

3 credits

Emphasizes a connection between communication theory and practice in multicultural contexts. Students learn to identify barriers that exist in communicating across cultures and to weigh strategies that help manage or overcome such obstacles in an effort at promoting effective intercultural communication.

Prerequisite(s): Sophomore status

General Education: Communication

CM 223 Writing for the Web

3 credits

Develops skills in writing for online media, with a focus on the Internet's non-linear, visual, and collaborative possibilities. Students analyze a variety of web hypertexts, learn the basic steps of web development, and produce personal, expository, and collaborative hypertexts tailored to their majors and areas of interest.

Prerequisite(s): ENG 152 or equivalent

General Education: 200-level writing skills course for select majors

CM 253/ENG 253 Journalism I

3 credits

Introduces students to the fundamentals of journalism: research; interview techniques; writing and editing news, sports, and features; basic layout design; and computer compositing. The course also covers journalist ethics and legal issues connected with newspaper publishing. Students learn to write news stories and features, using the Associated Press style and standards. Students perform a variety of tasks associated with publishing *The Villager*, the university newspaper, and they prepare a writing portfolio used for professional advancement and assessment.

Prerequisite(s): A grade of "C-" or better in ENG 152 or its equivalent. *Restricted to business communication and English majors.*

CM 254/ENG 254 Journalism I

3 credits

Continues the theory and practice of journalism compositing and layout begun in ENG 253. Students learn interview and reporting strategies that produce in-depth reporting and feature writing. Students begin editorial, review, and commentary writing, and they continue to work on portfolios and on the production of the university newspaper.

Prerequisite(s): A grade of "C-" or better in ENG 253. *Restricted to business communication and English majors.*

CM 255 Small Group Communication

3 credits

Critically examines theories, research, and case studies of small group and team communication. Students engage in exercises that help them to move from theoretical discussions into application and experience of the concepts presented.

Prerequisite(s): A grade of "C-" or better in CM 101 and prior CM courses

CM 260 Business and Professional Communication

3 credits

Focuses on practice in effective speaking and writing within the contexts of business and related professions.

Prerequisite(s): A grade of "C-" or better in CM 101 and prior CM courses

CM 265 Event Planning and Publicity

3 credits

Examines the many facets of creating, planning and executing an event, including managing the budgeting, marketing, site selection and affiliated costs. Students in this course devise and analyze specific communication strategies connected to event planning, such as targeting media and audiences.

Prerequisite(s): A grade of "C-" or better in a 100-level CM course

CM 270 New Media Communication

3 credits

Examines the paths through which new technologies are integrated into society. This course analyzes what new media are, how they originate, and ways in which communication through them presents challenges. It also distinguishes, explores and assesses new media, the ways in which they impact communication, and the skills necessary to understand and consume new media.

Prerequisite(s): A grade of "C-" or better in a 100-level CM course

CM 275 Principals and Practices of Public Relations**3 credits**

Examines the historical roots of public relations combined with the legal, ethical, and professional responsibilities of public relations practitioners. This course explores the process of public relations, including the research, planning, action and communication, and evaluation of public relations initiatives. Through critical analysis of contemporary public relations case studies, students will assess and interpret both the successes and failures of for-profit and non-profit public relations organizations.

Prerequisite(s): A grade of "C-" or better in a 100-level CM course

CM 290 Business Communication Internship Prep**1 credit**

Examines the components necessary for securing an internship in the field. This course will help interns analyze their own abilities and skills in terms of professional career placement. It will enable students to assess possible internships for their suitability to these abilities and skills. As a result, students will be able to secure a placement in an internship when appropriate.

Prerequisite(s): CM 260

CM 303/ENG 303 Feature Writing**3 credits**

Expands basic journalism skills, applying professional standards to student writing. Students will learn to write critical reviews; profile, travel and service articles; and a personal experience article. Students will read and comment on current noteworthy and award-winning feature writing, both from magazines and newspapers. Additionally, students will write a final paper and query letter intended for publication.

Prerequisite(s): A grade of "C-" or better in ENG 253 or permission of the instructor

CM 304/ENG 304 Magazine Writing and Publishing**3 credits**

Allows students to further develop both their journalistic writing skills and their creative skills by creating and writing for a class magazine. Through analysis of the history of magazines and the study of current noteworthy magazine articles and trends, students will become acquainted with magazine article writing and analysis. Students will explore all aspects of magazine production.

Prerequisite(s): A grade of "C-" or better in ENG 254 or ENG 303 or permission of the instructor

CM 305/ENG 305 Journalism Practicum**1.5 or 2 credits**

Engages student editors or senior-staff writers of *The Villager*. Students write news, commentary, editorials, features, and sports stories. They also design, edit, proofread, and copyedit each page of the paper. As needed, they take photographs, design and sell advertising, and create databases for billing. May be repeated for credit.

Prerequisite(s): A grade of "C-" or better in ENG 254 or permission of instructor

CM 310 Conflict Resolution and Negotiation**3 credits**

Focuses on conflict as inevitable and mainly productive. Students will examine definitions of conflict and develop knowledge and skills to recognize and manage conflict. Through theory, case studies, and practice, students will be given the opportunity to understand conflict in various contexts, for example, within themselves, in relationships, and in organizations.

Prerequisite(s): A grade of "C" - or better in CM 101 and prior CM courses

CM 314/ENG 314 Public Relations Writing**3 credits**

Examines the fundamentals and practices of public relations in addition to composing specific public relations written works. Students will read, analyze, and discuss current public relations and media case studies. Additionally, student will create and write a press kit for a company, which will include writing a press release, backgrounder, newsletter, brochure, fact sheet, and radio spots for their intended media.

Prerequisite(s): Completion of the core communications requirement and grade of "C-" or better in ENG 254 and CM 275

CM 350 Junior Internship**Variable credits**

Places juniors meeting specific eligibility requirements, who will perform 120 hours of approved internship experience, in an external setting during one semester. Students will be required to keep a daily journal, write several short papers as part of their final portfolio, and participate in a final, end-of-semester presentation.

Prerequisite(s): Junior status, site approval, a 3.50 GPA, and completion of MGT 204, MKT 206, VCD 270, ENG 254, CM 260, and one other business course; permission of instructor required

CM 380 The Advertising Campaign**3 credits**

Covers advertising campaigns and their many forms including print, radio, television, billboards, and websites. Students will learn the principles of advertising, positioning in the marketplace, creation of an identity for a company, branding, and creative techniques. Students will read contemporary case studies and complete a semester-long project in which they investigate a company's successful and unsuccessful advertising campaigns. Through analysis and critical review of this company, students will then pitch a new advertising campaign that they have specifically created for the company.

Prerequisite(s): A 100- or 200-level CM course; MKT-206 or permission of department chair

CM 390 Organizational Communication**3 credits**

Explores the connections between organizations and communication. Organizational communication will be introduced to students at philosophical, theoretical, and practical levels through discussions, papers, oral presentations, and group projects. Topics to be covered include, but are not limited to, supervisor-employee communication, networks, leadership, power, organizational cultures, and diversity in organizational processes.

Prerequisite(s): CM 260

CM 401 Senior Internship**Variable credits**

Places seniors, who will perform at least 120 hours of supervised and approved internship experience, in an external setting through the course of one semester. Students will be required to keep a daily working journal, write several short papers, and participate in a final presentation. The senior internship is generally taken in the student's final semester.

Prerequisite(s): Senior status, site approval, permission of instructor and completion of MGT 204, MKT 206, VCD 270, ENG 254, CM 260, and one other business course; permission of instructor required

CM 402 Special Topics in Communication**3 credits**

Rotates concepts covering various aspects of communications that build upon and extend ideas addressed in the existing communications courses. Topics will vary but may include communication in the media, psychology of advertising, gender differences in communication, and the politics of communication.

Prerequisite(s): A grade of "C-" or better in CM 101

Criminal Justice Courses

CJUS 101 Introduction to Criminal Justice

3 credits

Provides students with an overview of the criminal justice system, including historical development, present status, and suggested reforms. Topics covered include the duties and functions of actors in the criminal justice system, such as victim, offender, police, prosecuting and defense attorneys, and courts and corrections. Also covered is the criminal justice process from the formation of laws to the final stages of the treatment of criminals.

Prerequisite(s): None

CJUS 220 Criminal Law and Procedure

3 credits

Provides an overview of criminal law and the fundamental elements of criminal procedures. Topics include methods and rules of police investigation and arrest, adjudication, sentencing, and appellate review by higher courts.

Prerequisite(s): A grade of "C-" or better in CJUS 101

CJUS 265 The Juvenile Justice System

3 credits

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

Prerequisite(s): A grade of "C-" or better in CJUS 101

CJUS 275 Corrections

3 credits

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

Prerequisite(s): A grade of "C-" or better in CJUS 101

CJUS 280 Law Enforcement

3 credits

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

Prerequisite(s): A grade of "C-" or better in CJUS 101

CJUS 285 Criminology

3 credits

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

Prerequisite(s): A grade of "C-" or better in CJUS 101

CJUS 305 Ethical Issues in Criminal Justice

3 credits

Examines the field of criminal justice ethics, which broadly encompasses the history of justice and theories of morality and ethics. It includes the study of ethics from both the individual perspective and the organizational standpoint. Concrete ethical issues and dilemmas that are encountered regularly by participants

in the major components of the criminal justice system are covered. Ethical decision making opportunities within the three major branches of criminal justice are analyzed. This includes law enforcement ethics, correctional ethics, and legal profession ethics. *Prerequisite(s):* Any 200-level CJUS course with a grade of "C-" or better

CJUS 310 Comparative Criminal Justice Systems

3 credits

Examines the criminal justice systems of selected countries with comparisons, where applicable, with that of the United States. Emphasis will be on crime rates, forms of criminality, police courts, and corrections. Descriptive material on selected countries will be analyzed and compared. This course will also focus on the thematic issues common among nations worldwide and provide insight into the various methods employed by those nations in administering criminal justice.

Prerequisite(s): Any 200-level CJUS course with grade of "C-" or better

CJUS 335 White Collar Crime

3 credits

Examines the various forms of white-collar crime as illustrated through case studies. Estimates of the extent and costs of these crimes will be analyzed along with victim and offender profiles. Legal issues, including questions of corporate liability, will be reviewed as well as examination of the theoretical explanations for white-collar crimes committed by individual offenders and corporations. The problems associated with the enforcement of laws related to white-collar criminality, the investigation and prosecution of such offenses, and the sentencing of white-collar offenders will be examined.

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 350 Special Topics

3 credits

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

Prerequisite(s): A grade of "C-" or better in CJUS 101

CJUS 355 Race and Crime

3 credits

Examines how the issues of race, crime, and justice are played out in the context of a diverse society. The course considers three major issues including how the law affects and has affected different racial groups in American society, how different groups vary in their involvement in crime and the criminal justice system, and how different racial groups respond differently to the justice systems.

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 375 Probation and Parole

3 credits

Examines the organization and operation of probation and parole agencies as particular segments of the criminal justice system. The historical and philosophical foundations, theoretical concerns that the options present, as well as the practical aspects of the services rendered are analyzed. Other topics critically reviewed are community-based corrections; options for treatment and intermediate sanctions; issues surrounding court orders and pre-sentence reports; the correctional and probation and parole officer's professional and ethical roles; and, the legal decisions affecting practice in this field.

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 380 American Courts and the Criminal Justice System**3 credits**

Examines the criminal court and its dual-court structure by focusing on the organization of criminal courts at both the federal and state levels. The roles and responsibilities in the adversarial system of justice such as prosecutors, judges, and defense attorneys will be examined.

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 381 Justice, Media, and Crime**3 credits**

Examines the relationship among the media, crime, and criminal justice in the United States. This course explores how the criminal justice system, criminals, and crime are portrayed in the entertainment and news media and the effects that these portrayals have on society and our criminal justice system.

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 382 Crime Mapping and Crime Analysis**4 credits**

Examines the types of techniques used to study crime and disorder patterns and problems in law enforcement today. The course covers theory, data collection methods, and statistics used as well as the history of crime analysis, crime mapping, and career opportunities. This course will require students to learn mapping software. Requires a computer lab.

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 383 Law Enforcement and the Community**3 credits**

Examines the philosophy, tactics, problems, and solutions encountered when the community and police engage in the teamwork of community policing. Students will analyze the evolution of community policing; the community and law enforcement's relationship within this philosophy; community policing implementation; and, various community policing programs.

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 385 Research Methods in Criminal Justice**3 credits**

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

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better and Math 140 or by permission of the criminal justice program coordinator

CJUS 390 Domestic Security**3 credits**

Introduces the causes, dynamics, and history of terrorism, extremist groups and cults and their impact on the law enforcement profession. Emphasis is placed on issues associated with the causes and goals of terrorism, the cultural phenomenon of extremist groups and cults, and the challenges presented by these to future law enforcement professionals. Discussion topics will include (a) a historical perspective of terrorism; (b) international and domestic terrorism; (c) political, cultural, and religious responses to terrorism; (d) future predictions and role of law

enforcement; (e) the militarization of a civilian law enforcement; (f) the birth, rise and dynamics of extremist religious and political groups; and (g) the dynamics and impacts of cults and inter- and intra-national considerations.

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 417 Internship**3 credits**

Provides a structured, off-campus learning experience that requires 150 hours of service in a supervised setting and the creation of an academic portfolio based on the professional experience. In addition, all students registered for an internship must meet collectively in a class on campus at least four times during the semester with the internship coordinator.

Prerequisite(s): Any 300-level CJUS course with a minimum grade of "C-" or better or by permission of the criminal justice program coordinator

CJUS 420 Study Abroad Internship**6 credits**

Offers an international experience in a supervised setting combined with significant scholarly research on a topic related to the student's internship experience in a foreign country.

Prerequisite(s): Any 300-level CJUS course with a grade of "C-" or better or by permission of the Criminal Justice Program Coordinator

CJUS 430 Law Enforcement Administration and Management**3 credits**

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

Prerequisite(s): A grade of "C-" or better in CJUS 383

Economics**EC 201 Principles of Economics: Introduction to Macroeconomics****3 credits**

Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation, national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy.

Prerequisite(s): ENG 151 (may be taken concurrently)

General Education: Social Science

EC 202 Principles of Economics: Introduction to Microeconomics**3 credits**

Examines the basic economic principles governing the decisions of the economic agent. Topics include product and factor markets, as well as pricing decisions. In addition, government policies and the trade-off between efficiency and equity are examined.

Prerequisite(s): ENG 151 (may be taken concurrently)

General Education: Social Science

EC 321 Money and Banking**3 credits**

Examines the role and functions of a central bank in achieving the macroeconomic goals of price stability, full employment, financial market stability, and exchange rate stability. Topics include the role of money in the economy, the role of financial intermediaries and markets in the economy, a general history of depository regulation, background on the causes and effects of a financial crisis on the economy, and the effect of the global financial markets on a domestic economy.

Prerequisite(s): EC 201 and EC 202

EC 345 Economics of Gender**3 credits**

Examines the differences in education, family, and career choices between men and women and their effects on economic outcomes, nationally and internationally. Topics include income and advancement, as well as family outcomes. The differences and their implications will be analyzed using an array of economic models.

Prerequisite(s): EC 201 and EC 202

English**ENG 281 Topics in Literature****3 credits**

Studies selected topics treated in literature through various genres. Topics offered periodically include sports literature, war in literature, law and literature, animals and literature, literature and technology, African American literature, and jazz and literature. Topic announced each semester. May be repeated for credit when topic changes.

Prerequisite(s): A grade of "C-" or better in ENG 152 or equivalent

General Education: Humanities

ENG 286 Literary Genres: The Short Story**3 credits**

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

Prerequisite(s): A grade of "C-" or better in ENG 152 or equivalent

General Education: Humanities

Finance**Finance 402 Foundations of Finance****3 credits**

Studies the financial tools and techniques used in the modern business enterprise. Topics include financial analysis and planning, capital budgeting, cash and working capital management, profitability analysis, and long-term financing.

Prerequisite(s): ACC 221 and MATH 140

Forensic Sciences**FSCI 100 Introduction to Forensic Science****3 credits**

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

Prerequisite(s): None

General Education: Non-Lab Science

Geography**GEO 112 Human Geography****3 credits**

Studies the institutions and spatial variations of human society. This course emphasizes understanding human culture in a geographic context.

Prerequisite(s): None

General Education: Social Science

Health**HE 101 Introduction to Stress Management****1 credit**

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

Prerequisite(s): None

History**HIST 105 World History I****3 credits**

Focuses on the diverse forces that helped shape the world in which we live. The course traces the development of world civilizations from the origins of humankind to the Early Modern era, with special emphasis on Western civilization.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

HIST 106 World History II**3 credits**

Focuses on the diverse forces that helped shape the world in which we live. The course traces the development of world civilizations from the Early Modern era to the present, with special emphasis on Western civilization.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

HIST 110 The United States: 1877 to Present**3 credits**

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

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

HIST 238 History of Baltimore**3 credits**

Introduces students to the history of Baltimore from colonial times to the present. The course examines changes in politics and the economy, in the physical environment, and in the lives of ordinary Baltimoreans. The course also explores the ways in which Baltimore's history reflects both national trends and its own particular mix of North and South, race, ethnicity, and class.

Prerequisite(s): ENG 152 or equivalent

General Education: Humanities

HIST 311 Topics in History**3 credits**

Focuses on a particular period or on a specialized topic in general history. The course involves significant analysis of primary sources. Recent topics have been the Middle Ages in film, the Renaissance, the Reformation, Tudor and Stuart England, and modern American sports history. The course is repeatable if the topics are different.

Prerequisite(s): ENG 152 or equivalent

General Education: Humanities

HIST 337 The United States: The Sixties**3 credits**

Emphasizes primary sources to explore the fast-paced social, political, and cultural changes that occurred in America from 1960 to 1974. The course explores major trends in society, the economy, and politics. Topics include the presidencies of Kennedy, Johnson, and Nixon; the civil rights and black liberation movements; the Vietnam War; the rise and fall of the New Left; and the counter-culture. Students may not take both HIST 337 and HIST 300.

Prerequisite(s): ENG 152 or equivalent*General Education:* Humanities**Human Services****HSR 101 Family Studies****3 credits**

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

Prerequisite(s): None*General Education:* Social Science**HSR 201 Introduction to Human Services****3 credits**

Provides an overview of the goals, functions and organization of human services for individuals and groups. Students also examine the major theoretical approaches for helping people in need and the various functions of professionals in human services.

Prerequisite(s): ENG 151*General Education:* Social Science**Information Systems****IS 124 Introduction to Computer Graphics****3 credits**

Introduces students to the Macintosh computer and the major software programs that will be used in subsequent design classes: Adobe InDesign, Adobe Illustrator, and Adobe Photoshop. Spring semester: For visual communication design majors only. Fall semester: For business communication, FIVTH and non art majors only.

Prerequisite(s): None**IS 134 MS Windows and Office Applications****3 credits**

Develops a basic competency in Microsoft Windows and Microsoft Office. Hands-on instruction in operating systems concepts and functions commonly used to create Word documents, Excel spreadsheets, and PowerPoint presentations will be emphasized. Students will be placed in IS 134 unless the score on the computer literacy assessment warrants placement in IS 135. This course cannot be used to fulfill a major requirement for CIS or BIS majors.

Prerequisite(s): None**IS 135 Advanced MS Office Applications****3 credits**

Provides students the opportunity to design professional quality business and technical documentation using advanced features of MS Word, MS Excel and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace.

Prerequisite(s): A grade of "C-" or better in IS 134 or permission of the department chair**IS 140 Information Systems Architecture and Design****3 credits**

Examines the component technologies of information system architectures. The course will cover the design principles behind

computer hardware and peripheral devices, network components, and network operating systems. Students will explore topics in computer hardware design from handheld devices to large scale super computers.

Prerequisite(s): None**IS 150 Relational Database Design & SQL with MS Access****3 credits**

Explores relational database architecture and provides hands-on instruction in SQL using Microsoft Access. Students will evaluate the business requirement and design an effective relational database solution. Students will perform common workplace SQL tasks such as creating databases, tables and reports; inserting, updating, and selecting rows; designing queries, views, and data entry forms; and importing and exporting of data.

Prerequisite(s): A grade of "C-" or better in IS 134 or permission of the department chair**IS 170 Systems Development with UML****3 credits**

Addresses the processes and methodologies of systems development to include project management; systems analysis; and modeling of systems, data, processes, and applications. Object Oriented Analysis and Design Methodologies using Unified Modeling Language (UML) are explored.

Prerequisite(s): None**IS 201 Management Information Systems****3 credits**

Effective and efficient use of information technology (IT) to support the mission of the organization is critical. Strategic use of IT and the ability to manage information systems enables organizations to reduce or remove distance barriers, reduce time for processing and decision making, and support effective and efficient use of scarce resources. In this course students will learn skills and techniques used to implement and operate marketplace IT tools to support organizational objectives and strategies. This course is a broad survey of IT-related topics and introduces students to business information systems, IT infrastructure and emerging technologies, security, telecommunications, the Internet and the Web, decisions making systems, and ethical and social issues in IT.

Prerequisite: A grade of "C-" or better in IS 135**IS 231 Network Technologies****3 credits**

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

Prerequisite(s): A grade of "C-" or better in IS 140**IS 232 TCP/IP Communication Protocols for Windows and UNIX****3 credits**

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

Prerequisite(s): A grade of "C-" or better in IS 231**IS 235 Advanced Windows Server Architecture & Administration****3 credits**

Examines the management tools essential for creating, designing, and maintaining a Windows Server 2003 Active Directory. Students will learn planning, installation, configuration, and administration of Windows Active Directory. Students will create

from the ground up a network infrastructure using Windows 2003 Advanced Server, Domain Name System (DNS), forest designs, site topology and replication, organizational unit structure, group policy and delegation of control are just a few of the essential topics covered in this course.

Prerequisite(s): A grade of "C-" or better in IS 231

IS 240 Programming Concepts With Visual Basic .Net

3 credits

Introduces programming constructs common to most languages, laying a solid foundation on which more advanced topics will build. The course will introduce the Visual Basic .NET integrated development environment. Key topics will include object oriented programming design concepts, the .NET Framework, GUI design guidelines, VB Controls, data structures, and database connectivity. Students will design a series of small business applications linked to a database.

Prerequisite(s): A grade of "C-" or better in IS 150 and IS 170

IS 241 C# Object Oriented Programming

3 credits

Applies principles of object-oriented programming using C#. Key topics include the .NET Integrated Development Environment, control structures, methods, properties, classes, inheritance, polymorphism, data abstraction, arrays, data structures, collections, ADO .NET, GUI forms, controls, events, multimedia, graphics, and web services. Students will build a series of database connected business applications.

Prerequisite(s): A grade of "C-" or better in IS 240

IS 252 Advanced SQL Query Design with Oracle and SQL Server

3 credits

Develops proficiency in effective database and query design. Students will learn the underlying concepts of complex SQL Queries, the key to writing serviceable code, the normalization of data to minimize duplication and errors, the design of stored procedures and triggers to improve system performance, optimization techniques using cursors and join statements, transaction control, techniques for securing data, and tools for testing data integrity. Students will design a multi-table, normalized, relational business database and advanced SQL queries.

Prerequisite(s): A grade of "C-" or better in IS 240

IS 260 Presentation Theory and Application

3 credits

Covers the design of effective and dynamic audio and visual presentations, examining both theoretical and practical aspects of audio and visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. Students will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A capstone presentation will also be required.

Prerequisite(s): A grade of "C-" or better in CM 101 and IS 135

IS 280 Data Management

3 credits

Explores data storage, data archiving, quality assurance, data warehousing, data mining, and data security from a technology management perspective.

Prerequisite(s): A grade of "C-" or better in IS 150 or permission of the department chair

IS 301 Principles of E-Commerce

3 credits

Introduces students to various technologies, applications, and issues associated with electronic commerce. There is a focus on understanding how organizations can adopt and integrate

e-commerce in pursuit of organizational goals and to gain competitive advantage. Students learning about the background and history of e-commerce, e-commerce business models, online security and payment systems, e-marketing, online retailing and services, and the ethical, social, and political issues in e-commerce. Students will also conceptualize and create a basic business-focused website using popular free and low-cost web design tools.

Prerequisite: A grade of "C-" or better in IS 201

IS 320 Human-Computer Interaction

3 credits

Addresses the practical principles and guidelines needed to develop high quality interface designs for interactive systems, specifically ones that users can understand, predict, and control. The course covers theoretical foundations of human-computer interaction and design processes such as expert reviews and usability testing. Students will assess design considerations with respect to how humans act and react when confronted with a variety of interfaces, with balanced emphasis on mobile devices, Web, and desktop platforms.

Prerequisites: A grade of "C-" or better in IS 201

IS 331 CISCO TCP/IP Routing

3 credits

Examines techniques for deployment of Quality of Service Features, route distribution, and route cost determination, all of which improve performance and guarantee delivery of the business's most important data. Students will gain hands-on experience in the configuration and management of CISCO routers and switches. Best practices in the design of an effective routed infrastructure will be addressed.

Prerequisite(s): A grade of "C-" or better in IS 232

IS 332 High Speed Broadband Networks

3 credits

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

Prerequisite(s): A grade of "C-" or better in IS 231

IS 335 Wireless LANS and Mobile Communication Systems

3 credits

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

Prerequisite(s): A grade of "C-" or better in IS 231

IS 343 Web Architecture and Design Technologies

3 credits

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

Prerequisite(s): A grade of "C-" or better in IS 240 and IS 301

IS 345 JAVA Programming**3 credits**

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

Prerequisite(s): A grade of "C-" or better in IS 241 and IS 252

IS 348 Advanced Business Applications**3 credits**

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

Prerequisite(s): A grade of "C-" or better in IS 240 and IS 252

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

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

Prerequisite(s): A grade of "C-" or better in IS 343 and IS 348

IS 361 E-Collaboration and Social Networking**3 credits**

Examines various technologies, applications, and issues associated with electronic collaboration and social networking. There is a focus on understanding how organizations can adopt and integrate e-collaboration and social networking in pursuit of internal and external organizational goals and to gain competitive advantage. Students learn about the background and history of e-collaboration and social networking, cloud computing, social computing, electronic word-of-mouth, viral marketing, and the ethical, personal, organizational, and political issues in e-collaboration and social networking. Students will also conceptualize and create a business-focused social network using free and low-cost web-based applications.

Prerequisite(s): A grade of "C-" or better in IS 301

IS 380 Information Security for the Organization**3 credits**

Addresses top security issues and surveys tools to detect threats and protect valuable organization resources. Key topics including threat and risk assessment, viruses, worms, Trojan horses, port scans spyware, and denial of service attacks will be covered along with discussion of free security tools available to help uncover vulnerabilities. Students will write a security policy for their organization. Checklists for protecting business resources will be covered in detail and provided.

Prerequisite(s): A grade of "C-" or better in IS 231

IS 385 Management of Business Networks**3 credits**

Examines components of the business network, emphasizing the strategic selection and configuration of components to solve specific organizational problems. This course introduces students to file servers, application servers, database servers, transaction processing, and groupware. The use of wide-area network services and the Internet to interconnect global business units is reviewed.

Students learn the essential concepts of each technology and the interrelationships between the technologies to achieve an understanding of the business network environment.

Prerequisite(s): A grade of "C-" or better in IS 231

IS 386 E-Commerce Solutions**3 credits**

Surveys the most common technologies employed to electronically link businesses with their partners, suppliers, distributors and customers. Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Electronic Payment Systems and other Business to Business (B2B) systems will be surveyed and compared.

Prerequisite(s): A grade of "C-" or better in IS 231

IS 387 Wireless Technology Solutions for the Office**3 credits**

Examines and compares the various wireless technologies available for the office environment at home or at work. Competing wireless technologies are compared and contrasted based on function, cost, security, and performance. Products implementing technologies such as Bluetooth, 802.11a, 802.11b, 802.11g, and the cellular phone system will be examined and their niche areas of usefulness in the workplace detailed.

Prerequisite(s): A grade of "C-" or better in IS 201

IS 391 Incident Response and Investigation Methods**3 credits**

Examines the role of the 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(s): A grade of "C-" or better in IS 231

IS 392 Information Systems Forensics Internals - Auditing**3 credits**

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

Prerequisite(s): A grade of "C-" or better in IS 231

IS 393 Forensic Evidence Collection Tools and Techniques**3 credits**

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

Prerequisite(s): A grade of "C-" or better in IS 391 and IS 392

IS 431 Exchange Server & Messaging Systems**3 credits**

Install, configure, and manage Microsoft's Exchange Server, a leading technology solution for enterprise wide collaboration. The course will examine in detail the components of the messaging infrastructure; key support tasks in configuration, optimization, and data protection; and competing messaging solutions.

Prerequisite(s): A grade of "C-" or better in IS 232 and IS 235

IS 432 Network Security—Firewalls, IDS, and Counter Measures**3 credits**

Examines the types of attacks launched by intruders and the system components that offer intrusion prevention, protection, and detection. Students will learn to configure firewalls, Intrusion Prevention, and Intrusion Detection systems. Hacking exploits and the countermeasures to defeat them will be examined in detail.

Prerequisite(s): A grade of "C-" or better in IS 232

IS 443 XML E-Business Applications**3 credits**

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

Prerequisite(s): A grade of "C-" or better in IS 301

IS 444 Wireless Application Development**3 credits**

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

Prerequisite(s): A grade of "C-" or better in IS 345

IS 462 Current Topics in E-Commerce**3 credits**

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

Prerequisite: Senior status, A grade of "C-" or better in IS 301 and IS 320

IS 480 Technology Law**3 credits**

Outlines the legal requirements of businesses to preserve electronic data, ensure privacy, protect intellectual property, and insure electronic information is accessible to people with disabilities. A survey of the legislation used to implement the law is covered. Pertinent sections of the federal regulations are examined to determine impact on procedures and policies.

Prerequisite(s): Senior status

IS 481 Project & Knowledge Management**3 credits**

Enhances the knowledge, skills, and tools required to deliver projects on time and within budget. Students will explore the reasons for failed projects, the competencies of successful project managers, the functions all project managers perform, the tools project managers use to keep projects on time and within budget, and the project management life cycle.

Prerequisite: Senior status

Interdisciplinary Studies Courses

INDSC 224 Introduction to Research Methods**3 credits**

Introduces social science research methods. Emphasis is on formulating questions, developing search and data-gathering strategies, and presenting analyses.

Prerequisite(s): Sophomore status and one of the following: HSR 101, PSY 101 or SOC 101, or permission of the program coordinator

INDSC 350 Topics in Interdisciplinary Studies**3 credits**

Examines selected issues or themes that can be approached from at least two academic disciplines. Rotating topics may be developed within the following categories: social phenomena and events, ideas and applications, or area studies.

Prerequisite(s): Third-year status or permission of program coordinator

INDSC 450 Senior Project: Seminar in Interdisciplinary Studies**3 credits**

Supports research-based projects presented by interdisciplinary studies majors in partial fulfillment of the requirements for the bachelor's degree. Each senior investigates a special interest or problem incorporating selected approaches and perspectives of the core disciplines of his or her unique interdisciplinary program.

Prerequisite(s): Senior status and permission of program coordinator

Law

LAW 102 Introduction to Legal Studies**3 credits**

Provides an overview of the functions of our legal system and the sources and nature of our laws. This course introduces many substantive and procedural areas of law. Students examine the legal profession, the role of the paralegal, and the regulation of attorney and paralegal conduct. Students will begin identifying career goals. This course 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.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

LAW 112 Torts**3 credits**

Provides an introduction to the broad area of civil wrongs and their appropriate remedies. Tort Law principles of liability for personal, property, and economic harm, negligence (including professional malpractice), strict liability (including products liability), and intentional torts will be covered. Affirmative defenses and limitation of duties including assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners will also be reviewed.

Prerequisite(s): LAW 102 and ENG 151 or equivalent (may be taken concurrently)

LAW 114 Estates and Trusts**3 credits**

Introduces students to the laws governing wills and estates. Topics covered include will drafting, inheritance through testacy and intestacy, the role of personal representatives in estate administration, formal and informal probate procedures, and tax ramifications of estate planning. The course also provides an overview of techniques for gathering facts, listing assets, and drafting probate documents and reports. Students will also gain first-hand knowledge of preparing wills and applying probate procedures in opening and closing an estate.

Prerequisite(s): LAW 102 and ENG 151 or equivalent (may be taken concurrently)

LAW 120 Contract Law**3 credits**

Provides a detailed introduction to the common law of contracts and the Uniform Commercial Code. Topics examined include the bases for enforcing promises, the bargaining process, contract formalities, enforcement, breach, defenses, remedies, and assignment and delegation. Drafting skills are introduced and developed.

Prerequisite(s): LAW 102 and ENG 151 or equivalent (may be taken concurrently)

LAW 125 Legal Research and Writing I**3 credits**

Provides an introduction and overview of the methods of legal research and legal writing. Students will examine the various sources of law and categories of research materials. Students will be introduced to writing citations and learn how to develop a research plan, how to analyze cases and statutes, and how to use the law library. Basic legal writing skills will be covered as well as computer-assisted legal research.

Prerequisite(s): LAW 102 and ENG 151

LAW 130 Business Organizations Law**3 credits**

Examines the nature of sole proprietorships, partnerships, limited partnerships, limited liability companies, corporations, and S corporations. Emphasis will be placed on the drafting of articles of incorporation and articles of organization, partnership agreements, certificates of limited partnership, corporate minutes and consents, and preparation of various governmental filings that accompany corporate, LLC and partnership formation.

Pre- or co-requisite(s): LAW 102 and ENG 151

LAW 204 Constitutional Law**3 credits**

Introduces the Constitution with an emphasis on the Bill of Rights. Examination of criminal and civil constitutional rights, including the underlying legal principles governing searches and seizures, self-incrimination, due process, and equal protection of the law.

Prerequisite(s): LAW 102 and ENG 151

LAW 208 Business Law**3 credits**

Examines the legal aspects of business relationships, contracts, sales and Uniform Commercial Code, agency, and business organizations law. This course is not for paralegal majors.

Prerequisite(s): None

LAW 210 Legal Research and Writing II**3 credits**

Continues the examination of the methods of legal research and legal writing. Students will examine in depth the primary and secondary state and federal materials. Students will learn to update and validate their research. Emphasis will be placed on creating a successful research strategy. Advanced computerized legal research will be incorporated into research assignments. Students will analyze and synthesize the results of their research and incorporate their research into forms of persuasive legal writing.

Prerequisite(s): LAW 125

LAW 215 Criminal Law**3 credits**

Examines crimes and offenses, criminal procedures and constitutional guarantees of accused persons, jurisdiction of courts, preparation for trial, and appellate and post-conviction procedures.

Prerequisite(s): LAW 102 and ENG 151

LAW 216 Civil Litigation and Pleading**3 credits**

Provides a basic understanding of civil litigation and the functions and operations of the state and federal court systems. This course

includes selection of the proper court, court jurisdiction, pleadings and other court documents, discovery, rules of evidence, trial tactics, and principles of litigation. Students study the rules of procedure for Maryland courts.

Prerequisite(s): LAW 112 and LAW 120

LAW 223 Real Estate Transactions**3 credits**

Studies the nature and law of real property, including rights and interests, forms of ownership, transfer of title deeds, contracts of sale, leases, mortgages, deeds of trust, recording of documents, and common types of real estate transactions. This course is for paralegal majors only.

Prerequisite(s): LAW 102 and ENG 151

LAW 225 A Internship: Part I**1 credit**

Constitutes on-campus workshops and seminars in preparation for student workplace internships.

Prerequisite(s): ENG 151 or HON 171, ENG 152 or ENG 202, and LAW 125

LAW 225 B Internship: Part II**2 credits**

Consists of 135 hours of supervised work in a law office or legal department as a paralegal.

Prerequisite(s): LAW 225A, LAW 210, and 15 additional law credits

LAW 256 Domestic Relations**3 credits**

Studies the law regarding matters related to the family, including adoption, child support, custody, spousal support, guardianship, marital property, and the requirements for the formation and termination of a marriage.

Prerequisite(s): LAW 102 and ENG 151

LAW 259 Children and Family Law**3 credits**

Examines laws and regulations related to the health and welfare of children. Topics include child custody and visitation, child abuse and neglect, consent to treatment, laws related to child care settings, and special education. This course is not for paralegal majors.

Prerequisite(s): ENG 151

LAW 260 Juvenile Justice**3 credits**

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

Prerequisite(s): ENG 151

LAW 300 Elderlaw**3 credits**

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

Prerequisite(s): LAW 114 (may be taken concurrently)

LAW 302 LSAT Review**3 credits**

Provides students in all majors with the opportunity to think critically, strategically, and efficiently in order to understand the four multiple-choice type questions commonly found on the LSAT. Students will be required to take simulated LSAT exams, answer actual LSAT questions from recent examinations, and learn test-taking strategies. Students will also draft a well-written personal statement, suitable for inclusion in a law school application.

Prerequisite(s): LAW 210 or a 200-level writing course, and junior or senior status

LAW 305 Special Topics in Law**3 credits**

Examines areas of law of current interest not covered in other LAW courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special legal topics. Special topics will be selected based on current events, developments in technology, changes in the law, and employer needs. The course topic will differ with each offering of the course and will be specified in the class schedule for the term offered. This course may be repeated, for credit, if the course topics are different.

Prerequisites(s): LAW 210

LAW 312 Advanced Business Organizations**3 credits**

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

Prerequisite(s): LAW 130

LAW 315 Advanced Estate Administration**3 credits**

Examines the administration of a complex decedent's estate, preparation of all probate documents, including inventory and accounts, problems of valuation and appraisal of assets, preparation of federal estate tax return, and study of Maryland inheritance and estate taxation.

Prerequisite(s): LAW 114

LAW 320 Bankruptcy Law**3 credits**

Examines voluntary and involuntary proceedings, functions of the trustee, secured and unsecured debts and claims, exemptions, and discharge of debts, voidable transactions, preparation of petitions, schedules and other documents, and comparison with insolvency proceedings and compositions of creditors.

Prerequisite(s): LAW 130

LAW 322 Criminal Investigation**3 credits**

Provides students the opportunity to study the principles and procedures employed in the investigation of crime. Emphasis is placed on the investigation of specific crimes, identification of information sources, and the procedures required for the proper handling of evidence.

Prerequisite(s): LAW 204

LAW 325 Employment Law**3 credits**

Provides an overview of the law of the workplace. This course examines the impact on the employer-employee relationship and provides guidance within the environment of employment law. It also examines employment law as the crossroads of several legal disciplines: contract, tort, and agency, common law, regulatory, and statutory law, as well as social, economic, and political policy.

Prerequisite(s): LAW 130

LAW 330 Advanced Estate Planning**3 credits**

Examines the entire estate planning process (as opposed to estate administration) using a step-by-step approach. Various aspects of estate planning are covered including the topics of wills, will substitutes, trusts, estate and gift tax planning, business succession planning, asset protection, estate and trust administration, and death taxation.

Prerequisite(s): LAW 114

LAW 335 Intellectual Property Law**3 credits**

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

Prerequisite(s): LAW 130

LAW 340 Income Taxation**3 credits**

Examines the general principles of taxation of individuals, corporations, partnerships, and estates and trusts, with emphasis on points of tax law relating to individuals.

Prerequisite(s): LAW 102 and ENG 151

LAW 345 Sports Law**3 credits**

Examines the legal aspects of professional and amateur sports, including topics such as sports agents, sports contracts, sports 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 Litigation Practice**3 credits**

Provides litigation practice through preparation for and participation in a mock trial. In particular, this course teaches students essential skills in interviewing and negotiating, drafting pertinent legal documents, evaluating and strategizing cases, taking and extracting depositions, reviewing and producing documents, arguing motions, preparing exhibits for trial, giving opening and closing statements at trial, and examining witnesses at trial. The focus on the "practice" aspects of litigation develops students' professionalism and enables them to be more prepared to enter the job market. This is a parent course for the one credit option mock trial competition, where upon permission from the instructor, selected students can represent Stevenson University's paralegal studies program in regional mock trial competitions. May be taken up to twice for credit.

Prerequisite(s): LAW 216

Alternate years: Offered as needed

LAW 352 Litigation Technologies*3 credits*

Studies the implementation and manipulation of litigation support computer systems that are utilized within the legal environment for the collection, organization, and management of documents. Students will obtain hands-on experience in the use of the most prevalent litigation support software packages.

Prerequisite(s): LAW 216**LAW 361 Immigration Law***3 credits*

Examines the laws, policies and procedures pertaining to immigration, naturalization and citizenship. Topics include legal entry into and residence in the United States, qualifying for citizenship, Visas, amnesty, asylum and refugees, deportation, and post 9/11 issues. Designed to meet specific employer needs in the field of immigration law, both in the private and public sectors, preparation of legal documents and immigration forms is emphasized.

Prerequisite(s): LAW 216**LAW 365 Health Care Law***3 credits*

Studies the framework of regulation of the health care arena, including the credentialing of health care professionals and how health insurance can define access to health care. Analysis of fraud and abuse legislation and regulations, including application of the law to hypotheticals. A review of the effect of antitrust legislation on health care business transactions. The laws of birth and death will be examined.

Prerequisite(s): LAW 210**LAW 375 Environmental Law***3 credits*

Studies the major environmental statutes and regulations affecting the operations of business and industry. Topics include water pollution control, air pollution control, PCBs, asbestos, hazardous wastes, and other public health and safety regulations. Discusses of the process developed by federal and state agencies for compliance with these regulations and the potential liabilities faced by employers and businesses.

Prerequisite(s): LAW 210**LAW 380 Mediation and Negotiation***3 credits*

Studies the role of mediation in resolving conflicts. This course includes an introduction to the skills and procedures needed to settle disputes and an examination of the dimensions and benefits of mediation and its use within the field of alternative dispute resolution.

Prerequisite(s): ENG 151**LAW 390 Law Clinic***3 credits*

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

Prerequisite(s): LAW 225**LAW 404 Advanced Constitutional Law***3 credits*

Analyzes the Fourteenth Amendment rights of due process and equal protection, examination of principles involving the Commerce Clause and Commercial Free Speech, review of recent decisions by the Supreme Court that significantly impact the major areas of criminal and civil law.

Prerequisite(s): LAW 204**LAW 410 Securities Law***3 credits*

Analyzes the structure, operation, and regulation of the securities industry. Specific focus will be placed on investment advisors, mutual funds, and broker dealers, their regulation by the SEC, NASDR, and states, and the role of paralegals in these organizations.

Prerequisite(s): LAW 130 and LAW 210**LAW 415 Financial Institutions and Banking Law***3 credits*

Analyzes the structure, operation, and regulation of the American financial institutions industry. Explores the distinctions among commercial banks and other financial institutions, including insurance companies and stock brokerages. This course examines bank holding companies and regulation of non-traditional banking activities, and scrutinizes troubled banks and the FDIC, as well as insurance and securities activities. Senior status or prior banking experience recommended.

Prerequisite(s): LAW 210 (for paralegal majors) OR LAW 208 or LAW 308 (for business and accounting majors)**LAW 423 Advanced Real Estate***3 credits*

Expands on the principles of real property law into the more sophisticated areas of conveyancing, mortgage and equity financing, and forms of property ownership, preparing for settlements, recording of documents, and applications for title insurance. Residential and commercial transactions, including leasing, cooperatives and condominiums, timesharing, syndications, and tax implications are covered. This course focuses on the distinctions among specific financial institutions, appraisers, real estate agents, and mortgage makers and their roles in the real estate market.

Prerequisite(s): LAW 223**LAW 450 Administrative and Government Law***3 credits*

Examines administrative law and policy at the federal and state levels. Emphasis is placed on how the administrative process functions in theory and in practice from the perspective of the lawyer and the paralegal. This course includes rulemaking, both informal and formal, adjudication at the administrative level, judicial review, Freedom of Information and Public Information Act, and Federal and Maryland Administrative Procedure Acts.

Prerequisite(s): LAW 216**LAW 462 Advanced Contract Drafting***3 credits*

Instructs students in the skill of contract drafting. Students will learn the different parts of a contract and how to draft each part, to write provisions clearly and unambiguously, then to organize the parts into a cohesive contract. Reviewing and commenting on contracts drafted by others will be studied. Students will consider ethical issues in drafting contracts.

Prerequisite(s): LAW 120 and LAW 210

LAW 470 International Business Law**3 credits**

Examines various aspects of international business law, including multinational enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.

Prerequisite(s): LAW 130 and LAW 210 (for paralegal majors) or LAW 208 or LAW 308 (for business and accounting majors) and senior status

LAW 480 Senior Seminar**4 credits**

Employs a broad range of legal research, legal writing, analytical skills, oral communication skills, and substantive law skills. Students demonstrate mastery of substantive legal skills through completion of a project. Students participate in demonstration of legal research, legal writing, and analytical and oral communication skills through presentation of legal briefs.

Prerequisite(s): LAW 210 and senior status

Management**MGT 204 Principles of Management****3 credits**

Examines theories and principles underlying the management process. Also discussed are fundamental management activities, including planning, organizing, leading, controlling, and decision making.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

MGT 210 Business Writing**3 credits**

Focuses on the purposes, principles, and techniques of business writing. The course provides students with a review of the basics in writing while using a variety of operational workplace writing exercises, e.g. memos, letters, electronic messages, reports, and short research proposals, so that student may apply advanced critical thinking and analytical competencies to develop overall writing ability.

Prerequisite(s): A grade of "C-" or better in ENG 152 or equivalent

General Education: 200-level writing course for select designated majors

MGT 310 Organizational Behavior**3 credits**

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

Prerequisite(s): A grade of "C-" or better in MGT 204 or HSR 340

MGT 312 Analysis of the Managerial Environment**3 credits**

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

Prerequisite(s): EC 201, EC 202 and a grade of "C-" or better in MGT 310 and ACC 215

MGT 313 Operations Management**3 credits**

Investigates effective operating control in businesses and the interrelationship between operations and other functions of an organization. Topics include operating strategy, production

planning, quality management, inventory management, project management, and technology assessment.

Prerequisite(s): A grade of "C-" or better in MGT 204 and MATH 140 or MATH 210

MGT 340 Organizational Leadership**3 credits**

Examines leadership in organizations and the personal approaches necessary for effective leadership and followership under a variety of conditions. Leadership theories and research including traditional and contemporary perspectives are reviewed.

Prerequisite(s): A grade of "C-" or better in MGT 204 or permission of the department chair.

MGT 408 Human Resource Management**3 credits**

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

Prerequisite(s): A grade of "C-" or better in MGT 310 or HSR 340

MGT 413 Project Management**3 credits**

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

Prerequisite(s): A grade of "C-" or better in MGT 313 and ACC 221

MGT 415/INBUS 415 International Business Management**3 credits**

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

Prerequisite(s): A grade of "C-" or better in MGT 204 and MKT 206

MGT 422 Strategic Management**3 credits**

Develops the ability to recognize, analyze, and define problems within and outside organizations, to identify management choices, and to implement appropriate action. This course stresses assessment of the short and long-term implications of taking certain actions.

Prerequisite(s): A grade of "C-" or better in MGT 204

MGT 424 Entrepreneurial Development**3 credits**

Analyzes the stages in a company's growth and requires the development of a new company, product, or initiative. Students conduct a feasibility analysis, develop a business plan and a marketing plan, and propose alternate strategies to secure start-up capital. Additional topics discussed include risk estimation, networking, franchises, mergers and acquisitions, and management skills.

Prerequisite(s): A grade of "C-" or better in MGT 204, MKT 206, ACC 102, FIN 301 or FIN 402

MGT 430 Business Capstone Seminar**3 credits**

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

Prerequisite(s): EC 201, EC 202 and a grade of "C-" or better in MGT 310, MGT 313, MKT 206, and FIN 402

Marketing

MKT 206 Principles of Marketing**3 credits**

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

Prerequisite(s): ENG 151 or equivalent (may take concurrently)

MKT 207 Market Research**3 credits**

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

Prerequisite(s): A grade of "C-" or better in MKT 206

MKT 311 Consumer Behavior**3 credits**

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

Prerequisite(s): A grade of "C-" or better in MKT 206

MKT 315 Sports Marketing**3 credits**

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

Prerequisite(s): A grade of "C-" or better in MKT 206

MKT 316 Principles of Negotiation and Sales**3 credits**

Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical

behavior in negotiation and sales will be a perspective in all discussions.

Prerequisite(s): A grade of "C-" or better in MGT 204 and MKT 206

MKT 336 Integrated Marketing Communications**3 credits**

Examines the social and economic roles, principles, and applications of all forms of promotional tools in the development of integrated marketing communications programs. Topics include advertising, sales, sales promotion, direct marketing, and public relations, with domestic and international perspectives.

Prerequisite(s): A grade of "C-" or better in MKT 206

MKT 410 Strategic Marketing Cases**3 credits**

Develops the student's ability to identify, analyze, and resolve marketing problems using the case analysis method. Topics include target market selection, new product introduction, use of research, branding and promotion activity, and financial implications of alternatives under consideration.

Prerequisite(s): A grade of "C-" or better in MKT 206 plus one additional MKT course

Mathematics

MATH 121 College Algebra with Applications**4 credits**

Introduces the student to solution techniques for equations and inequalities, properties of functions, properties of polynomial, rational, exponential and logarithmic functions, and systems of equations. Course activities emphasize applying acquired algebraic problem solving techniques and reasoning to real-world and discipline-specific problems. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.

Prerequisite(s): A grade of "C" or better in DEVM 105#, or by placement.

General Education: Mathematics

MATH 140 Basic Statistics**4 credits**

Introduces the student to basic data analysis. Methods include data collection and packaging, discriminating between valid and invalid uses of statistics, and elementary methods for decision making. Topics include measures of central tendency and dispersion, elementary probability, probability distributions, interval estimates of parameters, hypotheses testing, correlation, and regression. Course activities include elementary applications of statistics to a variety of disciplines. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.

Prerequisite(s): A grade of "C" or better in DEVM 105#, or placement into MATH 121 or higher

General Education: Mathematics

MATH 210 Statistics and Probability**4 credits**

Applies the theory of statistics to concrete problems in business and the social sciences. Topics covered include data collection, graphical displays of data, descriptive measures, correlation and regression, probability, discrete and continuous random variables, the binomial and normal distributions, sampling distributions, interval estimation of parameters, and tests of hypotheses. A TI-83, TI-83 Plus or TI-84 calculator is required for the course. A computer laboratory component will introduce the student to statistical applications in software packages. Credit will not be granted for both MATH 210 and MATH 235.

Prerequisite(s): A grade of "C" or better in MATH 121, or placement into MATH 125 or higher

General Education: Mathematics

Music

MUS 201 Introduction to Music in History

3 credits

Explores musical styles in history from Gregorian chant to jazz and contemporary music. Students are exposed to a variety of musical styles through the use of CDs and live performances.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Fine Art

MUS 320 Topics in Musical Traditions

3 credits

Examines and compares musical traditions and aesthetics of diverse cultures, with a discussion of both the sacred and social roles that music plays in each society. Past topics have included world musical traditions and American musical traditions.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

General Education: Fine Art

Nursing Courses

NURS 312 Physical Assessment and Pathophysiology

3 credits

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. **Restricted to RNBS majors.**

Prerequisite(s): Refer to the Course Requirements section of the RN/BS program description

NURS 313 Professional Seminar I

4 credits

Prior to Fall 2013, this course was offered as NURS 411.

Includes discussion of the philosophy of nursing, perspectives of nursing theorists, and historical foundations. Expansion of nursing roles, development of learning goals, and professional values are discussed. The principles of scholarly writing and critical thinking are applied throughout the course. **Restricted to RNBS majors.**

Prerequisite(s): Refer to the Course Requirements section of the RN/BS program description.

NURS 314 Nursing Research for RNs

3 credits

Starting in Spring 2014, this course will be offered as NURS 418.

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. **Restricted to RNBS majors.**

Prerequisite(s): MATH 140

Refer to the Course Requirements section of the RN/BS program description

NURS 315 Information Technology in Nursing and Health Care

3 credits

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. **Restricted to RNBS majors.**

Prerequisite(s): NURS 313

Refer to the Course Requirements section of the RN/BS program description

NURS 414 Nursing Leadership For RNs

3 credits

Provides opportunities for registered nurse students to explore a variety of topics essential to facilitation of nursing leadership in health care environments. Nurses learn about theories of organizational behavior, leadership, and management. Dialog centers on topics of group facilitation, delegation, motivation, collaboration, team building, empowerment, conflict management, and negotiation as experienced in the context of nursing practice. **Restricted to RNBS majors.**

Prerequisite(s): NURS 312, 313, 315 and senior status.

Refer to the Course Requirements section of the RN/BS program description.

NURS 415 Professional Seminar II

3 credits

Explores the process of empowerment and self-actualization in the nursing profession. During the first segment of the course, the focus is on the nurse as a professional. The second segment examines the context of professional nursing practice, the health care delivery system. The remaining segment provides opportunities to explore professional activism within nursing organizations and state/federal governmental agencies. **Restricted to RNBS majors.**

Prerequisite(s): NURS 312, 313, 315 and senior status.

Refer to the Course Requirements section of the RN/BS program description.

NURS 424 Health in the Community

5 credits

Immerses the registered nurse student in community-focused health care. The first portion of the course explores nursing care provided to groups within the community setting, based on nursing research and using the nursing process, community assessment, goal setting, and community planning. The second portion of the course includes concepts associated with epidemiology, informatics, economics, environmental health, health promotion, vulnerable populations, and global health. Theoretical concepts will be applied in a mentored clinical experience; the setting will be selected under the guidance of the faculty and will be one where public or community health concerns can be identified and where nursing roles are present. 45 hours of mentored clinical practice required. **Restricted to RNBS majors.**

Prerequisite(s): NURS 312, NURS 314, NURS 414, and NURS 415 Refer to the Course Requirements section of the RN/BS program description

NURS 434 Professional Seminar III

3 credits

Assists the RN to BS student in synthesizing concepts and experiences from their course work into an integrated whole. Students will analyze implications for change in nursing practice and the delivery of health care. The students will explore ways in which they can individually and collectively become engaged in advancing the quality of nursing practice.

Prerequisite(s): NURS 424

Philosophy

PHIL 101 Introduction to Philosophy

3 credits

Explores the nature of philosophical inquiry that underlies all pursuits of knowledge and self-knowledge. In particular, the course will study the thinking of at least three different philosophers and three different branches of philosophy (e.g., metaphysics, ethics, epistemology, aesthetics). Approaches to such study will vary with course instructor.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

PHIL 104 Logic**3 credits**

Studies the principles and methods used to distinguish good and bad reasoning. The goal of this course is better reasoning. To this end, students critically examine and attempt to understand key elements of both informal and formal logic.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

PHIL 415 Professional Ethics**3 credits**

Reviews traditional ethical theories, which are then applied to more specialized topics in professional ethics. Readings consist of case studies together with articles on ethical theory. The course is not open to students who have taken PHIL 416.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

General Education: Humanities

PHIL 416 Business Ethics**3 credits**

Explores a critical and historical study of ethical theories as they relate to contemporary business conduct and issues. The course is not open to students who have taken PHIL 415.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

General Education: Humanities

Photography**PHOTO 141 Basic Digital Photography****3 credits**

Provides a foundation in the digital darkroom introducing the hardware, software, and techniques used in digital photography. Through lectures, demonstrations, lab work, and varied assignments, students will develop skills in the art and practice of digital capture, management, and manipulation, and will engage in discussion and consideration of the philosophical and ethical ramifications of this practice. Students will create a portfolio of digital photographs in print and for web presentation. Course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): None

Physical Science**PHSCI 151 Principles of Earth and Field Science****4 credits**

Introduces the fundamental principles of geology, astronomy, oceanography, and meteorology, along with their relationships among each other and to the environment. Weekly laboratory exercises are utilized for enrichment, development, and understanding of the concepts. Laboratory included.

Prerequisite(s): None

General Education: Laboratory Science

PHSCI 206 Meteorology**3 credits**

Explores the relationship between man and weather, air masses, and fronts. Studies the atmosphere, weather scales, causes of weather, storms, atmospheric optics, and weather prediction. Fulfills non-laboratory science requirement for non-majors.

Prerequisite(s): None

General Education: Non-lab science

Political Science**POSCI 102 American Government: Political Institutions and Procedures****3 credits**

Examines the structures that comprise the American political system, how they interact, how they affect an individual member of the political system, and how they are changed by individuals and groups. This course covers federal, state, and local government.

Prerequisite(s): None

General Education: Social Science

Psychology**PSY 101 Introduction to Psychology****3 credits**

Introduces the psychological theories and research that are the foundation of the scientific study of behavior, including mental processes. This course focuses on the major concepts, theoretical perspectives, historical and current data that relate to the discipline of psychology. Topics include the biological basis of human behavior, learning theory, memory, personality, development, intelligence, and psychological disorders.

Prerequisite(s): None

General Education: Social Science

The Traditional Undergraduate Catalog states the following

Prerequisite(s): ENG 151 (may be taken concurrently)

PSY 108 Human Growth and Development**3 credits**

Provides a lifespan perspective, from a scientific perspective, on the growth and development of humans. This course focuses on stability and change in human development with respect to the biological, cognitive, and socioemotional domains. Major theoretical approaches to development that address both innate factors and environmental influences, as well as their interaction, are studied. A broad range of topics are covered that are relevant to the varying age groups and domains of development.

Prerequisite(s): A grade of "C-" or better in PSY 101

General Education: Social Science

PSY 208 Human Sexuality**3 credits**

Focuses on the psychological, biological, social, cultural, and ethical forces that impact one's sexuality. Emphasis is placed on research methodologies. Topics such as the status of sex research, love, attraction and intimacy, variations in sexual practice and gender expressions, legal implications, as well as the range of psychological alterations that affect one's sexuality will be introduced. Students should have a grasp on many topics related to human sexual functioning and be able to discuss sexual issues in a more open and knowledgeable manner by the end of the course.

Prerequisite(s): A grade of "C-" or better in PSY 101

General Education: Social Science

PSY 215 Psychopathology**3 credits**

Examines abnormal behavior and its assessment, diagnosis, possible causes, and treatment. This course focuses on the major mental disorders diagnosed in adults. These disorders include anxiety disorders, mood disorders such as major depression, psychotic disorders, and personality disorders.

Prerequisite(s): A grade of "C-" or better in PSY 101

General Education: Social Science

PSY 350 Advanced Topics in Psychology**3 credits**

Studies selected issues in psychology in depth, stressing relevant methodologies and theories. Rotates topics, such as drugs and behavior, health psychology, and forensic psychology. See the undergraduate catalog for topics offered in the traditional semesters. Repeatable if content differs.

Prerequisite(s): Vary based upon topic

Religion**REL 302 Comparative Religious Thought****3 credits**

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-year or fourth-year status or permission of the instructor

General Education: Humanities

REL 303 Contemporary Religion in America**3 credits**

Studies contemporary religious expressions in America. The course examines the origins, development, and current status of both mainline and peripheral movements, with discussions on attendant problems of national interest.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

General Education: Humanities

REL 315 Topics in Religion**3 credits**

Offers 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. Repeatable if content differs.

Prerequisite(s): ENG 152

General Education: Humanities

Sociology**SOC 101 Introduction to Sociology****3 credits**

Studies the fundamentals and methods of sociology as a social science. This course provides introduction to sociological perspective and theories on such topics as socialization, social interaction, deviance, and social control; family, education, religion, politics, and economics; and social change.

Prerequisite(s): None

General Education: Social Science

Theatre**THEA 121 Introduction to Theatre****3 credits**

Examines—through readings and lecture and discussion—the responsibilities and techniques of theatre artists (playwrights, actors, directors, designers) who collaborate to create the dramatic experience. Students further investigate the nature of this experience by critiquing Stevenson University productions.

Prerequisite(s): None

General Education: Fine Art

Video**VID 107 Fundamentals of Video****3 credits**

Acquires a working knowledge of video production and competency on all equipment and crew functions in a three-camera studio. Students master the vocabulary of basic video and learn to produce and direct various live video segments and programs. Students also learn the basics of shooting in the field and of Final Cut Pro editing. Course includes studio and lecture. For this course, students will need to have access to, or purchase, an external hard drive that meets the instructor's specifications.

Prerequisite(s): None

Visual Communication Design**VCD 270 Introduction to Corporate Communication Design****3 credits**

Building on technology skills introduced in IS 124, this course gives non-designers the skills they need to produce professional publications, including writing, editing, designing, and printing. Emphasis is placed on communicating ideas effectively in a variety of media, understanding basic design and typographic principles, and using publishing software to create print-ready documents. Course includes studio and lecture. Students will need to purchase supplies/materials for this course. Not for visual communication design majors.

Prerequisite(s): A grade of "C" or better in IS 124

VCD 370 The Relationship of Design and Business**3 credits**

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

Prerequisite(s): A grade of "C" or better in VCD 211 or VCD 270

Graduate Course Descriptions

Business and Technology Management Courses

BTM 601 Information Technologies and the Organization

3 credits

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

Prerequisite(s): None

BTM 604 Cognitive Science for Requirements Analysis

3 credits

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

Prerequisite(s): None

BTM 606 Creativity in Information Systems

3 credits

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

Prerequisite(s): None

BTM 618 Network Technologies

3 credits

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

Prerequisite(s): None

BTM 630 Object-Oriented Technologies and C#

3 credits

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

Prerequisite(s): None

BTM 632 Client/Server Computing with ASP.NET

3 credits

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

Prerequisite(s): None

BTM 634 Enterprise Data Management

3 credits

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

Prerequisite(s): None

BTM 635/HCM 635 Innovative Leadership & Management

3 credits

Examines all aspects of leadership, including characteristics of leaders, leadership behaviors and styles, leadership ethics and social responsibility, teamwork, communication and conflict, and creativity and innovation. Students will develop skills, research findings, and evaluate cases relating to leadership theory and practice.

Prerequisite(s): None

BTM 638 Enterprise Application Development using XML

3 credits

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.

Prerequisite(s): None

BTM 640 Operating Environments: Architecture and Infrastructure

3 credits

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.

Prerequisite(s): None

BTM 642 Enterprise Application Process Analysis**3 credits**

Discusses the nature and impact of Enterprise Solutions software on the selection, development, and distribution of information systems through the enterprise. Students learn and apply the appropriate hardware, software, and communications standards required for evaluating when and how to implement Enterprise Solutions instead of more traditional techniques to solve business problems.

Prerequisite(s): None**BTM 643 Electronic Commerce****3 credits**

Discusses the evolution of key infrastructure technologies from electronic data interchange (EDI) to the Internet and how these technologies are creating the corporation of the 21st century. Students learn how organizations are converting traditional mainframe and client/server applications to Internet-based applications that allow worldwide access to an organization's products and services. The course covers the technologies that support these new extended corporations as well as the underlying managerial processes that are required for their successful implementation.

Prerequisite(s): None**BTM 644/HCM 644 Project Management****3 credits**

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

Prerequisite(s): None**BTM 645 Supply Chain Management****3 credits**

Studies the supply chain from end to end and traces 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 effect 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.

Prerequisite(s): None**BTM 646 Disaster Recovery & Business Continuity****3 credits**

Provides students with the ability to identify vulnerabilities, and to create and implement appropriate countermeasures to address them or, at a minimum, mitigate disruption of service to the organization's constituents. Natural disasters and intrusions can cripple an organization, suspending mission-critical processes and disrupting service to customers. To that end, this course will focus on techniques for creating a business continuity plan (BCP) and the methodology for building an infrastructure that supports the effective implementation of such a plan.

Prerequisites: None**BTM 661/CYBF 661 E-Systems Security****3 credits**

Explores the current software and hardware products available to protect enterprise assets. Covered in this course are the methods used to ensure both secure and authenticated transmissions of proprietary corporate information across vulnerable networks. Topics will include public-key-infrastructure (PKI), digital signatures, certificate authorities, and encryption standards such as SSL, IPSEC, SET, DES, S/MIME, SHTTP. In addition, students examine techniques and software used for intrusion detection, password attacks, denial of service, spoofing, and their respective countermeasures.

Prerequisite(s): None**BTM 662 Business to Business Applications****3 credits**

Explores the latest business-to-business technologies including Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relation-ship Management (eCRM), Electronic Data Interchange (EDI), and Online Financial Services.

Prerequisite(s): None**BTM 663 Information Technology Law & Enforcement Activities****3 credits**

Outlines the legal requirements of businesses to preserve electronic data, ensure privacy, protect intellectual property and ensure that electronic information is accessible to people with disabilities. A survey of the legislation and the systems used to carry out the letter of the law is covered. Relevant sections of the Federal and State rules are examined to discover the impact on procedures and policies in the enterprise. Current pertinent federal legislation is discussed including but not limited to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Digital Millennium Copyright Act (DMCA), Section 508 (29 U.S.C. '794d), Accessibility Act; Sarbanes-Oxley Act; and the USA Patriot Act - Section 326 (HR 3162).

Prerequisite(s): None**BTM 667/HCM 667 Customer Relationship Management (E-CRM)****3 credits**

Understands the importance of CRM in safeguarding the firm's customer base and future revenue growth, especially in those industries characterized by high levels of competition. In accessing and analyzing customer data, businesses are better able to provide products and services more closely tailored to customers' needs and thereby strengthen relationships. Students evaluate the various methods of extracting customer data, particularly from web sites, and learn how the data is analyzed, segmented and scored in the production of meaningful management reports and marketing campaigns.

Prerequisite(s): None**BTM 670 Competitive Theory****3 credits**

Examines the formulation and implementation of strategies for businesses, particularly those competitive strategies applicable to new products, services or processes. Students examine how managerial action can reinvent competition within existing industries and how the creation and implementation of strategy drives the success of business. Topics include strategic management, leadership, and analysis.

Prerequisite(s): BTM 601

BTM 671 Innovative Strategies**3 credits**

Explores the central problems and solutions in the management of innovation and technology. The course analyzes how a large organization develops and maintains a culture of innovation; successfully manages innovative technology projects; and maintains the balance between task performance and cost containment. The course will also address the human, process, structural, and strategic factors involved in managing technological innovation.

Prerequisite(s): BTM 601**BTM 672 I.T. Financial Management****3 credits**

Reviews application of financial theories, focusing on the principles and practices used by IT financial management for planning, controlling, pricing, evaluating and decision making. Topics include: activity based cost management, asset management, benchmarking, chargeback, controllership, expense management, performance management, and telecommunications. Students will develop managerial financial problem solving and decision making skills with a strategic orientation.

Prerequisite(s): BTM 601**BTM 701 Systems Integration****3 credits**

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(s): 24 credits earned**BTM 702 Master's Project****3 credits**

Offers students the opportunity to perform in-depth applied technology research in support of a business environment. Students pursue project research topics chosen from a wide range of technologies and through hands-on implementation perform comparative analysis testing on performance, reliability, stability, feature sets, and functionality. Students formally present their research findings to the Information Systems faculty.

Prerequisite(s): BTM 701

Cyber Forensics Courses

CYBF 643/FSIS 643 Incident Response and Evidence Collection**3 credits**

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

Prerequisite(s): None**CYBF 644/FSIS 644 Windows Forensic Examinations****3 credits**

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

Prerequisite(s): CYBF 643**CYBF 650/FSIS 650 Intrusion Detection Systems (IDS), Firewalls, Auditing****3 credits**

Explores the network forensic components that detect, block and track network intrusions. Students learn how to configure IDS, firewalls and network analysis tools to protect network resources. Steps in recovering digital forensic evidence from these devices are examined. The various categories of IDS, firewall and network analysis products are compared and evaluated.

Prerequisite(s): Approval of the Program Coordinator**CYBF 661/BTM 661 E-Systems Security****3 credits**

Explores the current software and hardware products available to protect enterprise assets. Covered in this course are the methods used to ensure both secure and authenticated transmissions of proprietary corporate information across vulnerable networks. Topics will include public-key-infrastructure (PKI), digital signatures, certificate authorities, and encryption standards such as SSL, IPSEC, SET, DES, S/MIME, SHTTP. In addition, students examine techniques and software used for intrusion detection, password attacks, denial of service, spoofing, and their respective countermeasures.

Prerequisite(s): None**CYBF 662/FSIS 662 Network Penetration Testing****3 credits**

Explores the need for conducting ethical network penetration testing as a means to better secure existing networks and to identify artifacts that appear from attacks. Students will develop network penetration testing plans in accordance with approved industry standards. Tests, which include active and passive reconnaissance, footprinting, vulnerability identification, and exploitation, will be conducted on multiple targets. Students will generate results, including recommendations for improving the security posture of the network.

Prerequisite(s): CYBF 644/FSIS 644, or permission from the CYBF Program Coordinator**CYBF 663/FSIS 663 Network and Cloud Forensics****3 credits**

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

Prerequisite(s): CYBF 644/FSIS 644, or permission from the CYBF Program Coordinator**CYBF 664/FSIS 664 Mobile Device Forensics****3 credits**

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

Prerequisite(s): None

CYBF 670 Cyber Warfare and Cyber Terrorism**3 credits**

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

*Prerequisite(s): None***CYBF 675 Live Response and Live Acquisition****3 credits**

Explores the fundamental differences between classical media analysis in dead box forensics and live responses and live acquisition. Students will perform both a live response to an information system that has been hacked and a live acquisition of media and memory on a running system that has been compromised. Students will then analyze the results for evidence of attack and compromised data. Finally, students will create detailed reports with findings from live responses and acquisitions.

*Prerequisite(s): None***CYBF 680 Legal Compliance and Ethics****3 credits**

Introduces students to key statutes, regulations and standards relating to the security of information, including the Federal Information Security Management Act (FISMA), the Health Insurance Portability and Accountability Act (HIPAA), the Privacy ACT of 1972, National Institute of Standards and Technology (NIST) Special Publication 800-37, and the Computer Fraud and Abuse Act. Students will analyze best practices with respect to both security and ethics to identify conflicts that may arise between the implementation of current laws and real-life responses to breaches of information systems.

*Prerequisite(s): None***CYBF 685 Malware Detection, Analysis, and Prevention****3 credits**

Explores malware, such as Trojans, droppers, and rootkits, used to gain access to computer systems and examines the infiltration methods and resultant artifacts that appear as a result of malware infections. Students will examine the role and behavior of bot networks and analyze carrier files, such as malicious PDFs, scripts, and executables. Students will isolate and analyze malware from behavioral and static approaches.

*Prerequisite(s): None***CYBF 710 Mock Intrusion and Response****3 credits**

Applies the concepts learned throughout the cyber forensics program to a real-life scenario. Students will identify and analyze a compromised multi-component information system; preserve, collect, and analyze data from multiple sources to identify attack vectors and compromised data; and produce a detailed report describing the methodology used to analyze the systems and the subsequent results. Finally, students will provide an oral defense of their reports.

*Prerequisite(s): 33 graduate credits in cyber forensics***Forensic Science Courses****ART 540 Crime Scene Photography****3 credits**

Explores the basic concepts and skills of photography including the use and operation of SLR and Digital cameras, the fundamentals of proper lighting, film selection, picture composition, film processing and printing. These skills will be developed as they pertain to photographing a crime scene and specific areas of a crime scene, such as fingerprints, blood splatters, firearms, burn marks, victims, and tire tracks. This course must be completed prior to taking Mock Trial.

*Prerequisite(s): None***FSCI 500 Survey of Forensic Science****3 credits**

Provides the student with an understanding of the two primary arenas of forensic science—the lab and the courtroom. Topics covered will include forensic chemistry, pattern analysis, forensic biology, forensic microscopy, the expert witness, physical evidence and the crime scene. Topics related to employability as a forensic scientist and workplace demands will also be introduced. In this course, students will begin to explore in detail their specific areas of interest within the broad discipline of Forensic Science.

*Prerequisite(s): None***FSCI 610 Physical Evidence at Crime Scenes****3 credits**

Covers how to identify physical evidence and recognize its value as it relates to the solution of crime. The concepts of identification, individualization, and association will be discussed. The categories of physical evidence studied will include the recognition and collection methods of fingerprints, drugs, documents, soil, arson evidence, gunshot residue, hair, fiber, and the biological evidence categories, such as blood, saliva, and semen. The value of DNA evidence will be discussed.

*Prerequisite(s): None***FSCI 615 Safety/Quality Control/Quality Assurance****2 credits**

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

*Prerequisite(s): None***FSCI 617 Trace Evidence****4 credits**

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

*Prerequisite(s): FSCI 500***FSCI 620 Drug Analysis****3 credits**

Introduces students to the "analytical approach" to drug analysis in a forensic laboratory. Students will be taught how to define the problem, take a representative sample, isolate, identify, and quantitate various classifications of controlled dangerous substances. Students will learn how to put the findings into proper report format. Laboratory course.

Prerequisite(s): None

FSCI 630 Crime Scene Investigation**4 credits**

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

Prerequisite(s): FSCI 500 and FSCI 610

FSCI 632 Pattern Analysis**3 credits**

Enhances the student's knowledge in the area of forensic science known as Pattern Analysis. Specific areas of coverage within this topic are latent prints, firearms/toolmarks, bloodstain patterns, and questioned documents.

The central concept of the course is that items of evidentiary value (known vs. questioned) can be associated with each other through an examination and correlation of innate patterns. This course expands the application of comparative methods of analysis first introduced in FSCI 500. The course is in an 8-week, accelerated, on-line format.

Prerequisite(s): FSCI 500

FSCI 640 Serology and Immunology**4 credits**

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

Prerequisite(s): None

FSCI 645 DNA Analysis**3 credits**

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

Prerequisite(s): FSCI 500 and FSCI 640

FSCI 655 Practicum Rotations**3 credits**

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

Prerequisite(s): None

FSCI 660 Forensic DNA Computer Applications**3 credits**

Provides students with exposure to a wide variety of computer applications that are commonly encountered within the forensic DNA field. The course includes both analytical applications and database applications; with four modules assigned to each. Each module will cover the basis of the application, the different options available for the application, and an explanation of the functionality of the application. The analytical application includes modules on real time PCR analysis, length based DNA analysis, sequence based DNA analysis, and expert analysis systems. The database application includes modules on quality assurance

databases, sample tracking databases, comparative databases, and population databases.

Prerequisite(s): FSCI 500

FSCI 670 Forensic Toxicology**3 credits**

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

Prerequisite(s): FSCI 500

FSCI 720 Seminar in Forensic Science I**1 credit**

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

Prerequisite(s): None

FSCI 721 Seminar in Forensic Science II**1 credit**

Emphasizes student presentations. This course is a continuation of FSCI 720.

Prerequisite(s): FSCI 720

FSCI 760 Research Project & Presentation I**3 credits**

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

Prerequisite(s): None

FSCI 761 Research Project & Presentation II**3 credits**

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

Prerequisite(s): FSCI 760 I

FSCOR 701 Mock Trial Capstone**3 credits**

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

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

Forensic Studies Courses

FSAAC 620 Forensic Information Technology**3 credits**

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

Prerequisite(s): None

FSAAC 622 Advanced Accounting Information Systems**3 credits**

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

Prerequisite(s): None

FSAAC 624 Fraud: Accounting**3 credits**

Covers fraud detection, warning signs, technology tools, investigation techniques, financial statement screening, fraud risk in e-commerce, and proactive fraud risk. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure will be addressed. This course must be completed prior to taking Mock Trial.

Restricted to Accounting Track Students Only.

Prerequisite(s): None

FSAAC 626 Investigation and Analysis: Auditing**3 credits**

Emphasizes financial statement fraud and how an auditor can find such fraud. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure is addressed. Case studies of the SEC Enforcement Division's releases for false and misleading financial statements. This course must be completed prior to taking Mock Trial.

Restricted to Accounting Track Students Only.

Prerequisite(s): FSAAC 624

FSAAC 628 Investigation and Analysis: Tax**3 credits**

Focuses on tax fraud perpetrated by individuals and businesses. Emphasis is placed on common types of tax fraud and how such fraud can be detected. The proper manner in which allegations of

fraud should be investigated to meet the requirements of civil/criminal court procedure is addressed. This course must be completed prior to taking Mock Trial. **Restricted to Accounting Track Students Only.**

Prerequisite(s): None

FSCOR 601 Criminal Justice**3 credits**

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

Prerequisite(s): None

FSCOR 604 Evidence**3 credits**

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

Prerequisite(s): FSCOR 601 or FSCI 500.

FSCOR 606 Forensic Journal Research and Review**3 credits**

Provides the opportunity for students to contribute an original piece of scholarly writing to the field of forensic studies. Students will research, write, edit and journal through the writing process. If the course is taken in the first session of the fall or spring semester, students will work with Honors editors throughout the research and writing process.

Prerequisite(s): None

FSCOR 702 Mock Trial Capstone**6 credits**

Examines how evidence is presented in the courtroom during a simulated proceeding, which is the culminating event of the class. Oral communication skills as they relate to eliciting and giving testimony are stressed. Preparation for the proceeding focuses on locating and analyzing all relevant evidence, constructing a theory, drafting questions and/or testimony, applying evidence law, and preparing and using exhibits. Students will develop the skills necessary to elicit testimony and/or to be testifying examiners in the fields of forensic accounting, computer forensics, criminalistics, and investigations.

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

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

FSINV 600 Investigative Techniques/Interviewing**3 credits**

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

Prerequisite(s): FSCOR 601

FSINV 605 Investigative Techniques/Physical Evidence**3 credits**

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

Prerequisite(s): FSCOR 601**FSIS 640 Technology Law and Enforcement Activities****3 credits**

Examines civil litigation and electronic discovery as they relate to the existing and emerging body of technology law enforcement activities at the federal level. Topics will include antitrust, patent, copyright, trade secret, trademark and domain name, privacy, and contract law matters. Coursework will focus on digital age entities and case examples as they impact contemporary civil litigation and electronic evidence practices.

Prerequisite(s): None**FSIS 642 File Systems Forensic Analysis****3 credits**

Prepares students 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, and other disk allocation structures. This knowledge and associated skill is essential for a complete understanding of evidence imaging and the analysis required to provide testimony in court as an expert in the field of computer forensics.

Prerequisite(s): None**FSIS 643/CYBF 643 Incident Response and Evidence Collection****3 credits**

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

Prerequisite(s): None**FSIS 644/CYBF 644 Windows Forensic Examinations****3 credits**

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

Prerequisite(s): FSIS 642 and FSIS 643**FSIS 646 Windows Intrusion Forensic Investigations****3 credits**

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

Prerequisite(s): FSIS 644/CYBF 644**FSIS 650 Intrusion Detection Systems (IDS), Firewalls, Auditing****3 credits**

Explores the network forensic components that detect, block and track network intrusions. Students learn how to configure IDS, firewalls and network analysis tools to protect network resources. Steps in recovering digital forensic evidence from these devices are examined. The various categories of IDS, firewall and network analysis products are compared and evaluated.

Prerequisite(s): Approval of the IT Track Coordinator**FSIS 662/CYBF 662 Network Penetration Testing****3 credits**

Explores the need for conducting ethical network penetration testing as a means to better secure existing networks and to identify artifacts that appear from attacks. Students will develop network penetration testing plans in accordance with approved industry standards. Tests, which include active and passive reconnaissance, footprinting, vulnerability identification, and exploitation, will be conducted on multiple targets. Students will generate results, including recommendations for improving the security posture of the network.

Prerequisite(s): FSIS 644/CYBF 644, or permission from the FSIS Track Coordinator**FSIS 663/CYBF 663 Network and Cloud Forensics****3 credits**

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

Prerequisite(s): FSIS 644/CYBF 644**FSIS 664/CYBF 664 Mobile Device Forensics****3 credits**

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

Prerequisite(s): None**FSLAW 602 Criminology****3 credits**

Provides students with the opportunity to examine crime, criminals, the law, criminal behavior, and other social processes involved in crime causation. Emphasis is placed on the role of crime as a social phenomenon, the nature of criminal law, and related matters of crime in modern society. Students will examine criminological theories and their impact on policy formation in the criminal justice arena as well as examine scholarly criminological research for use in supportive analysis of theory and policy in the criminal justice arena.

Prerequisite(s): None**FSLAW 662 Fraud Investigation and Analysis****3 credits**

Deals with all phases of fraud investigations, including fact-gathering and interviewing witnesses and targets. Issues considered include constitutional criminal procedure relating to the

Fourth Amendment (search and seizure), Fifth Amendment (custodial interrogations), and Sixth Amendment (interrogation and identification). The course also covers the rules governing subpoenas for testimony, exemplars and documents, grand jury operation and secrecy, the rights and obligations of grand jury witnesses, and the responsibilities of a defense attorney when they discover evidence that tends to incriminate the defendant.

Prerequisite(s): FSCOR 601

FSLAW 667 Legal Research & Writing

3 credits

Expands on the skills acquired in FSCOR 606, Forensic Journal Research and Review. Emphasis is placed on research of complex legal issues and analysis and synthesis of law and evidence in both objective and persuasive writing.

Prerequisite(s): FSCOR 606

FSLAW 668 White Collar Crimes

3 credits

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

Prerequisite(s): FSCOR 601

FSLAW 670 Forensics Studies Honors

3 credits

Students from all tracks will be invited to take this course provided they have achieved a GPA of 3.8 or a grade of "A" in FSCOR 606. This course may substitute for a track course. Students write a variety of brief professional papers, including position papers, expert reports, research evaluation and professional memos based on the fact patterns and evidence provided in a case file that runs through the course. In addition, students partner with authors in the FSCOR 606 course to edit and review scholarly papers.

Prerequisite(s): Either a combined GPA of 3.8 or a grade of "A" in FSCOR 606.

Healthcare Management Courses

HCM 600 Managerial Epidemiology and Statistics

3 credits

Examines epidemiology concepts and tools as they are used in developing models for health, health service utilization, and health policy. Students will learn to distinguish among the types of epidemiological research (descriptive, analytical, and experimental) and will analyze epidemiological literature and discuss the pros and cons of different research methods. Analyses of epidemiological data using appropriate methods and statistical measures utilized in epidemiological studies are required to design and conduct a needs assessment for a given population, identifying healthcare gaps and disparities. Case studies and real world examples will be used to reinforce need for population-based approach to design and delivery of healthcare services.

Prerequisite(s): None

HCM 605 Healthcare Management and Administration

3 credits

Examines theories and practices of management in healthcare organization. Students will learn about internal and external forces influencing healthcare system or unit performance and clinical excellence. Current environmental forces influencing human

resources management will be assessed for impact on job design and recruitment and retention of healthcare professionals. Analysis of teamwork, leadership, power, politics, change, quality management, and strategic planning as they impact the role of the healthcare manager will be incorporated into critiques of healthcare management case studies and application of theory to real world experiences. **Students must complete the first of the three, 3-day residency weekends to demonstrate competencies in HCM 605 course materials in a face-to-face environment.**

Prerequisite(s): None

HCM 610 Health Care Policy and Law

3 credits

Examines the impact of governmental agencies, non-governmental organizations, and other stakeholders on the history of health care policy development in the US. This course challenges students to analyze historical health care laws and any opposition to those laws and policies with respect to the impact on access, cost, and quality of care from the perspectives of different stakeholders. Students will create a health care law and propose an implementation strategy. Implications of healthcare policy and laws will be examined through case studies and analyzes of real world examples.

Prerequisite(s): None

HCM 615 Legal and Ethical Issues in Healthcare

3 credits

Examines healthcare ethics and law, including theoretical foundations and social, technological, organizational, individual, and patient influences. Emphasis is placed on comparing and contrasting law and ethics, as well as examining the impact of the law, cost-containment efforts, and quality and malpractice concerns on healthcare settings and healthcare delivery. Coursework helps students delineate between what is legal versus what is ethical and provides principles for ethical decision-making. Legal and ethical issues in healthcare will be examined through case studies and analyses of real world examples.

Prerequisite(s): None

HCM 620 Human Resources Development in Healthcare

3 credits

Examines human resources management (HRM) from a strategic and administrative perspective. Students will conduct analyses of the impact of environmental forces, including state and federal legislation, on HRM. Emphasis will be placed on the key role of employees as drivers of organizational performance, workforce planning/recruitment, and employee retention. Current issues in HRM will be examined through case studies and analyses of real world examples. **Students must complete the second of the three, 3-day residency weekends to demonstrate competencies in HCM 620 course materials in a face-to-face environment.**

Prerequisite(s): None

HCM 625 Strategic Planning and Marketing in Healthcare

3 credits

Examines the strategic planning and marketing of healthcare promotion and delivery with application to various healthcare settings, missions, visions and values. Students analyze statistical, qualitative, quantitative, and economic data to assist in effective strategy formulation and implementation to meet the needs of diverse populations in a changing healthcare environment. Emphasis will be placed on need for creativity and diversity in healthcare, using case studies, real world examples and team projects. **Students must complete the third of the three, 3-day residency weekends to demonstrate competencies in HCM 625 course materials in a face-to-face environment.**

Prerequisite(s): None

HCM 635/BTM 635 Innovative Leadership & Management**3 credits**

Examines all aspects of leadership, including characteristics of leaders, leadership behaviors and styles, leadership ethics and social responsibility, teamwork, communication and conflict, and creativity and innovation. Students will develop skills, research findings, and evaluate cases relating to leadership theory and practice.

Prerequisite(s): None**HCM 640 Teamwork in Healthcare Settings****3 credits**

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

Prerequisite(s): None**HCM 642 Healthcare Project Planning and Management****3 credits**

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

Prerequisite(s): HCM 600**HCM 644/BTM 644 Project Management****3 credits**

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

Prerequisite(s): None**HCM 650/NURS 650 Organizational Behavior in Healthcare****3 credits**

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

Prerequisite(s): None**HCM 652/NURS 652 Health Care Finance: Challenges****3 credits**

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

Prerequisite(s): None**HCM 646 Project Management Accounting****3 credits**

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

Prerequisite(s): HCM 652 Healthcare Finance/Challenges; HCM 642 Healthcare Project Planning and Management.

HCM 660/NURS 660 Planning for Evidence-Based Practice**3 credits**

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

Prerequisite(s): HCM 650 and HCM 652**HCM 662/NURS 662 Quality Management in Health Care****3 credits**

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

Prerequisite(s): HCM 650 and HCM 652**HCM 665 Patient Satisfaction and Quality Improvement****3 credits**

Examines the techniques for determining customer needs and for developing the criteria to evaluate the quality of strategies used to enhance customer service. The course presents current methods for obtaining customer satisfaction, including the use of complaint data to explore opportunities for improvement. The course emphasizes data gathering and interpretation, including interviewing techniques and complaint resolution management. The course will use real-world examples and case studies.

Prerequisite(s): None**HCM 667/BTM 667 Customer Relationship Management (E-CRM)****3 credits**

Understands the importance of CRM in safeguarding the firm's customer base and future revenue growth, especially in those industries characterized by high levels of competition. In accessing and analyzing customer data, businesses are better able to provide products and services more closely tailored to customers' needs and thereby strengthen relationships. Students evaluate the various methods of extracting customer data, particularly from web sites, and learn how the data is analyzed, segmented and scored in the production of meaningful management reports and marketing campaigns.

Prerequisite(s): None**HCM 669 Patient Advocacy for Healthcare Quality****3 credits**

Explores the origins of patient advocacy in the US healthcare system and the interconnected roles of patients, physicians, nurses, administrators, policy makers, and lawyers. Using an ecological approach, the course emphasizes the findings from the patient safety movement and the importance of effective communication, accountability and respectful teamwork. The course will use real world examples and case studies.

Prerequisite(s): HCM 660**HCM 710 Professional Skills Development Seminar****1 credit**

Creates a personal plan for continuing education and life-long learning to remain up-to-date in healthcare management. Students conduct self-assessments of cultural competency with respect to population(s) served by a given organization where the student is completing the capstone experience. In addition, students assess the impact of health policy proposals on the job market and opportunities for employment. Students must demonstrate effective

written, verbal and interpersonal skills in application of all course materials.

Prerequisite(s): 39 graduation credits in Healthcare Management, including all HCM courses in the Core and a Concentration. Students are not permitted to take HCM 710 concurrently with the required prerequisite credits, except by special permission of the Program Coordinator.

HCM 720 Capstone in Healthcare Management

8 credits

Integrates and applies healthcare leadership competencies to professional experiences in healthcare organizations. Students work in teams to address Quality Improvement and Patient Safety or Project Management problems. Outcomes include unique products, services, or processes. Students must demonstrate effective teamwork, written, verbal, and interpersonal proficiencies. Students are expected to complete 48 hours of face-to-face time with faculty as part of this experience, which can be satisfied by attending a 6-day, summer HCM 720 Capstone, 8 hours per day residency for team work and public presentation of projects from work completed in students' concentrations. Alternatively, this requirement can be satisfied in hybrid format (classes meeting two evenings per week) if taken in spring or fall.

Prerequisite(s): 39 graduate credits in Healthcare Management, including all HCM courses in the Core and a Concentration. Students are not permitted to take HCM 720 concurrently with the required prerequisite credits, except by special permission of the Program Coordinator.

Nursing Courses - Graduate Program

NURS 515 Concepts of Nursing Informatics

3 credits

Draws from computer science, information science, cognitive and decision sciences, and nursing science. This course provides students with an overview of informatics and the theoretical foundation for information management within the health care setting.

Prerequisite(s): None

NURS 520 Quantitative Methods in Nursing Research

3 credits

Focuses on the application of quantitative research designs. Practice and management questions are discussed and quantitative research strategies are developed to produce data and to examine the results of nursing research.

Prerequisite(s): NURS 505 and NURS 515

NURS 530 Qualitative Inquiry in Nursing

3 credits

Examines the conceptual issues of qualitative inquiry and introduces the student to grounded theory, phenomenology, ethnography, and historical research. Connections between current issues in practice and management and qualitative research strategies will be explored. Students will conduct interviews and write narratives that reflect their understanding of nursing knowledge.

Prerequisite(s): NURS 505 and NURS 515

NURS 547 Global Health Care Perspectives

3 credits

Provides an intensive overview of global health issues. This course focuses on global determinates of health, global health policies, global health research methods, effects of economics on global healthcare, complementary and alternative medicine, and organizations working in the field of global health. Students will consider the impact of global health issues such as infectious diseases, chronic diseases, cancer, violence, nutrition, mental health and environmental health. Topics covered include the special issues of reproduction, infants, and children.

Prerequisite(s): NURS 520 and NURS 530

NURS 557 Project and Resource Management

3 credits

Provides students with the essential principles and tools of project management and an understanding of the human, organizational, and fiscal factors involved. Students will study issues and acquire skills related to personnel selection, managing an increasingly diverse workforce, project definition, budgeting, quality, and outcomes. The role of strategic planning in healthcare organizations will be explored.

Prerequisite(s): NURS 520 and NURS 530

NURS 610 Advanced Pathophysiology and Pharmacology

This course is under development.

NURS 615 Advanced Physical Assessment

This course is under development.

NURS 630 Teaching/Learning Strategies Healthcare

3 credits

This course will be offered for the last time in Spring 2014.

Examines principles of adult learning and new developments in the field of nursing education. Teaching methods and strategies for the classroom, clinical areas, and the community will be addressed, incorporating the use of technology, simulation, and online strategies.

Prerequisite(s): NURS 547 and NURS 557

NURS 632 Curriculum Design and Innovation

3 credits

Applies various perspectives and theories on educational design. Curriculum design and implementation will be emphasized for staff development education, as well as associate and baccalaureate levels of education. This course discusses the influence of accreditation and regulatory standards on curriculum and the implementation of innovation in nursing education.

Prerequisite(s): NURS 547 and NURS 557

NURS 635 Teaching and Learning Strategies/Evaluation

This course is under development.

NURS 640 Assessment and Evaluation of Learning

3 credits

This course will be offered for the last time in Summer 2014.

Investigates innovative ways to assess student learning, with a focus on learning outcomes. Participation in the construction of grading criteria, examinations, and simulated experiences will allow the student to develop assessment skills. In addition, students will examine the accreditation processes within academic and clinical settings, making connections to program requirements/standards.

Prerequisite(s): NURS 630 and NURS 632

NURS 642 Instructional Media in Education

3 credits

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

Prerequisite(s): NURS 630 and NURS 632

NURS 650/HCM 650 Organizational Behavior in Healthcare

3 credits

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

Prerequisite(s): NURS 547 and NURS 557

NURS 652/HCM 652 Health Care Finance: Challenges*3 credits*

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

Prerequisite(s): NURS 547 and NURS 557

NURS 660/HCM 660 Planning for Evidence-Based Practice*3 credits*

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

Prerequisite(s): NURS 650 and NURS 652

NURS 662/HCM 662 Quality Management in Health Care*3 credits*

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

Prerequisite(s): NURS 650 and NURS 652

NURS 740 Nursing Education Capstone*6 credits*

Designed to provide an opportunity for students in the education concentration to apply education concepts in a selected higher education or health care delivery environment during a 135 hour practicum experience. Students will complete a capstone project relevant to the role of the nurse educator and develop a professional portfolio. This course emphasizes: analysis and evaluation of concepts of teaching and learning; demonstration of competencies needed to deliver content effectively; assessment and evaluation of student and program outcomes; participation in curriculum planning and development and analysis of regulatory, ethical, legal and accreditation issues. The course includes an on campus residency requirement.

Prerequisite(s): NURS 640 and NURS 642

NURS 750 Nursing Leadership/Management Capstone*6 credits*

Designed to provide an opportunity for students in the leadership/management concentration to apply leadership/management concepts in a selected health care delivery environment during a 135 hour practicum experience. Students will complete a capstone project relevant to the role of the nurse leader/manager and develop a professional portfolio. This course emphasizes: analysis and evaluation of concepts of organizational culture; demonstration of competencies needed to effect change in organizations; evaluation of organizational outcomes; participation in strategic planning and goal setting; analysis of allocation of human and financial resources; and analysis of regulatory, ethical, and legal issues in the practice setting. The course includes an on campus residency requirement.

Prerequisite(s): NURS 660 and NURS 662

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Medifast, Inc.

Anna L. Smith
Wilmington Trust

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Century Capital Management

W. Daniel White
The Whiting-Turner Contracting
Company

Office of the President

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

Sara Ballesteros (2009)
Administrative Coordinator
A.A., Anne Arundel Community
College;
B.S., Towson University

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

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

Sharon Markley (2010)
Vice President, Public Affairs and Strategy
B.A., Notre Dame of Maryland
University

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

Kayla Tufares (2011)
Administrative Assistant

Lauree Woodring (2008)
Administrative Assistant

Reception Office Staff

Julie A. Bressler (2001)
Office Manager

Gayle E. Amrhine (2006)
Administrative Assistant/Receptionist

Danielle deConge (2012)
Administrative Assistant/Receptionist
B.F.A., Pratt Institute

Christie Sleeth (2008)
Administrative Assistant/Receptionist
A.A., Community College of Baltimore
County

Academic Affairs

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

Cheryl VanRensselaer (2012)
Assistant to the Executive Vice President
B.S., Russell Sage College

Academic Support Services

Nicole C. Marano (2005)
Assistant Vice President, Academic Support Services
B.A., Washington College;
M.S., Loyola College Maryland

Jennifer Bates (2013)
Program Assistant
B.S., Stevenson University

Deborah J. Blake (1991)
Office Manager

Terra Hall (2013)
Director, Freshman Experience
B.S., Howard University;
MSED, University of Pennsylvania

Cassandra Jones (2011)
Director, Academic Advising
B.S., Georgia Southwestern State
University;
M.S., University of Maryland
University College

Kevin Selby (2009)
Director, Sophomore and Transfer Experiences
B.S., Frostburg State University;
M.S., McDaniel College

Terri Wright (2013)
Director, Developmental Studies
 B.S., Hampton University;
 Ph.D., University of South Carolina

The Academic Link

Christine T. Flax (1983)
Director, Academic Link and the PASS Program; and Assistant Professor, Developmental Studies
 B.S., University of Maryland, College Park;
 M.Ed., The Johns Hopkins University

Kaitlyn Marzullo (2008)
Assistant Director
 B.A., Loyola University Maryland
 M.S., Stevenson University

Career Services

Anne Scholl-Fiedler (2012)
Vice President, Career Services
 B.A., Temple University;
 M.A., Towson University

Tracey Cantabene (2010)
Communications Coordinator
 A.A., Stevenson University;
 B.S., Towson University

Barry Duncan (2011)
Industry Specialist, Graduate and Professional Studies
 B.S., Springfield College;
 M.S., Morgan State University;
 M.S., The Johns Hopkins University

Sara Jaques (2010)
Assistant Director
 B.A., M.A., University of Delaware

Holly Lentz-Schiller (2012)
Industry Specialist, Design
 B.A., M.A., University of North Carolina, Wilmington
 Ph.D., University of North Carolina, Greensboro

Hugh Taylor (2013)
Manager, Technology
 A.A., Howard Community College;
 B.S., Capitol College

Katherine Thorne (2010)
Administrative Assistant

Sabira Vohra (2012)
Director, Career Services and Planning
 B.S., University of Bedfordshire, Luton U.K.;
 M.A., Hood College

Stephen Wallis (2013)
Employment Coordinator
 B.S., Towson University

Information Technology

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

John "Carl" Bantillo (2008)
Senior Systems Administrator

Jennifer Brechin (2006)
Programmer/Analyst
 B.A., Christendom College

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

Raymond A. Cardillo (2007)
Manager, Technical Services
 B.A., LaSalle University

Bonnie Coffey (2012)
Senior Datatel Programmer
 B.A., C.W. Post Campus of Long Island University

Philip J. Desrosiers (2006)
Senior Systems Administrator

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

Robert J. Hutter (2004)
Senior Network Engineer
 B.S., Stevenson University

Christian Kilinski (2012)
Network Engineer
 B.S., Stevenson University

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

Michael P. McGonigle (1996)
Manager, PC and Classroom Tech

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

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

Viralkumar "Viral" Patel (2008)
Systems Administrator
 B.S., Stevenson University

Billy R. Reinhardt (2007)
Technology Support Specialist

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

Joshua Schermer (2011)
Technology Support Specialist
 B.A., University of Maryland, College Park

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

Daniel Soderberg (2006)
Manager, Network and Enterprise Systems
 B.S., Stevenson University;
 M.B.A., University of Baltimore

Layla Thompson (2008)
Administrative Assistant
 A.A., Community College of Baltimore County

Eric Vaughn (2008)
Systems Administrator
 B.S., Old Dominion University

Martin "Dave" Wells (2011)
Database Administrator

Stafford Williams (2010)
Senior Datatel Programmer
 B.S., University of the District of Columbia

Institutional Research and Assessment

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

(Vacant)
Director, Institutional Research

(Vacant)
Director, Assessment

Library

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

Susan H. Bonsteel (1998)
Chief Public Service Librarian
 B.A., M.L.S., University of Maryland, College Park

Amanda Cameron (2010)
Reference Assistant
 A.S., Allegany College of Maryland;
 B.A., McDaniel College

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

Sara Godbee (2008)
*Librarian, Brown School of Business
and Leadership and Adjunct Instructor,
Business Administration*
B.A., College of Charleston;
B.S., University of South Carolina;
M.L.S., University of Maryland,
College Park

Christina J. Hipsley (2000)
Serials Librarian/Cataloger
B.A., University of Maryland;
M.L.S., University of Maryland,
College Park

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

Regina B. Lauer (1986)
Library Assistant

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

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

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

Maria Truskey (2012)
Web Outreach Librarian
B.A., Pennsylvania State University;
M.L.S., University of Pittsburgh

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

Registrar

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

William "Bill" Bryant III (2013)
*Assistant Registrar, Academic
Programming*

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

Erica M. Gryctz (2002)
Associate Registrar
B.S., Stevenson University

Laura Holland (2013)
Student Records Specialist

Sarah Krieger (2012)
Senior Student Records Specialist
B.S., Towson University

Judy K. Mancini (2000)
*Assistant Registrar, Academic
Evaluation*
B.S., Towson University

Roslyn Morgan (1994)
Office Assistant
B.A., University of Maryland, College
Park

Kymber Taylor (2011)
Assistant Registrar, Veterans' Program
B.A., B.S., Elizabeth City State
University

Enrollment Management

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

Dianna Jennings (2012)
Assistant to the Vice President
B.S., Towson University

Admissions

Aaron Alder (2011)
Admissions Counselor
B.S., Stevenson University

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

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

Kelly M. Farmer (2002)
Director, Freshman Admissions
B.A., M.A., University of Maryland,
College Park

Elizabeth S. Fitzgerald (2006)
Associate Director
B.S., King's College

Katie Harding (2012)
Assistant Director
B.A., Randolph-Macon College

Kelly Jerzyk (2011)
Admissions Counselor
B.A., Western New England College

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

Candace Leake (2008)
Assistant Director
B.A., Syracuse University

Ana Lopez Diez (2012)
Admissions Counselor
A.A., Union County College;
B.S., Stevenson University

Jeriann Lynds (2013)
Admissions Counselor
B.S., California Lutheran University

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

Silvana Moreland (2009)
Admissions Assistant

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

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

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

Glenn "Marty" Schmidt (2010)
Assistant Director
B.A., University of Maryland,
Baltimore County

Denise M. Shaffer (2004)
Receptionist

Morgan M. Somerville (2006)
Student Employment Manager
B.S.W., James Madison University

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

Ryan Trainor (2008)
Transfer Admissions Assistant
B.A., Loyola University Maryland

Eric Welkos (2012)
Admissions Counselor, Transfer
A.A., Carroll Community College;
B.A., McDaniel College

Mary K. Whitener (2003)
Assistant Director, Processing

Nancy C. Wolfe (2004)
Admissions Assistant

Financial Aid

Barbara Miller (2010)
Director
A.A., Essex Community College;
B.S., University of Maryland, College
Park;
M.A.S., The Johns Hopkins University

Deborah L. Brown (1991)
Senior Associate Director

Jamie Cardillo (2011)
Counselor
B.A., LaSalle University

Dominic Cooper (2011)
Customer Service Representative

Peter "Toby" Hoblitzell (2011)
Assistant Director, Systems
B.A., Hampden-Sydney College

Danielle Horney (2010)
Counselor
A.A., Community College of Baltimore
County

Ayannah Jones (2012)
Customer Service Representative
B.A., Spelman College;
M.A., Boston College

Barbara Justice (2012)
Customer Service Representative

Jessica Long (2011)
*Counselor, Financial Aid, Graduate
and Professional Studies*
B.A., University of Maryland,
Baltimore County

Lerlene McAllister (2011)
Counselor
A.A., Baltimore City Community
College;
B.S., Coppin State University

Richard Morrell (2011)
Financial Aid Assistant
B.A., University of South Carolina;
M.S., Educational Administration and
Supervision;
M.S., Urban Education, Morgan State
University

Wanda Smith (2010)
Assistant Director
B.S., M.S., Morgan State University

Amy Spinnato (2010)
Associate Director
B.A., Loyola University Maryland

Andrea Stewart (2012)
Customer Service Representative
B.G.S., University of Maryland, Eastern
Shore

Student Accounts

Liesl Flanagan (2011)
Director
B.A., M.B.A., Indiana Wesleyan
University

Rhonda Arnold (2011)
Student Accounts Representative

Jean M. Beasman (1995)
Assistant Director
B.S., Towson University

Christina Dutcher (2011)
Assistant Director
B.S., Towson University

Mary Heid (2006)
Accounts Receivable Analyst

Courtney Stewart (2013)
Student Accounts Representative
B.S., Coppin State University;
M.S., Stevenson University

Jessica E. Tayman (2005)
Account Specialist
A.A., Carroll Community College

Charisse White (2012)
Student Accounts Specialist
B.A., Virginia Union University

Financial Affairs

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

Mary Lou Bell (1997)
Administrative Assistant

Athletics

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

Liani Adair (2012)
Assistant Coach, Women's Basketball
B.S., Coppin State College

Clayton Beard (2010)
Assistant Coach, Football
B.S., Shepherd University;
M.Ed., Clarion University of
Pennsylvania

Jacquelyn Boswell (2011)
Head Coach, Women's Basketball
B.A., Virginia Wesleyan College

David Bowyer Jr. (2011)
Assistant Coach, Women's Basketball

Paul Cantabene (2004)
*Associate Director, Athletics and
Recruiting Coordinator, Head Men's
Lacrosse Coach*
B.S., Loyola College in Maryland

Benjamin Christian (2013)
Club Coach, Women's Soccer
B.S., Towson University;
M.Ed., Notre Dame of Maryland
University

Jesse Correll (2010)
Assistant Coach, Football
B.S., M.A., Shepherd University

Amanda Demoine (2011)
Assistant Coach, Softball
B.S., Salisbury University

Ayinde Edwards (2013)
Club Coach, Men's Basketball
B.S., Stevenson University

Jason Eichelberger (2008)
Associate Director and SID
B.A., Randolph Macon College

Frances A. Fidler (1996)
Office Manager
A.A., Community College of Baltimore
County

Keri Forman (2013)
Associate Athletic Trainer
B.S., Alfred University

Michael Gohlinghorst (2011)
Assistant Athletic Director
A.A., Harford Community College;
B.S., Stevenson University

Jayme Goldkind (2013)
Assistant Coach, Field Hockey
B.S., York College of Pennsylvania

Matthew Grimm (2012)
Director, Club Sports
B.S., Virginia Polytechnic Institute and
State University;
M.A., The Ohio State University

Steve Grossnickle, Jr. (2012)
Assistant Coach, Men's Volleyball
B.S., Stevenson University

Philip Hamilton (2011)
Head Coach, JV Football
B.A., St. Vincent College

Neal Hardie (2012)
Assistant Coach, Football
B.S., Shepherd University

Deron Harding (2011)
Assistant Coach, Men's Basketball
B.A., Shaw University

- Jaime Harris** (2012)
Associate Athletic Trainer
B.S., Elon University;
M.S., McDaniel College
- Edward Hottle, Jr.** (2009)
Head Coach, Football
B.S., M.Ed., Frostburg University
- Dustin Johnson** (2010)
Assistant Coach, Football
B.S., Salisbury University
- Marvin Jones** (2011)
Assistant Coach, Men's Basketball
B.A., Eastern University
- Steven Kazimer** (2011)
Athletic Field Assistant
B.S., Stevenson University
- Wade Keenan** (2011)
Assistant Coach, Baseball
B.S., Stevenson University
- Regina Kroll** (2010)
Head Coach, Dance
B.S., Stevenson University
- Laura Long** (2012)
Athletic Trainer
B.S., M.S., University of Maryland,
College Park;
D.P.H., University of Maryland,
Baltimore
- Joanne "Joey" Lye** (2011)
Head Coach, Women's Softball,
Assistant Coach, Women's Ice Hockey
and Adjunct Instructor, Physical
Education
B.A., Williams College
- John Mackersie** (2012)
Strength and Conditioning Coordinator
B.A., Maryville College;
M.S., Miami University
- Christopher Martin** (2011)
Athletic Trainer
B.S., Westfield State College;
M.S., University of Massachusetts,
Amherst
- Laurel Martin** (2011)
Head Coach, Field Hockey
B.A., University of North Carolina at
Chapel Hill
- Mary Clare "MC" McFadden** (1996)
Athletic Administrative Coordinator
B.A., University of Richmond
- Thomas McGonigal** (2012)
Interim Coach, Indoor Track and Field
B.S., Stevenson University
- Kelly McGrath** (2011)
Assistant Coach, Women's Lacrosse
B.S., Hofstra University
- Sam McGrath** (2013)
Assistant Coach, Football
B.A., Brown University
- Stefanie E. Meyerson** (1999)
Associate Athletic Trainer
B.S., University of Charleston
- Graeme R. Millar** (2006)
Associate Athletic Director and Head
Coach, Women's Soccer
B.A., Richard Stockton College of New
Jersey
- Theodore Perry, Jr.** (2010)
Assistant Coach, Baseball
B.A., Washington College
- John Plevyak** (2008)
Director, Recruiting/J.V. Programs and
Head Coach, Men's Soccer
B.S., University of Baltimore
- George "Tim" Puls** (2010)
Assistant Coach, Lacrosse and Adjunct
Instructor, Physical Education
B.A., University of Maryland,
Baltimore County
- Michael Radcliffe** (2010)
Assistant Coach, Men's Soccer
B.A., McDaniel College
- Kathleen A. Railey** (2005)
Associate Director SWA and Head
Coach, Women's Lacrosse
B.A., Gettysburg College;
M.L.A., McDaniel College
- Chris A. Ramer** (1997)
Assistant Director
B.A., M.Ed., Towson University
- Shawn Retz** (2011)
Assistant Coach, Baseball
B.A., University of Maryland,
Baltimore County
- Philip "Tom" Russ** (2005)
Athletic Field Manager
- Matthew Russell** (2013)
Head Coach, Tennis and Adjunct
Instructor, Physical Education
- Trek Schuler** (2012)
Athletic Trainer
B.S., Mankato State University;
M.S., University of North Dakota
- Robert Slopek** (2012)
Assistant Coach, Women's Basketball
- Jeffrey Smith** (2013)
Assistant Coach, Men's Basketball
B.A., McDaniel College
- Dustin Sparks** (2012)
Assistant Coach, Men's Soccer
B.A., York College of Pennsylvania;
M.A., Loyola University Maryland
- Gary Stewart** (2011)
Head Coach, Men's Basketball
B.S., M.Ed., University of La Verne
- Edward F. Sweeney** (2010)
Assistant Coach, Football
B.A., C.W. Post College;
M.Ed., University of Vermont
- Joseph Tagye** (2012)
Head Coach, Men's Volleyball
B.S., Stevenson University
- Jason Thomas** (2011)
Assistant Coach, Football
- Lara Tomaszewski** (2010)
Assistant Coach, Women's Volleyball
B.S., Towson University
- David Trumbo** (2007)
Head Coach, Women's Volleyball
- Shera Vis** (2011)
Coach, Women's Ice Hockey and
Adjunct Instructor, Physical Education
B.S., Minnesota State University;
M.Ed., Elmira College
- April Watson** (2012)
Athletic Trainer
B.S., University of Charleston;
M.S., Frostburg State University
- E. Richard Watts, Jr.** (1988)
Director and Adjunct Instructor,
Physical Education
B.S., The Johns Hopkins University;
M.S., Loyola University Maryland
- Meghan Whitehead** (2012)
Athletic Trainer
B.S., High Point University;
M.S., California University of
Pennsylvania
- Courtney Wright** (2012)
Assistant Coach, Dance
B.S., Stevenson University
- Michael "Scott" Zema** (2012)
Associate Athletic Director and Head
Trainer
B.S., M.Ed., Slippery Rock University
- Anna Zych** (2011)
Coordinator, Intramurals
B.S., Grand Valley State University;
M.Ed., Southern Illinois University,
Carbondale

Auxiliary Services

- Leland Beitel** (1998)
Assistant Vice President, Facilities and
Campus Services
B.S., B.S., University of Maryland,
College Park

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

Conference Services

Danna Thomas (2008)
Manager
A.A., Stevenson University;
B.S., University of Baltimore

Chelsey Barrett (2011)
Events Coordinator
B.A., Virginia Wesleyan College

Joseph Bohrer (2012)
Events Set-up Coordinator
B.S., Frostburg State University

Sara Dell (2011)
Event Tech Assistant
B.A., Stevenson University

Brooks Edman (2007)
Events Set-Up Coordinator
B.M., Lebanon Valley College

Joel Williams (2011)
Event Tech Assistant
B.S., Stevenson University

Facilities

Jon W. Wells (2007)
Director
M.E.B.A. Engineering School

John "Will" Berry (1998)
Maintenance Technician, Owings Mills campus

Paul Bosse (1998)
Maintenance Technician, Owings Mills campus

William Brown (2012)
Maintenance Technician, Owings Mills campus

Michael J. Campbell, Jr. (2008)
Assistant Manager, Plant Operations, Greenspring campus

Ronaldo Crisostomo (2011)
Maintenance Technician - Boiler Operator, Owings Mills campus

Joseph Glos (1997)
Alarm Specialist

Thomas Gwin (1998)
Maintenance Technician, Greenspring campus

Mike Jones (2009)
Maintenance Technician, Greenspring campus

Steven Lucas (1996)
Key and Lock Technician

Thomas Macklin (2009)
Maintenance Technician, Owings Mills campus

David Malinski (2007)
Maintenance Technician - Team Leader, Owings Mills campus
A. A., Community College of Baltimore County

Karl Ruppert (2012)
Maintenance Technician, Boiler Operator, Owings Mills campus

Brian van der Meulen (2011)
Maintenance Technician, Owings Mills campus

Daniel Varholy (2000)
Maintenance Technician, Owings Mills campus
A.A., B.S., Stevenson University

Richard White (2005)
Maintenance Technician, Greenspring campus

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

Walter Wilson (1998)
Maintenance Technician - Journeyman Electrician, Greenspring campus

Mark Zalewski (2013)
Maintenance Technician-Boiler Operator, Owings Mills campus

Mail Room and Materials Management

Christopher J. Ogle, Jr. (2008)
Manager

Wayne Bender (2008)
Courier

Security

Timothy Ostendarp (1990)
Director

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

Ronald Earp (2004)
Transportation Supervisor

Harry Joyner (2012)
Supervisor

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

James Noel (2004)
Supervisor

Robert Strucko (1995)
Security Officer

University Store

LaShaun Calderone (2004)
Manager
B.S., Stevenson University

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

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

Giuseppina Hairsine (2011)
Sales Associate

Mary Pullarn (2008)
Sales Associate
A.A., Stevenson University

Sylvia A. Schiaffino (2007)
Assistant Manager

Barbara Shreeve (2011)
Sales Associate

Christopher A. Stevenson (1994)
Inventory Manager

Business Office

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

Anna E. Arbaugh (2002)
Accounts Payable Specialist
A.A.S., B.S., Stevenson University

Meghan Besche (2012)
AP Manager/Senior Accountant
B.S., University of Maryland, College Park
M.B.A., Loyola University Maryland

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

Karen D. Greene (2006)
Payroll Specialist

Jeffrey Haugh (2011)
Senior Accountant
B.A., Lynchburg College

Cindy Heil (2010)
Accountant
B.B.A., Loyola University Maryland

Virginia R. Perkins, CPA (2002)
Associate Controller
B.S., University of Baltimore

Joyce F. Sawyer (1995)
Director, Payroll Services

Mary Elizabeth Schiller-Schwenke
(2013)
Senior Accountant
B.S., University of Delaware

Human Resources

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

Margaret G. Baldwin (2006)
Director, Talent Management
B.A., St. Mary's College, Indiana;
M.L.A., The Johns Hopkins University

Sharon Bloom (2013)
Fitness Instructor
B.A., University of Maryland, College Park

Marion Bolding (2013)
Wellness Coordinator
B.A., M.B.A., University of Baltimore

Lorna M. Cerniglia (1998)
Data Entry Specialist

Terri DiVincenzo (2011)
Assistant to the Vice President

Rosemary L. Donovan (1995)
Assistant Director, Talent Management
B.S., Towson University

Mary Furst, SPHR (2006)
Director, Compensation and Benefits
B.A., Temple University

Julie L. Johnson, PHR (2011)
Benefits and Compensation Specialist
B.S., Stevenson University;
M.S., Towson University

TeChera St. Rose (2013)
Employment Specialist
B.S., Stevenson University

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

University Advancement

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

Robin Comotto (2013)
Administrative Assistant
B.A., Goucher College

Carol F. Dombrowski (2005)
Director, Individual Giving
B.S., University of Maryland, College Park

Carolyn A. Douglas (2006)
Assistant to the Vice President

Judith Jackson (2009)
Development Coordinator
B.A., St. Mary's College of Maryland

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

Blake Marton (2009)
Associate Director, Annual Giving
B.A., Grove City College;
M.A., Geneva College

Christina Miller (2012)
Director, Grant Development
B.S., Towson University;
M.A., University of Baltimore

John M. "Jamie" Myers, III (2011)
Director, Alumni Relations
B.S., Frostburg State University

Jennifer Smith (2013)
Director, Annual Giving
B.S., Towson University

Robert Turner (2009)
Director, Advancement Services
B.S., Northeastern University

Marlene Van Horn (2010)
Data Coordinator
A.A., Stevenson University

Katherine Welsh (2011)
Assistant Director, Alumni Relations
B.S., Stevenson University

Mario Winburn (2013)
Assistant Director, Annual Giving
B.A., Iowa State University

Marketing and Digital Communications

Glenda G. LeGendre (1999)
Vice President, Marketing and Digital Communications

B.S., University of Maryland, College Park;
M.S., University of Maryland School of Medicine;
M.B.A., Loyola College in Maryland

Sherry Bithell (2011)
Assistant Vice President, Publications
B.S., University of Florida

Matthew Bonnitt (2013)
Web Developer/Designer
B.A., McNeese State University;
M.A., Texas Tech University;
M.I.T., Southern Methodist University

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

William E. ("Chip") Burkey (2004)
Director, Visual Communications
A.A., Allegany Community College;
B.A., Frostburg State University

Alison Cuomo (2013)
Web Portal Administrator
B.A., University of Maryland, College Park

Rebecca K. Gotsch (2006)
Assistant to the Vice President
B.A., Towson University

Brent Grega (2010)
Director, E-Marketing
B.B.A., Loyola University Maryland

Aaron S. Harris (2011)
Director, Digital Broadcast Media
B.S., Towson University

Brandon Holthaus (2011)
Videographer/Editor
B.S., Stevenson University

Matthew Laumann (2009)
Cultural Program Manager
B.S., Towson University

Atsuko Onozato (2006)
Director, Visual Communications
B.S., University of the Arts;
M.S., Drexel University

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

Jacob Wattenphul (2012)
Videographer/Editor
B.A., M.A., Crown College

Student Affairs

Claire E. Moore (1982)
Vice President, Student Affairs
B.S., Stevenson University

Maumi J. Cannell-Chatterton (1995)
Assistant to the Vice President

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

Jeremy Munson (2007)
Director, Student Conduct
B.S., Waynesburg College

Residence Life

Sarah Mansfield (2011)
Assistant Vice President, Residence Life
B.A., Niagara University;
M.Ed., State University of New York,
Oneonta

Jessica Bediako (2010)
Resident Director
B.S., Lynchburg College;
M.Ed., Lynchburg College

Michael Evans (2012)
Resident Director
B.A., Christopher Newport University;
M.Ed., North Carolina State University

Kelsa Least (2012)
Administrative Assistant

Gabrielle Glover (2011)
Resident Director
B.S., M.Ed., University of Maryland,
Eastern Shore

Amanda Merson (2011)
Resident Director
B.A., Loyola University Maryland

Toan To (2012)
Resident Director
B.A., M.Ed., North Carolina State
University

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

Student Activities

Kipp Colvin (2012)
Assistant Vice President
B.A., Glenville State College;
M.A., West Virginia University

Cheryl Hinton (2010)
Director, Multicultural Affairs
B.A., M.S., Coppin State University

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

Jennifer Milam (2012)
Assistant Director, Student Activities
B.S., Stevenson University;
M.Ed., Loyola University, Chicago

Kyle Turman (2012)
Assistant Director
B.S., Indiana University of
Pennsylvania;
M.A., Morgan State University

Kathleen M. Wilt (2000)
Administrative Coordinator

Wellness Center

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

Salvatrice "Sally" Bonefas (2013)
Staff Psychologist
B.S., Frostburg State University;
M.Ed., Loyola University Maryland;
Psy.D., Immaculata University

Tammi D. Davis, M.D. (2006)
University Physician
B.S., Temple University;
M.D., University of Pennsylvania

Christina Giglioli (2012)
Administrative Coordinator
B.S., Stevenson University

Deborah Kidwell (2013)
Professional Counselor
B.S., Salisbury University;
M.S., Loyola University Maryland

Julie Sanz (2011)
Nurse Practitioner
B.S.N., The Catholic University of
America;
M.S.N., The Johns Hopkins University

Brian Siegel, M.D. (2009)
Psychiatrist
B.S., Duke University;
M.D., University of Maryland

Emeriti

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

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

Schools of the University

Brown School of Business and Leadership

Norman Endlich (2011)
*Dean, Brown School of Business and
Leadership and Professor, Management*
B.S., Towson University;
M.S., National Louis University;
Ph.D., Virginia Polytechnic Institute
and State University

Susan Shlala (2012)
Assistant to the Dean
B.A., M.S., Loyola University Maryland

Department of Accounting, Economics, and Finance

Victoria Doby, C.P.A. (1995)
*Program Coordinator and Professor,
Accounting*
B.A., M.B.A., Loyola University
Maryland;
D.B.A., The George Washington
University

Department of Business Administration

Deborah Leather (2009)
*Chair and Professor, Business
Administration*
B.A., College of St. Elizabeth;
M.L.S., University of Hawaii at Manoa;
M.B.A., Marymount College of
Virginia;
D.B.A., The George Washington
University

Department of Information Systems

Lawrence Burgee (2009)
*Chair and Associate Professor,
Information Systems*
A.A., Harford Community College;
B.S., Wesley College;
M.B.A., Loyola University;
M.S., Ph.D., University of Maryland,
Baltimore County

Department of Legal Studies

Hillary Michaud (2004)
*Program Coordinator and Associate
Professor, Law*
B.S., Miami University;
J.D., University of North Carolina,
Charlotte

Cynthia M. Macsherry (1994)
*Internship Coordinator, Paralegal
Program*
A.A., Stevenson University

School of Design

Keith Kutch (2009)
*Dean, School of Design and Professor,
Design*
B.A., Metropolitan State College;
M.F.A., The Rhode Island School of
Design

Judith Snyder (1990)
Assistant to the Dean

Department of Art**Amanda Gingery Hostalka** (1998)*Chair and Professor, Art*

B.F.A., Maryland Institute College of Art;

M.A., M.F.A., University of Baltimore

Jefferson Steele (2006)*Manager, Photography Lab and**Adjunct Instructor, Art*

B.F.A., Maryland Institute College of Art

Department of Business Communication**Mary "Chip" Rouse** (1984)*Chair and Associate Professor, Business Communications*

B.A., Western Maryland College;

M.Ed., Loyola University Maryland;

M.A., University of Maryland, College Park

Department of Fashion Design**Sally DiMarco** (2011)*Program Coordinator and Associate Professor, Fashion Design*

B.F.A., Maryland Institute College of Art;

M.Ed., The Johns Hopkins University

Erika Yuille (2011)*Technician*

A.A.S., Baltimore City Community College

Department of Film and Video**Christopher L. Reed** (2006)*Chair and Professor, Film/Video*

B.A., Harvard University;

M.A., Yale University;

M.F.A., Tisch School of the Arts, New York University

Janine Mills (2001)*Facilities Director*

A.A., B.S., Villa Julie College

School of Education**Deborah S. Kraft** (1998)*Dean, School of Education and Professor, Education*

B.S., Lesley College;

M.A., Webster University;

Ph.D., Saint Louis University

Patti Cannaday (2008)*Education Supervisor II*

B.S., M.A., Towson University

Elise Carswell (2007)*Education Supervisor II*

B.S., University of Maryland;

M.Ed., Loyola University Maryland

Bronwen Crue (2004)*Education Supervisor II*

A.A., Harford Junior College;

B.S., Millersville State College;

M.S., Towson University

Jamie Forman (2007)*Education Supervisor II*

B.S., University of Maryland, College Park;

M.S., Towson University

Janet Haley (2010)*Education Supervisor I*

B.S., Miami University, Ohio;

M.Ed., Widener University

Denise Konold (2005)*Education Supervisor I*

B.S., Indiana University of

Pennsylvania;

M.S., McDaniel College

Barbara Lutz (2012)*Education Supervisor I*

B.S., Bowie State University;

M.S., McDaniel College

Kathleen Milligan (2003)*Education Supervisor II*

B.S., Frostburg State College;

M.Ed., University of Maryland, College Park

Linda Muska (2010)*Coordinator, MCCE***Danielle Newill** (2012)*Education Supervisor I and Adjunct Instructor, Education*

B.S., Stevenson University;

M.S., McDaniel College

Marsha Roach (2006)*Education Supervisor II and Adjunct Professor, Education*

B.S., M.S., Towson University;

Ed.D., Nova University

Rena Rotenberg (2003)*Education Supervisor I*

B.A., Brooklyn College;

M.A., Baltimore Hebrew University

Leslie Sandler (2004)*Education Supervisor II*

B.A., Syracuse University;

M.Ed., Towson University

Patricia Sievert (2004)*Education Supervisor II*

B.S., University of Maryland, College Park

Ruth P. Smith (2001)*Administrative Assistant***Jill Suffel** (2005)*Education Supervisor II*

A.A., Catonsville Community College;

B.S., Towson University;

B.S., Stevenson University;

M.A., Notre Dame of Maryland University

Mary Vasile (2005)*Education Supervisor I*

B.A., Saint Michael's College;

M.Ed., Loyola University Maryland

Carol Zajano (2006)*Education Supervisor II and Adjunct Professor, Education*

B.S., M.Ed., Towson University;

M.Ed., The Johns Hopkins University

School of Graduate and Professional Studies**Joyce K. Becker** (1995)*Dean, School of Graduate and Professional Studies and Professor, Law*

B.A., Notre Dame of Maryland University;

J.D., University of Maryland, Baltimore

Veronica L. Allen (2008)*Enrollment Support Specialist***Cheryl Bosse** (2002)*Project Manager***Sharon Buchbinder** (2011)*Program Coordinator and Professor, Healthcare Management*

A.A.S., Maria College;

B.A., University of Connecticut;

M.A., University of Hartford;

Ph.D., University of Illinois

Thomas D. Coogan (1988)*Chair and Professor, Forensic Studies*

A.B., Hamilton College;

M.A., Antioch College;

J.D., Antioch School of Law

Amanda Courter (2011)*Enrollment Counselor*

B.S., M.S., Stevenson University

Tonia Cristino (2010)*Assistant Director, Recruiting and Admissions and Adjunct Instructor, Information Systems*

B.S., Stevenson University

M.S., Stevenson University

Nadine W. Edwards (2003)*Coordinator, Distance Learning and Adjunct Professor, Information Systems*

B.S. University of Maryland;

M.Ed., Salisbury University

Patricia M. Ellis (1987)
Special Assistant to the Dean and Professor of Law and Business
B.A., McDaniel College;
M.B.A., Frostburg State University;
J.D., The Catholic University of America

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

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

Elke Franke (2011)
Nursing Advisor
B.S., City College, Hamburg, Germany;
M.P.A., Clark University;
M.A., Ph.D., University of Rochester

Alissa Harrington (2012)
Instructional Designer
B.S., Towson University

Joshua Kollin (2011)
Instructional Designer
B.S., Towson University;
M.Ed., American Intercontinental University

Kristin Lilja (2012)
Enrollment Counselor
B.S., Stevenson University

Kelly Miller (2012)
Instructional Designer
B.S., St. Bonaventure University;
M.A., Appalachian State University

Petrina Miller (2012)
Enrollment Assistant
B.S., Stevenson University

Jessica Nangle (2013)
Student Support Coordinator
B.A., Cedarville University

Andreana Overton (2013)
Director, Business Development
B.A., Mount Holyoke College;
M.S., American University

Carla E. Owens (1994)
Student Support Coordinator
A.A., B.S., Stevenson University

Nicholas Ramsel (2011)
Student Support Coordinator
B.A., West Virginia University

Michael Robinson (2009)
Program Coordinator and Adjunct Professor, Cyber Forensics
B.S., Drexel University;
M.S., University of Maryland University College;
M.S., Stevenson University

Alan Sandler (2007)
Telecounselor

Angela Scagliola (2007)
Director, Recruitment and Admissions
B.A., Notre Dame of Maryland University;
M.A., Towson University

Heather Schuldt (2010)
Academic Evaluator and Advisor
B.S., Brigham Young University;
M.S., University of Phoenix

Ann M. Solan (2013)
Associate Dean, Business Programs
B.S., Nyack College;
M.B.A., Dowling College;
Ph.D., Regent University

John J. Tobin, Jr. (2003)
Program Coordinator and Associate Professor, Forensic Science
A.A., Harford Community College;
B.S., University of Maryland, College Park;
M.S.F.S., The George Washington University
Ph.D., University of Maryland, Baltimore

Stephanie Witt (2011)
Assistant to the Dean and Adjunct Instructor, Chemistry
B.S., University of Baltimore;
M.S., Stevenson University

Jinsong Zhang (2008)
Senior Instructional Designer and Adjunct Professor, Information Systems
B.A., M.A., Southwest Jiaotong University, China;
Ed.D., West Virginia University

Barbara Zirkin (2009)
Associate Dean, Distance Learning
B.A., Hunter College;
M.A., University of Rochester;
M.S., Ed.D., The Johns Hopkins University

School of Humanities and Social Sciences

James "Jim" G. Salvucci (2001)
Dean, School of Humanities and Social Sciences and Professor, English
B.A., Bard College;

M.A., Queens College, The City University of New York;
Ph.D., University of Toronto

Maria "Eugenia" Violante (2008)
Assistant to the Dean

Department of Criminal Justice

Hamin Shabazz (2010)
Chair and Associate Professor, Criminal Justice
B.S., Widener University;
M.P.A., University of Michigan;
D.P.A., University of Baltimore

Department of English

Joseph E. Marshall (2006)
Chair and Associate Professor, English
B.A., Providence College;
M.A., Ph.D., The Catholic University of America

Nicholas Kanary (2013)
Visual Communications Assistant
B.S., Stevenson University

Department of Humanities and Public History

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

Department of Human Services

John Rosicky (2012)
Chair and Professor, Human Services
B.S., Brown University
Ph.D., University of Oregon

Department of Interdisciplinary Studies

Esther D. Horrocks (1983)
Program Coordinator and Professor, Sociology and Anthropology
B.A., University of Minnesota;
M.A., Anthropology; M.A., Public Administration, Ph.D., The Ohio State University

Department of Psychology

Jeffrey Elliott (2001)
Chair and Professor, Psychology
B.A., M.A., Salisbury University;
Ph.D., University of Maryland

Department of Theatre

Louise H. "Chris" Roberts (1982)
Program Coordinator and Professor, Theatre
 A.A., Villa Julie College;
 B.S., M.F.A., Towson University;
 M.L.A., The Johns Hopkins University

Christopher Crostic (2009)
Technical Director and Assistant Professor, Theatre
 B.S., Frostburg State University;
 M.F.A., Indiana University

School of the Sciences

Susan Gorman (1991)
Dean, School of the Sciences and Professor, Biology
 B.A., Kenyon College;
 Ph.D., The Johns Hopkins University

Melissa Craig (2008)
Administrative Assistant
 A.A., Stevenson University

Lisa Fridman (2011)
Coordinator, SOLVE Center, and Adjunct Instructor, Chemistry
 B.S., Florida Atlantic University;
 M.S., Purdue University, Indiana

Laura Guida (2008)
Director, Laboratory Services
 B.S., M.S., Stevenson University

Heather Lageman (2009)
Writer
 B.A., Loyola University Maryland;
 M.A., Notre Dame of Maryland University

Kathleen L. Lageman (1983)
Assistant to the Dean
 A.A., Villa Julie College

Stephanie L. McClouds (2007)
Laboratory Safety Manager
 B.S., Villa Julie College;
 M.S., The Johns Hopkins University

Michelle Schwartz (2011)
Student Engagement Coordinator
 B.A., New York University

Monalee Swale (2013)
Science Assistant
 B.S., Stevenson University

Kimberly Tucker (2012)
Director, Center for Environmental Sustainability and Assistant Professor, Biology
 B.S., Florida State University;
 Ph.D., University of Florida

Sarah Wood (2012)
Laboratory Specialist and Adjunct Instructor, Chemistry
 B.S., M.S., Stevenson University

Department of Biological Sciences

Meredith C. Durmowicz (2002)
Associate Dean and Chair, Biological Sciences and Professor, Biology
 B.S., Marquette University;
 Ph.D., The Johns Hopkins University

Melissa Battis (2012)
Laboratory Manager, Biology
 B.S., Stevenson University

Vivi-Anne W. Griffey, MT(ASCP) (1981)
Program Coordinator and Adjunct Professor, Medical Technology
 B.S., University of Maryland, Baltimore;
 M.S., Thomas Jefferson University

Department of Chemistry

Ellen M. Roskes (1996)
Associate Dean and Chair, Chemistry and Mathematics and Professor, Chemistry
 B.A., M.A., Ph.D., The Johns Hopkins University

Laura Guida (2012)
Director, Laboratory Services
 B.S., M.S., Stevenson University

Matthew Tomney (2012)
Laboratory Manager, Chemistry
 B.S., Stevenson University;
 M.S., University of Maryland, Baltimore County

Department of Mathematics and Physical Sciences

Ellen M. Roskes (1996)
Associate Dean and Chair, Chemistry and Mathematics and Professor, Chemistry
 B.A., M.A., Ph.D., The Johns Hopkins University

Department of Nursing

Denise Seigart (2010)
Associate Dean, Nursing Education and Professor, Nursing
 B.S.N., Niagara University;
 M.S., Binghamton University;
 Ph.D., Cornell University

Moronke "Nikki" Adepoju (2012)
Simulation Clinical Supervisor, Nursing
 A.A., B.S.N., Marymount University

Andrea Bechtel-Mathias (2008)
Clinical Contracts Manager
 B.A., Goucher College

Valerie Capallo, R.N. (1998),
Clinical Practice Supervisor
 B.S., Towson University;
 M.S., University of Maryland

Karen Currie, R.N. (1995)
Clinical Practice Supervisor
 B.S., Fairleigh Dickinson University;
 M.S., University of Maryland

Caroline Lifchez (2012)
Administrative Assistant
 B.A., Brandeis University;
 M.S., Northeastern University

Karen Murphy-Keddell, LCSW-C (2006)
Director, Nursing Advising and Retention
 B.A., Indiana University of Pennsylvania;
 M.S.W., University of Maryland, Baltimore

Office of Research Development

M. Diane Payne (1998)
Director, Office of Research Development and Instructor, Chemistry
 B.S., Brescia College;
 M.S., University of Cincinnati

Rebecca Van Horn (2008)
Assistant Director
 B.A., University of Maryland, Baltimore

Faculty

George Aboagye, R.N. (2011)
Associate Professor, Nursing
 A.A.S., B.S.N., M.S.N., Marymount University;
 D.N.P., University of Massachusetts, Boston

Marie Armentrout (2008)
Adjunct Instructor, Information Systems
 B.S., Salisbury University;
 M.S., Stevenson University

Trina Armstrong (2012)
Adjunct Instructor, Healthcare Management
 B.B.A., M.B.A., Loyola University, New Orleans

Wynne Aroom, R.N. (2010)
Adjunct Instructor, Nursing
 B.S.N., Northeastern University;
 M.S., University of Maryland

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

Lawrence Baird (2008)
Adjunct Professor, Business Administration
B.A., Loyola University Maryland;
M.B.A., Walden University

Mary Bargteil (2010)
Adjunct Professor, English
B.A., M.F.A., University of Baltimore

Cary B. Barker (2006)
Adjunct Instructor, Business and Technology Management
B.A., Shippensburg University;
M.S., Capitol College

Daniel Barnhart (2011)
Adjunct Professor, Psychology
A.A., Saint Leo University;
B.S., James Madison University;
M.A., Wake Forest University;
Ed.D., The George Washington University

Joyce K. Becker (1995)
Dean, School of Graduate and Professional Studies and Professor, Law
B.A., Notre Dame of Maryland University;
J.D., University of Maryland, Baltimore

Leeanne M. Bell McManus (2007)
Associate Professor, Business Communication
B.A., University of Pittsburgh;
M.A., West Virginia University;
Ph.D., Duquesne University

David Belz (2011)
Adjunct Instructor, Management
B.A., Loyola University Maryland;
M.L.A., St. John's College of Maryland

Dona Benford, R.N. (2008)
Adjunct Instructor, Nursing
B.S., University of Maryland, Baltimore County;
M.A., University of Maryland, Baltimore

Justin Berk (2000)
Adjunct Instructor, Physical Science
B.S., Cornell University

Helen Biblehimer, R.N. (2012)
Adjunct Professor, Nursing
B.S., M.S., Ph.D., Pennsylvania State University

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

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

David Bradnick (2009)
Adjunct Instructor, Philosophy
B.S., Lee University;
M.A., Lancaster Seminary

Herbert Brown (2011)
Adjunct Professor, Management
B.A., Florida A & M University;
M.A., Ball State University;
M.S., M.S., Troy University;
M.P.A., D.P.A., University of Southern California;
M.S., Health Services Administration, Central Michigan University

Jakie Brown, Jr. (1997)
Assistant Professor, Information Systems
A.A., Community College of Baltimore County;
B.A., Arlington Bible College

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

Lynn Marie Bullock (2013)
Adjunct Professor, Nursing
B.S., Syracuse University;
M.S., Towson University;
D.N.P., Johns Hopkins University

Lawrence Burgee (2009)
Chair and Associate Professor, Information Systems
A.A., Harford Community College;
B.S., Wesley College;
M.B.A., Loyola College in Maryland;
M.S., Ph.D., University of Maryland

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

Beverly Bye, R.N. (2011)
Associate Professor, Nursing
B.S., Towson University;
M.Ed., Loyola University Maryland;
M.S., University of Maryland, Baltimore

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

Susan Casciani (2012)
Adjunct Professor, Healthcare Management
B.S., State University of New York, Fredonia;
M.S., D'Youville College, Buffalo;
M.B.A., State University of New York, Buffalo

Pamela R. Chaney (2006)
Adjunct Professor, Law
B.S., Virginia Commonwealth University;
J.D., University of Maryland, Baltimore

Thomas Christianson (2012)
Adjunct Instructor, Philosophy and Religion
M.A., Regent University

Daniela Coman (2013)
Adjunct Instructor, Information Systems
B.S., Al.I. Cuza University, Romania;
M.S., Capitol College

Jeffrey Comen (2001)
Adjunct Professor, Political Science and Law
B.A., The Johns Hopkins University;
J.D., University of Baltimore

Thomas D. Coogan (1988)
Chair and Professor, Forensic Studies and Assistant Professor, Law
A.B., Hamilton College;
M.A., Antioch College;
J.D., Antioch School of Law

Andrew Cook (2011)
Adjunct Instructor, Business Administration
B.S., Millersville University, Pennsylvania;
M.B.A., Walden University

Dean E. Cook (1984)
Professor, Information Systems
B.A., Loch Haven State College;
M.A., Indiana State University;
M.A.S., The Johns Hopkins University;
Ph.D., University of Missouri

- Linda Cook (2008)**
Adjunct Professor, Nursing
A.S., Monroe Community College;
B.S.N., Alfred University;
M.S., Ph.D., University of Maryland,
Baltimore
- Jeanne Corbley (2007)**
Adjunct Instructor, Forensic Studies
A.A.S., B.S., Stevenson University
- Anthony Cosby (2008)**
Adjunct Professor, Business Administration
B.A., Towson University;
M.B.A., J.D., University of Baltimore
- Monique Couteau (2012)**
Adjunct Professor, Human Services
B.S., Stevenson University;
M.S.W., University of Maryland,
Baltimore
- Tonia Cristino (2010)**
Assistant Director, Recruiting and Admissions and Adjunct Instructor, Information Systems
B.S., Stevenson University
M.S., Stevenson University
- Laura Culbertson, R.N. (2010)**
Adjunct Instructor, Nursing
B.S.N., M.S., University of Maryland,
Baltimore
- Holly Cymet (2011)**
Adjunct Professor, Chemistry and Physical Science
B.Sc., McGill University;
Ph.D., The Johns Hopkins University
- Michelle D'Alessandro, R.N. (2013)**
Adjunct Professor, Nursing
B.S.N., Villa Nova University;
M.S.N., The Johns Hopkins University;
D.N.P., University of Maryland,
Baltimore
- Emmet Davitt (2005)**
Adjunct Professor, Forensic Studies
B.A., University of Virginia;
J.D., University of Maryland
- Pamela Deem-Hergan (2009)**
Adjunct Instructor, Business Administration
B.A., St. Mary's College of Maryland;
M.B.A., University of Baltimore
- Marie A. DiPasquale, R.N. (2004)**
Adjunct Professor, Nursing
A.A.S., B.S., M.S., Pace University
- Victoria J. Doby, C.P.A. (1995)**
Program Coordinator and Professor, Accounting,
B.A., M.B.A., Loyola College in
Maryland;
D.B.A., The George Washington
University
- Lauren Donovan (2010)**
Adjunct Instructor, Business Administration
B.S., Mount St. Mary's University;
M.B.A., Saint Joseph's University
- Daniel Dregier, Jr. (2010)**
Adjunct Professor, Business Administration and Law
B.A., Loyola University Maryland;
J.D., University of Baltimore, School of
Law
- Jeffrey F. Dudley (2005)**
Adjunct Instructor, Marketing
B.S., Towson University;
M.S., McDaniel College
- Helaina Ebling (2011)**
Adjunct Professor, Human Services
A.A., Villa Julie College
B.A., Towson University;
M.S., University of Maryland Baltimore
County
- Jude Edwards (2013)**
Adjunct Professor, Business and Technology Management
B.S., M.S., University of Maryland
University College;
D.B.A., Nova Southeastern University
- Nadine W. Edwards (2003)**
Coordinator, Distance Learning and Adjunct Professor, Information Systems
B.S. University of Maryland;
M.Ed., Salisbury University
- Patricia M. Ellis (1987)**
Special Assistant to the Dean and Professor, Law and Business
B.A., Western Maryland College;
M.B.A., Frostburg State University;
J.D., The Catholic University of
America
- Adanna Emeji, R.N. (2012)**
Adjunct Instructor, Nursing
B.S., Fitchburg State University;
M.S., M.P.H.E., University of
Maryland, Baltimore
- Norman Endlich (2011)**
Dean, Brown School of Business and Leadership and Professor, Management
B.S., Towson University;
M.S., National Louis University;
Ph.D., Virginia Polytechnic Institute
and State University
- Steven R. Engorn (1989)**
Program Coordinator and Assistant Professor, Business and Technology Management
A.A., Catonsville Community College;
B.S., The American University;
M.B.A., Loyola College in Maryland
- Judith A. Feustle, R.N. (1991)**
Associate Dean, Nursing Graduate and Professional Studies
B.S.N., M.S., University of Maryland,
Baltimore;
M.Ed., Sc.D., The Johns Hopkins
University
- Jimmie Flores (2012)**
Adjunct Professor, Information Systems
B.B.A., M.A., St. Mary's University;
M.S., DeVry University;
M.S., M.S., M.S., M.Ed., Regis
University;
M.A., Ph.D., Fielding Graduate
University;
M.B.A., University of St. Thomas;
D.M., University of Phoenix
- William E. Folsom (2006)**
Adjunct Instructor, Forensic Studies
A.A.S., Community College of the Air
Force;
M.S., B.S., University of Maryland
University College
- Alan R. Foote (1989)**
Assistant Professor, Information Systems
B.A., Pennsylvania State University;
M.B.A., University of Baltimore
- Judith A. Feustle, R.N. (1991)**
Associate Dean, Nursing Graduate and Professional Studies
B.S.N., University of Maryland,
Baltimore;
M.Ed., Sc.D., The Johns Hopkins
University
- Michael Gaffney (2007)**
Adjunct Professor, Music
B.A., Loyola University Maryland;
J.D., University of Maryland
- Sandra Genrich, R.N. (2011)**
Adjunct Professor, Nursing
B.S.N., M.S.N., Wayne State
University;
Ph.D., The University of Texas at
Arlington
- Glenn Georgieff (2010)**
Adjunct Instructor, Mathematics
A.A., Essex Community College;
B.S., M.S., Towson University

Sara Godbee (2011)
Librarian, Brown School of Business and Leadership and Adjunct Instructor, Business Administration
B.S., University of South Carolina;
B.A., College of Charleston;
M.L.S., University of Maryland,
College Park

Susan T. Gorman (1991)
Dean, School of the Sciences and Professor, Biology
B.A., Kenyon College;
Ph.D., The Johns Hopkins University

Lisa Gotschall, R.N. (2011)
Associate Professor, Nursing
B.S.N., Russell Sage College;
M.S., Columbia University;
Ph.D., Capella University

Morris Greenberg (2010)
Adjunct Instructor, Criminal Justice
B.S., M.S., The Johns Hopkins
University

Deric M. Greene (2004)
Associate Professor, Business Communication
B.S., James Madison University;
M.A., Norfolk State University;
Ph.D., Howard University

John Grimes (2013)
Adjunct Instructor, Forensic Studies
A.A., Essex Community College;
B.A., Notre Dame of Maryland
University;
M.S., Stevenson University

Catherine Griswold, R.N. (2011)
Assistant Professor, Nursing
B.S., Stevenson University;
M.S., The Johns Hopkins University

Barry Grzechowiak (2012)
Adjunct Instructor, Forensic Studies
B.A., University of Maryland,
Baltimore County;
M.S., Stevenson University

Esther Gunter (2009)
Adjunct Instructor, Information Systems
B.S., Towson University
M.A., University of Maryland,
Baltimore County;

Kathryn E. Hall (2008)
Adjunct Instructor, History
B.S., Frostburg State University;
M.A., James Madison University

Nora Hamilton, R.N. (2011)
Adjunct Instructor, Nursing
A.A.S., Illinois Valley Community
College;
B.S.N., Olivet Nazarene University;
M.S.N., University of Phoenix

Benjamin Harris (2009)
Adjunct Professor, Criminal Justice and Law
B.A., The Johns Hopkins University;
J.D., Yeshiva University

Josette Hayes, R.N. (2012)
Adjunct Instructor, Nursing
B.S., Stevenson University;
M.S., Towson University

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

Gary N. Hicks, R.N. (2005)
Adjunct Professor, Nursing
R.N., Harford Community College;
B.S., Villa Julie College;
M.S., Towson University

John Hoeprich (1984)
Adjunct Professor, Religion
B.A., Barrington College;
MDI, THM, Princeton Theological
Seminary

Nancy Hoffman (2009)
Adjunct Professor, Sociology and Criminal Justice
B.A., Ph.D., University of Maryland,
College Park;
M.A., Loyola University Maryland

Timothy R. Holland (2002)
Adjunct Professor, Business Administration
B.A., Wake Forest University;
M.S., Stevenson University;
M.B.A., Washington University in St.
Louis

Robyn Holley, R.N. (2002)
Adjunct Instructor, Nursing
B.S., Stevenson University;
M.S., The Johns Hopkins University

Benjamin "Tom" Hopkins (1978)
Adjunct Instructor, Geography
B.A., Washington College;
M.A., Towson University

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

Dean Horvath (2009)
Adjunct Professor, Management and English
B.S., State University of New York;
M.S., University of Maryland;
M.S., Towson University

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

Paul Insley (2010)
Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University

Arlene Jenkins, R.N. (2013)
Adjunct Instructor, Nursing
B.S., Towson University;
B.S., Stevenson University;
M.S., Morgan State University

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

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

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

Marilyn K. Julius (1983)
Adjunct Professor, History
B.A., M.A.T., Emory University

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

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

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

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

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

- Melissa Kline** (2009)
Adjunct Professor, Forensic Science
B.S., M.S., Stevenson University
- Miliska Knauff** (2013)
Adjunct Professor, Healthcare Management
B.S., B.S., Maryville University;
M.B.A., San Diego State University;
Ed.D., University of Missouri, St. Louis
- Jason Kolowski** (2012)
Adjunct Professor, Forensic Science
B.A., Cornell College;
M.S., John Jay College of Criminal Justice;
MPH, Ph.D., The City University of New York
- Don Koonce, Sr.** (2012)
Adjunct Instructor, Information Systems
B.F.A., Temple University;
M.B.A., Strayer University, Washington
- Deborah S. Kraft** (1998)
Dean, School of Education and Professor, Education
B.S., Lesley College;
M.A., Webster University;
Ph.D., Saint Louis University
- Caleb Kriesberg** (2011)
Adjunct Instructor, Philosophy
B.A., St. Mary's College of Maryland;
M.P.A., The George Washington University
- Keith Kutch** (2009)
Dean, School of Design and Professor, Design
B.A., Metropolitan State College;
M.F.A., The Rhode Island School of Design
- Paul D. Lack** (2002)
Executive Vice President, Academic Affairs and Professor, History
B.A., McMurry College;
M.A., Ph.D., Texas Tech University
- Lea Landrus** (2010)
Adjunct Instructor, Management
B.A., Hollins University;
M.A., Washington College
- Romas Laskauskas** (2005)
Assistant Professor, Management
B.S., Mount St. Mary's College;
M.B.A., Virginia Commonwealth University
- Deborah Leather** (2009)
Chair, Business Administration and Professor, Management
A.B., College of St. Elizabeth;
M.L.S., University of Hawaii;
M.B.A., Marymount College of Virginia;
D.B.A., The George Washington University
- Thomas Lentz, Jr.** (2008)
Adjunct Professor, Information Systems
B.S., M.S., Stevenson University;
M.B.A., University of Baltimore
- Marc R. Levin** (1985)
Assistant Professor, Information Systems
B.S., University of Maryland, College Park;
M.S., Massachusetts Institute of Technology
- Barry Levine** (2012)
Adjunct Professor, Forensic Science
B.S., Loyola University Maryland;
Ph.D., Virginia Commonwealth University
- Michael I. Levine** (1980)
Adjunct Professor, Law
B.A., University of Maryland, College Park;
M.S., J.D., University of Baltimore
- Tobi Limke** (2011)
Adjunct Professor, Biology
B.A., Lake Forest College;
M.B.A., University of Maryland, University College;
Ph.D., Michigan State University
- Jerome D. Lindauer** (2005)
Adjunct Instructor, Management
B.S., Virginia Polytechnic Institute and State University;
M.B.A., Loyola College in Maryland
- Adam Lippe** (2007)
Adjunct Professor, Forensic Studies
B.A., The Johns Hopkins University;
J.D., University of Maryland
- Irvin B. Litofsky** (2005)
Adjunct Professor, Forensic Science
B.A. The Johns Hopkins University;
M.S.F.S., The George Washington University
- Mary Jo Livingston** (2011)
Adjunct Professor, Forensic Studies
B.A., Daemen College;
M.S.W., New York University;
J.D., University of Maryland, Baltimore
- Lisa Lorden, R.N.** (2010)
Assistant Professor, Nursing
B.S., Stevenson University;
M.S., ACNP, University of Maryland, Baltimore
- Sandra Lucci, R.N.** (2008)
Adjunct Instructor, Nursing
B.S., Rutgers-Newark The State University;
M.S., University of Maryland, Baltimore
- Deborah A. Lyons, R.N.** (2003)
Assistant Professor, Nursing
B.S., Villa Julie College;
M.S.N., M.S., Towson University
- Martin Malarkey, III** (2009)
Adjunct Instructor, Forensic Studies
B.S., Towson University
- Kevin J. Manning** (2000)
President of the University and Professor, Psychology
B.A., Webster University;
M.S., Shippensburg University;
Ph.D., The Ohio State University
- Nicholas Marrocco** (2004)
Adjunct Instructor, Forensic Studies
B.A., M.S., Loyola University Maryland
- Adam Mattina** (2013)
Adjunct Instructor, Cyber Forensics
B.S., Rochester Institute of Technology
- Colin May** (2010)
Adjunct Instructor, Forensic Studies
B.S., Siena College;
M.S., Stevenson University
- Gerald Maye** (2007)
Adjunct Instructor, Forensic Studies
B.A., University of Alabama, Birmingham;
MPPm, Birmingham Southern College
- William McComas** (2007)
Adjunct Professor, Forensic Studies
B.A., Brown University;
J.D., University of Baltimore
- Patrick McDowell** (2011)
Adjunct Instructor, Criminal Justice
B.S., M.S., The Johns Hopkins University
- Jason Medinger** (2011)
Adjunct Professor, Forensic Studies and Law
B.A., University of Notre Dame;
J.D., Emory University
- Matthew Mettler** (2012)
Adjunct Instructor, History
B.A., Gustavus Adolphus College;
M.A., Stanford University;
M.A., University of Iowa

Brian Miller (2009)
Adjunct Professor, Forensic Science
B.S., Richard Stockton College of New Jersey;
M.S., Stevenson University

Rose Miller, R.N. (2007)
Adjunct Professor, Nursing
A.A., George C. Wallace State Community College;
B.S., Troy State University;
M.P.A., Auburn University;
M.S.N., University of Alabama

Laurel Moody R.N. (2012)
Assistant Professor, Nursing
B.S.N., University of Maryland;
B.S., Stevenson University;
M.S., University of Maryland University College

An'Nita Moore, R.N. (2012)
Adjunct Professor, Nursing
B.S., Coppin State College;
M.P.He., Morgan State University;
D.N.P., Drexel University

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

Timothy Nelson (2009)
Adjunct Instructor, English
B.S., M.S., Towson University

Ellen Neu, R.N. (2009)
Adjunct Instructor, Nursing
B.S., Stevenson University;
M.S., Samuel Merritt College

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

Leann Norman (2010)
Adjunct Professor, Biology
B.S., Wagner College;
Ph.D., University of Maryland, College Park

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

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

Jerome T. Palmerino (2008)
Adjunct Instructor, Information Systems
B.S., Villa Julie College;
M.S., University of Maryland, Baltimore County

Lisa Groff Paris (2013)
Adjunct Professor, Nursing
A.A., Catonsville Community College;
B.S.N., University of Maryland;
M.A., Hood College;
D.N.P., Johns Hopkins University

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

Christopher Pearre (2011)
Adjunct Instructor, Information Systems
B.S., M.S., University of Phoenix

Susan Phillips (2012)
Adjunct Instructor, Religion
B.A., Sacramento State College;
M.A., United Theological Seminary of the Twin Cities

David Pietropaoli (2007)
Adjunct Professor, Philosophy and History
B.A., University of Maryland, Baltimore County
STL, STD, Gregorian University, Rome;

Dixie Poe, R.N. (2008)
Adjunct Professor, Nursing
B.S.N., Medical College of Georgia;
M.S.N., Bowie State University;
MGA, University of Maryland University College

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

Laura Pope (2008)
Adjunct Instructor, Management
B.A., Goucher College;
M.A., St. Mary's University

Veronica Powell (2011)
Adjunct Professor, Psychology and Sociology
B.S., University of Central Texas;
M.A., University of Maryland, College Park;
Ph.D., Capella University

Shelley Pumphrey (2012)
Adjunct Instructor, Philosophy
B.A., University of Maryland;
MAS, The Johns Hopkins University

Valsamma Punnoose, R.N. (2009)
Adjunct Instructor, Nursing
B.S., The College of Nursing, New Delhi, India;
M.S., Catholic University

Janel Rabinowitz (2012)
Adjunct Instructor, Sociology
B.A., University of Massachusetts;
M.A., University of Central Florida

Joseph V. Rampolla (2005)
Adjunct Instructor, Information Systems
B.S., Loyola College in Maryland

Lynnett Redhead (2011)
Adjunct Instructor, Forensic Science
B.S., University of the West Indies;
M.S., Towson University

Betty Ann Rigney (2005)
Adjunct Professor, Psychology
B.S., Towson University;
M.A., Loyola College in Maryland;
Ph.D., University of Maryland, Baltimore County

Kevin Rivera (2009)
Adjunct Professor, Forensic Studies
B.S., Park University;
M.S., Norwich University

Darryl Roberts, R.N. (2011)
Adjunct Professor, Nursing
A.S., Essex Community College;
B.S.N., M.S., University of Maryland, Baltimore;
Ph.D., University of Maryland, Baltimore County

Michael Robinson (2009)
Program Coordinator and Adjunct Professor, Cyber Forensics
B.S., Drexel University;
M.S., University of Maryland University College;
M.S., Stevenson University

Joseph Rosalski (2011)
Adjunct Instructor, History
B.A., University of Baltimore;
M.A., University of Maryland, Baltimore County

John Rosicky (2012)
Chair and Professor, Human Services
B.S. Brown University;
Ph.D. University of Oregon

- Mary "Chip" Rouse (1984)**
Chair and Associate Professor, Business Communications
B.A., Western Maryland College;
M.Ed., Loyola University Maryland;
M.A., University of Maryland, College Park
- Karen Russell, R.N. (2006)**
Adjunct Professor, Nursing
A.S., College of Southern Maryland
B.S., M.S., D.N.P., University of Maryland, Baltimore
- Keith S. Safford (2007)**
Adjunct Instructor, Information Systems
B.S., University of Kansas, Lawrence;
M.E.S., Loyola College in Maryland
- James "Jim" G. Salvucci (2001)**
Dean, School of Humanities and Social Science and Professor of English
B.A., Bard College;
M.A., Queens College, The City University of New York;
Ph.D., University of Toronto
- Monibo Sam (2010)**
Assistant Professor, Sociology
B.Sc., M.Sc., University of Port Harcourt;
Ph.D., University of Connecticut
- James Sanford (2011)**
Adjunct Instructor, Business and Technology Management
A.A.S., York College;
B.S., Albright College;
M.S., Stevenson University
- Sidas A. Saulynas (1994)**
Instructor, Information Systems
B.A., Dickinson College;
B.S., Stevenson University;
M.S., University of Baltimore
- Lisa Scarbath (2009)**
Adjunct Professor, Law
B.A., University of Delaware;
J.D., University of Baltimore
- Susan A. Schenning (2005)**
Associate Professor, Forensic Studies
B.A., Notre Dame of Maryland University;
J.D., University of Baltimore
- Howard Schindler (2002)**
Adjunct Professor, Physics and Chemistry
A.A.S., B.S., State University of New York, Cortland;
M.S., The Johns Hopkins University
- Jennifer Schneider (2011)**
Adjunct Instructor, Forensic Studies
B.S., M.S., Stevenson University
- Inex Scholler-Jaquish, R.N. (2007)**
Professor, Nursing
B.S.N., Arizona State University;
M.A., University of California, Los Angeles;
M.S., Loyola University Maryland;
Ph.D., University of Maryland, College Park
- Karl Schroeder (1999)**
Adjunct Instructor, Information Systems
B.S., M.S., Virginia Polytechnic Institute and State University
- David "Ryan" Schurtz (2011)**
Assistant Professor, Psychology
B.S., M.A., Towson University;
Ph.D., University of Kentucky
- Sarena R. Schwartz (2000)**
Adjunct Professor, Information Systems
B.S., M.S., Stevenson University
- Catherine Scollick (2012)**
Adjunct Instructor, Biology
B.S., Frostburg State University;
M.S., The Johns Hopkins University
- Ronald L. Shaffer, Jr. (2007)**
Adjunct Instructor, Information Systems
B.S., Strayer University;
M.S., Capitol College
- Kathleen Shanks (2010)**
Adjunct Instructor, Biology
B.S., Stevenson University
- Alison Shao (2010)**
Adjunct Instructor, Biology
B.S., University of Connecticut;
M.S., State University of New York, Albany
- Vallory A. Shearer (1982)**
Assistant Professor, Mathematics
B.S., Towson University;
M.Ed., McDaniel College
- Brenda Shell-Eleazer (2011)**
Adjunct Instructor, Criminal Justice
B.S., M.S., Coppin State University
- Zhia L. Shepardson (2006)**
Adjunct Professor, Law
B.S., Villa Julie College;
J.D., University of Baltimore
- Nancy C. Sherman (1979)**
Professor, Psychology
B.A., Ithaca College;
Ph.D., University of Maine
- Nancy P. Sherman (2005)**
Adjunct Instructor, Theatre
B.A., Towson University;
M.A., University of Maryland, College Park
- Zamira Simkins (2007)**
Adjunct Professor, Economics
B.S., Kyrgyz-Russian Slavic University;
M.I.A., Missouri State University;
Ph.D., American University
- Leslie Simpson (2011)**
Instructor, Fashion Design
B.A., Simmons College;
M.S., Philadelphia University
- Mary Skipper (2008)**
Adjunct Instructor, English
B.S., East Carolina University;
M.E.D., Goucher College
- Marilyn B. Smith (2006)**
Adjunct Professor, Chemistry
B.A., St. Olaf College;
M.S., Ph.D., University of Nebraska, Lincoln
- Kenneth L. Snyder, Jr. (1996)**
Associate Professor, Information Systems
A.A., Catonsville Community College;
B.S., Villa Julie College;
M.S.E.S., Loyola College in Maryland
- Laura Snyder (2008)**
Professor, English
B.A., M.A., Ball State University;
Ph.D., Loyola University, Chicago
- Melanie K. Snyder (2000)**
Professor, Law
B.A., Miami University;
J.D., University of Baltimore
- Daniel Soderberg (2006)**
Manager, Network and Enterprise and Adjunct Instructor, Business Administration
B.S., Stevenson University;
M.B.A., University of Baltimore
- Ann M. Solan (2013)**
Associate Dean, Business Programs, Graduate and Professional Studies
B.S., Nyack College;
M.B.A., Dowling College;
Ph.D., Regent University
- Diana Speelman (2008)**
Adjunct Professor, Chemistry
B.S., University of Maryland, Baltimore County;
Ph.D., University of Maryland, Baltimore
- Cary D. Stanger (2005)**
Adjunct Professor, History
B.A., State University of New York, Fredonia;
M.A., The George Washington University;
M.L.S., Columbia University

Erin Stamper (2011)
Adjunct Instructor, Biology
 B.S. Stevenson University;
 M.S. The Johns Hopkins University

Charlee Sterling (1996)
Adjunct Professor, English
 B.A., Brandeis University;
 M.A., Ph.D., New York University

Richard Stone (2007)
Adjunct Professor, Forensic Studies
 B.S., Syracuse University;
 J.D., Brooklyn Law School

Jennifer Strasbaugh (2009)
Adjunct Professor, Art
 B.A., Stevenson University;
 M.A., Notre Dame of Maryland University

Benjamin Sutley (2013)
Adjunct Professor, History
 B.A., Denison University;
 M.A., University of Maryland, Baltimore County;
 J.D., University of Baltimore

Karla Talleur (2009)
Adjunct Professor, Forensic Studies
 B.S., Mount Union College;
 J.D., Catholic University of America

Thomas Talleur (2008)
Adjunct Instructor, Forensic Studies
 B.A., State University College, Geneseo;
 Graduate US Naval War College

Brian Tanen (2008)
Adjunct Instructor, Forensic Studies
 B.A., University of Maryland, Baltimore County;
 M.S., Stevenson University

Furkan Tari (2011)
Adjunct Instructor, Business and Technology Management
 B.S., Marmara University, Turkey;
 M.S., University of Baltimore

Elizabeth Thomas, R.N.C. (2011)
Adjunct Professor, Nursing
 B.S.N., Virginia Commonwealth University;
 M.S.N., Troy State University;
 MPHE, Ph.D., University of Arizona

John J. Tobin, Jr. (2003)
Program Coordinator and Associate Professor, Forensic Science
 A.A., Harford Community College;
 B.S., University of Maryland, College Park;
 M.S.F.S., The George Washington University
 Ph.D., University of Maryland, Baltimore

Harry B. Turner (1993)
Associate Professor, Law
 B.A., University of Pennsylvania;
 J.D., University of Maryland, Baltimore

Mary Vachon (2013)
Adjunct Instructor, Accounting
 B.S., Towson University

Philippe van Berten (2010)
Assistant Professor, Marketing
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 Ph.D., Telecom and Management Sudparis

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Adjunct Instructor, Forensic Studies
 A.S., Community College of Baltimore;
 B.A., George Mason University;
 M.A., University of South Florida

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Adjunct Instructor, Business Administration
 B.A., St. Vincent College;
 M.B.A., University of Pittsburgh

Ashlie Warnick (2013)
Adjunct Professor, Marketing
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 J.D., University of Michigan Law School;
 M.A., Ph.D., George Mason University

Mark Warren (2011)
Adjunct Instructor, Business Administration
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Adjunct Professor, Nursing
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David Weber (2007)
Adjunct Professor, Forensic Studies
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 J.D., Syracuse University College of Law

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Assistant Professor, Human Services
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 B.S., Towson University;
 M.A.S., The Johns Hopkins University

Richard West (2009)
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 J.D., Northwestern University

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Adjunct Instructor, Information Systems
 B.S., University of Maryland University College

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 M.F.S.A., Oklahoma State University;
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Adjunct Instructor, Criminal Justice
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Joyce Zerhusen (2004)
Adjunct Professor, Forensic Studies
 A.A., B.S., Stevenson University;
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Chair and Professor Forensic Studies
and Professor, Law
Stevenson University

David Fowler, M.D.
Chief Medical Examiner
State of Maryland

Daniel Katz
Forensic Science Manager - Biology
Unit
Forensic Sciences Division
Maryland State Police

Melissa Kline
Forensic Chemist
Frederick County, MD

Barry Levin, Ph.D.
Chief Toxicologist
Baltimore County Police Department

Irvin Litofsky
Director, Forensic Services Section
State of Maryland

John J. Tobin, Jr., Ph. D.
Program Coordinator and Associate
Professor, Forensic Science
Stevenson University

Forensic Studies Program Advisory Board

Thomas D. Coogan, Esq.
Program Coordinator, Forensic Studies
and Professor of Law
Stevenson University

Victoria J. Doby, C.P.A.
Chair, Accounting, Economics and
Finance and Professor of Accounting
and Finance
Stevenson University

Steven R. Engorn
Program Coordinator and Assistant
Professor Business and Technology
Management
Stevenson University

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McLean, Koehler, Sparks & Hammond

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Deputy Director for Courtroom Design
and Technology
The College of William & Mary School
of Law

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Professor, Forensic Studies
Stevenson University

Nicholas Marrocco, CPA, CFE, CFF, MSF
Adjunct Instructor, Forensic Studies
Stevenson University

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Stevenson University

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Managing Member
Schiff & Associates, LLC

Thomas Talleur
Adjunct Instructor, Forensic Studies
Stevenson University

Brian S. Tanen, CPA, CFE
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Maryland General Assembly
Office of Legislative Audits

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Program Coordinator and Associate
Professor, Forensic Science
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