

STEVENSON UNIVERSITY

Imagine your future. Design your career.®



2013/2014 CATALOG

Information Directory

For inquiries on:

Undergraduate Programs and Policies
Accelerated Undergraduate and Graduate Programs and Policies
Admissions and Financial Aid
Payment of University Charges
Transcripts, Registration, Academic Records, Graduation
Student Services
Career Services
Athletics
Public Information

Contact:

Executive Vice President for Academic Affairs and Dean
Dean, School of Graduate and Professional Studies

Vice President, Enrollment Management
Student Accounts and Financial Aid
Registrar
Vice President, Student Affairs
Vice President, Career Services
Athletic Director
Vice President, Marketing and Digital Communications

For further information, write:

Stevenson University
1525 Greenspring Valley Road
Stevenson, MD 21153-0641

Phone: 410-486-7000

Toll free: 877-468-6852

Fax: 443-352-4440

Email: admissions@stevenson.edu

Website: stevenson.edu

Visitors to the University are always welcome. On weekdays, student guides are available through the Admissions Office. Information sessions and campus tours are available during the week and on select weekends. Please make arrangements in advance by email or telephone.

The Stevenson University catalog is published on an annual basis. Information in this catalog is current as of July 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

Traditional Undergraduate Programs

[Note: Academic Calendar information for students enrolled in accelerated undergraduate or master's programs can be found in the School of Graduate and Professional Studies Catalog.]

Fall Semester 2013

Aug. 22	Convocation
Aug. 26	First day of classes
Sept. 2	Labor Day—University closed
Sept. 3	Last day to add/drop a class for the traditional semester
Sept. 14	Yom Kippur—University closed
Oct. 28	Registration for Spring 2014 begins
Nov. 1	Last day to withdraw from a traditional class with a "W"
Nov. 27 - Dec. 1	Thanksgiving holiday—University closed
Dec. 9 - 15	Final examinations
Dec. 16	Winter Commencement
Dec. 24 - 25	University closed
Dec. 31 - Jan. 1	University closed

Spring Semester 2014

Jan. 13	First day of classes
Jan. 20	Martin Luther King Day - University closed
Jan. 21	Last day to add/drop a class for the traditional semester
Mar. 10 - 16	Spring break
Mar. 28	Last day to withdraw from a traditional class with a "W"
Mar. 31	Registration for Fall 2014 begins
Apr. 18 - 20	Easter holiday—University closed
Apr. 28 - May 4	Final examinations
May 6	Baccalaureate
May 7	Nurses' Pinning
May 8	GPS Commencement
May 9	Undergraduate (traditional) Commencement
May 26	Memorial Day - University closed

May Term 2014

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

Summer Session 2014

Summer school sessions will be held between **May** and **August**. Multiple sessions are available. Please consult the Summer Schedule of Classes for details on the sessions and classes available or contact the Registrar's Office at 443-334-2206.

Catalog Information

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 Student,

Welcome to the new academic year at Stevenson. I am sure that you will find enrichment and new perspectives in the courses and programs that we offer. The *2013/2014 Stevenson University Catalog* provides a detailed overview of our diverse curriculum, student services, policies, and student clubs and organizations in order to help you work with your advisor and professors to plan your year.

Our University's tagline, *Imagine Your Future. Design Your Career®*, is appropriate to our mission. Stevenson offers an integration of the liberal arts, sciences, and technology with a distinctive career focus. Through a process we call *Career ArchitectureSM*, our dedicated faculty and staff work with students from the beginning of their freshman year to help them develop values-based decision-making and career management skills for their lifetime. We expand on the lessons of *Career Architecture* by helping students to enhance their education with outside-the-classroom experiences. Through service learning projects, study abroad, internships, and leadership experiences, you will broaden your traditional university experience and apply skills and knowledge gained in the classroom to real-world challenges, occupations, and communities.

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. We are proud but not surprised that the University has been recognized by *U.S. News & World Report* in 2013 as one of just 49 "Up-and-Coming" colleges and universities nationally and No. 3 among the "Up-and-Coming" Regional Universities-North. Our approach to career education and a low student-to-faculty ratio that enhances academic quality remain hallmarks of a Stevenson education.

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 Owings Mills campus hosts the Brown School of Business and Leadership, a premier student residential housing complex, a sports and wellness center, and a dining and student life facility. We recently added a gymnasium for sports and events and a 3,500-seat stadium to host our football team as well as men's and women's soccer and lacrosse and women's field hockey. In addition, the campus is expanding with the 28-acre addition of Owings Mills North, which will house our School of Design as of fall 2013.

All of these developments are designed to enhance our student-centered experience, to help you achieve success in higher education, and to put you on a path to reach your future goals. 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 the opportunities, activities, and facilities that Stevenson offers.

Sincerely,



Kevin J. Manning, Ph.D.

President, Stevenson University



Contents

Information Directory iii	Forensic Sciences 104
Notice of Nondiscriminatory Policy iii	French 107
Academic Calendar 2013-2014 iv	Geography 107
President's Letter v	History 107
The Stevenson Approach 1	Honors Course Descriptions 107
Academic Coursework 1	Human Services 109
The Career Architecture Process 1	Information Systems 112
Learning Beyond 2	Business Information Systems 113
Stevenson Ideals 2	Computer Information Systems 114
History of Stevenson University 2	Interdisciplinary Studies 120
Accreditations 6	International Business 121
Life at Stevenson 7	Legal Studies 121
Student Life 7	Management 121
Campus Resources and Services 13	Marketing 121
The Wellness Center 15	Mathematics 121
Academic Support Services 16	Medical Technology 121
Admissions 18	Military Science 126
General Admissions Policy 18	Music 130
Admissions Procedures and Processes 18	Nursing 130
Alternate Admissions Plans 22	One-Credit Option 135
Study Abroad 24	Paralegal Studies 135
Financial Information 25	Philosophy 140
Costs 25	Physical Education 141
Financial Aid 26	Physics and Physical Science 141
General Academic Information 34	Political Science 142
University Curriculum 34	Pre-Professional Studies 143
University Student Learning Goals 36	Psychology 143
University Curriculum Objectives 36	Public History 146
University Degree Requirements 37	Religion 150
Graduation Information 37	Science 151
Awards and Scholarships 38	Sociology 151
Academic Policies 42	Spanish 152
Academic Awards 42	Visual Communication Design 152
Academic Information 42	Directory 162
Academic Support Services Policies 45	Board of Trustees of Stevenson University 162
Fields of Study 47	Office of the President 162
Accounting 47	Academic Affairs 162
Anthropology 49	Enrollment Management 164
Applied Mathematics 49	Financial Affairs 165
Art 53	Human Resources 168
Biochemistry 53	University Advancement 168
Biology 55	Marketing and Digital Communications 168
Biotechnology 61	Student Affairs 169
Business Administration 63	Emeriti 169
Business and Leadership 68	Schools of the University 169
Business Communication 68	Faculty 173
Chemistry 71	Advisory Boards and Councils 194
Criminal Justice 77	Academic Advisory Boards 195
Developmental 80	Index 199
Economics 80	
Education 81	
Early Childhood Education: Liberal Arts and Technology 81	
Elementary Education: Liberal Arts and Technology 82	
Middle School Education: Liberal Arts and Technology 83	
English Language and Literature 88	
Environmental Science 92	
Fashion Design 94	
Fashion Merchandising 96	
Film, Video, & Theatre 97	
Finance 102	
Foreign Modern Languages (French, Spanish) 103	

The Stevenson Approach

Imagine Your Future. Design Your Career.®

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.

Academic Coursework

One of the strengths of Stevenson University is its ability to offer rigorous courses that provide students a strong foundation in the liberal arts and sciences, plus skills and knowledge in their major fields, in a mentoring environment of small classes and personal attention by faculty. All students must complete courses in a core curriculum that develops skills in writing, communication, and math and provides a basic understanding of the key disciplines in the liberal arts and sciences. Courses in the 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.

The Career Architecture Process

As a result of Stevenson's formal strategic planning process, the president, administration, and faculty of Stevenson developed and introduced the concept of *Career Architecture*SM to the campus.

*Career Architecture*SM helps prepare students for the real world from day one. Whether students are deciding upon or anticipating a specific major, Stevenson University offers a distinctive approach to explore new paths, change destinations, and map their own vision for the future. With the support of our career experts and committed faculty, the process of *Career Architecture*SM helps students develop a personalized strategic plan based on motivated strengths, interests, values, and individual goals.

At SU, we strive to inspire our students through exposure to a wealth of experiences, professionals, and real-world scenarios. This invaluable framework, plus timely tools and coaching, empowers Stevenson students to imagine their future and design their careers with a competitive advantage achieved by graduation. The process is a personal exploration for students to help them design their career paths beyond their first job. Through theory, practice, and mentoring, students acquire a strategy for lifelong career management and learning that contributes to future success.

*Career Architecture*SM is comprised of three elements that are introduced at various stages during students' university years. The three elements of *Career Architecture*SM are:

- **Personal direction.** We inspire our students to dream about their future and create their own journey through reflective pieces and exercises introduced to all students during the freshman year. This guidance is designed to help them explore individual skills, values, and interests. One-on-one advising and career counseling assist them in developing a strategic career plan. The goal is to establish a foundation that leads to the creation of a personal plan for life and work.
- **Discipline expertise.** Students build the expertise and relationships that they will need to start off competitive and connected in their field. Basic career skills are learned through curricula, in-class seminars, and a wide range of university experiences and activities. Students further develop expertise through internships, service learning, leadership roles, engagement in student organizations and clubs, academic advising, and research. The goal is to develop these skills and know how to apply them to succeed in school, work, and life.
- **Professional know-how.** Stevenson imparts the skills and tools students will need to navigate professional challenges and opportunities. This is accomplished through career and exploration events and activities, including symposia, career fairs, exploration tours, shadow days, and informational interviews. Students also engage in career strategic plan development, resume and interview preparation, video mock interviews, portfolio preparation, participation in on-campus recruiting sessions, networking support, and job search coaching. The goal is to introduce methods for each student to discover which career options are the best fit and to introduce methods and opportunities for professional career management and work after graduation. Stevenson's faculty, the Career Services staff, and administrators all work with members of area businesses and organizations to identify career exploration and preparation opportunities for Stevenson students from the day they

arrive on campus. Some of the activities available to students include distinct freshmen seminars, targeted career symposia and seminars, career fairs and networking events, in-class seminars, on-campus interviews, employer information sessions, and networking and etiquette dinners.

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)*

Mission

The University is an innovative, coeducational, independent institution 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.

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.

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 - 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, respect, 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, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Strategies

Academic Affairs

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

Student Life

The University will engage its community in creative, intellectual, social, and athletic experiences and 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 the 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 focuses on 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

Caves Sports and Wellness Center, Owings Mills Gymnasium and Fitness Facilities

Stevenson's athletic facilities are among the best in Division III. To accommodate its growth and expansion, the University opened its Owings Mills campus in 2004. Two years later, it acquired the former headquarters and practice facility for both the NFL's former Baltimore Colts and two-time Super Bowl champion Baltimore Ravens.

The Caves Athletics Complex, a 60,000 square foot modern facility, is located on the Owings Mills Campus and serves the needs of more than 800 student athletes as well as the general student body. On-campus facilities include the Caves Sports and Wellness Center, Owings Mills Gymnasium, and Mustang Stadium.

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.*

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.

Club Sports

Club sports have been established to promote and develop students' interests and skills in a particular sport. Club sports feature organized and competitive teams that will compete against other universities to enhance team members' collegiate experience and provide a vehicle for a well-rounded education through physical, social, and leadership development. Club sports are open to all from the beginner to the advanced player.

Club sports are different from varsity teams which must follow NCAA and MAC rules and regulations. Some teams allow walk-on tryouts while others recruit members. Club sports are different from intramural sports which are competitive sports played at Stevenson among other Stevenson students. No travel or practice is required for intramural sports. For more information, contact the Director of Club Sports in the athletic department.

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.

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

racess 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 Chi – National College Honor Society

Alpha Chi is an honor scholarship that promotes only the highest academic excellence and exemplary character among undergraduate Stevenson University students. As a national honor society, *Alpha Chi* admits only junior and senior students from all academic disciplines who have been endorsed by their faculty and who have achieved a grade point average putting them in the top 10% of their class (including their grade point average from any transferring institutions). *Alpha Chi* is thus unique in that it draws its members from across all academic disciplines. In addition to recognizing students for their academic achievement, *Alpha Chi* also offers numerous opportunities for their further growth. The society sponsors a competition for scholarships and fellowships totaling more than \$50,000 yearly, mostly at the national level but also at the regional and local levels. Members also have the opportunity to participate in student scholarly and creative presentations and publish scholarly articles at national and regional conventions.

Alpha Psi Omega – National Honorary Theatre Society

Membership in *Alpha Psi Omega* is open to all students at Stevenson who participate regularly in University theatre productions. The local chapter, in conjunction with the theatre department at Stevenson University, extends invitations to those students who have acquired enough points based upon records supplied by the theatre staff and advisors or both. Most chapters operate by point guidelines

as outlined in the *Alpha Psi Omega* constitution. The purpose of *Alpha Psi Omega* is to recognize and reward those students who have made significant contributions to the theatre.

Beta Beta Beta – National Biological Honor Society

Beta Beta Beta was founded in 1922 as an honor and professional society for students of the biological sciences. Its purposes are to encourage scholarly attainment and cultivate intellectual interest in the life sciences. To be eligible for regular membership, a student must be at least a second year biology, biotechnology, environmental science, or medical technology major who has completed a minimum of three biology courses, at least one of which must be higher than the introductory level, with a GPA in all biology courses of 3.00 or higher. The society also welcomes associate members who are students at any level in any major who are interested in biology.

Gamma Sigma Epsilon- National Chemistry Honor Society

Gamma Sigma Epsilon recognizes students demonstrating exceptional ability and interest in the field of chemistry. It aims to promote professionalism and scholarship in chemistry and the general welfare of its members. Membership in *Gamma Sigma Epsilon* is extended to those students who have completed a minimum of 16 credits in chemistry and are enrolled in four additional chemistry credits and who have a minimum GPA of 3.40 in all chemistry courses and a minimum 3.00 overall GPA.

Kappa Delta Pi – International Education Honor Society

Kappa Delta Pi is an international honor society open to the top students in the field of education. Eligible students must be juniors or above, have a minimum of 12 credits in education and a GPA of 3.30 or above, and provide supportive evidence of their commitment to education.

Kappa Mu Epsilon – National Mathematics Honor Society

Kappa Mu Epsilon – National Mathematics Honor Society is a national honor society that exists to promote a knowledge and appreciation of mathematics and to recognize outstanding student achievement in mathematics at colleges and universities whose primary focus is undergraduate education. Membership in *Kappa Mu Epsilon* is open to students in any major who have taken three college courses in mathematics, including at least one semester of calculus, who have attained an average of *B* or better in all mathematics courses, and who rank in the upper 35% of their class.

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

Lambda Epsilon Chi is open for 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. 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.

Lambda Pi Eta – Honor Society of the National Communication Association

Lambda Pi Eta's goals are to recognize, foster, and reward outstanding scholastic achievement in communication studies; to stimulate interest in the field of communication;

to promote and encourage professional development among communication majors; to provide an opportunity to discuss and exchange ideas in the field of communication; to establish and maintain closer relationships between faculty and students; and to explore options for graduate education in communication studies. Membership in *Lambda Pi Eta* is extended to those students with a 3.0 cumulative GPA who have completed 60 credits and have at least a 3.25 GPA in a minimum of four courses in the communication courses in the major. Activities are a mix of social, academic, and community service.

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 3.00 on a 4.00 scale, as well as a 3.20 average in criminal justice courses and rank in the top 35% of their class.

Psi Chi – The International Honor Society in Psychology

Psi Chi, the International Honor Society in Psychology, promotes excellence and scholarship in psychology and works to advance the science of psychology. Students who apply for membership must be at least a second semester psychology major or minor and have a 3.00 GPA in psychology with a minimum of three psychology courses, have a cumulative GPA of 3.00, and rank in the highest 35% of GPAs for their academic year.

Sigma Alpha Pi – National Leadership Honor Society

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

Sigma Beta Delta – International Honor Society in Business, Management, and Administration

Sigma Beta Delta recognizes scholarship and personal accomplishment for students of business, management, and administration. Additionally, the society encourages and promotes aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Students majoring in Business Administration are invited to lifetime membership if they meet the following criteria: a ranking in the top 20% of all business administration majors for the academic year; at least a 3.3 total and 3.3 major GPA on a 4.0 scale; no grades less than a *C-*; completion of at least 70 credits towards the baccalaureate degree; completion of at least 30 credits towards the major; and submission of a resume and assigned essay to the SBD Faculty Officers for review and affirmation.

Sigma Tau Delta – International English Honor Society

Alpha Lambda Omicron, Stevenson University's chapter of the *Sigma Tau Delta*, confers distinction upon students of

English language and literature in undergraduate, graduate, and professional studies. Students majoring in English language and literature and interdisciplinary studies (with English as one of the focuses), or minoring in English who have an overall GPA of 3.00 or better and have an average in their English classes of 3.00 or better are eligible for membership. Members are recognized for their outstanding achievements and may enrich their educational experience by taking part in chapter activities, competing for national awards and scholarships, and attending the annual *Sigma Tau Delta* convention. They may also contribute to *The Rectangle*, the society's literary publication.

Sigma Theta Tau International – Honor Society of Nursing

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. Student candidates are invited to join the society when they meet specific membership requirements. These requirements can be reviewed at nursingsociety.org. 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.

Tau Upsilon Alpha – National Honor Society for Human Services

Tau Upsilon Alpha - Candidates for Stevenson University's *Alpha Chapter of Tau Upsilon Alpha* must be human services majors or minors, have a minimum overall GPA of 3.25, have completed three full-time semesters of university work, and be in the upper 35% of their class. In addition, they must agree to abide by the National Organization for Human Services' Code of Ethics. The mission of this honor society is to honor academic excellence; to foster lifelong learning, leadership, and development; and to promote excellence in service to humanity.

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.

Reserve Officer Training Corps (ROTC) Programs at The Johns Hopkins University and the University of Maryland

Stevenson University offers the Army Reserve Officers' Training Corps (ROTC) in conjunction with The Johns Hopkins University's Blue Jay Battalion. The JHU Army Reserve Officers' Training Corps (ROTC) was among the first to be established by Congress in 1916 and is routinely ranked at the top of the Nation's 273 programs. More than 3,000 students have received Army officer commissions through the program, with over 40 attaining the rank of general officer. Students can enter the program with as little as two years remaining as an undergraduate or may complete the requirements while pursuing a graduate degree. Upon graduation, students are commissioned as a Second Lieutenant in the U.S. Army. Some are selected to attend a funded law school or several medical programs, while others serve in the Active Army, Reserves or National Guard. ROTC basic classes are open to all students. The Leadership and Management class specializes in leader development and is an excellent course for students aspiring to become leaders on campus and beyond. Additional information on military science or ROTC can be obtained by asking a current cadet, and by calling 1-800-JHU-ROTC or 410-516-7474. You can also email us at rotc@jhu.edu or visit the JHU ROTC Web site at jhu.edu/rotc.

Stevenson University also offers the Air Force Reserve Officers' Training Corps (AFROTC) in conjunction with the University of Maryland's Det 330. The Air Force Reserve Officer Training Corps (AFROTC) provides students the opportunity to earn a commission as a second lieutenant in the United States Air Force while completing their undergraduate or graduate degree. It is highly recommended that students seeking a commission contact the AFROTC department for full program details before registering for classes. The email address is afrotcdet330@umd.edu. Students may call (301) 314-3242, or visit the Det 330 Website at afrotc.umd.edu.

AFROTC is designed to be a 4-year experience, but the schedule can be compressed (minimum of 3 years) for qualified candidates. A full four-year program is composed of the two-year General Military Course (GMC) and the two-year Professional Officer Course (POC). GMC students receive an introduction to the Air Force and various career fields, and may have a chance to compete for scholarships. Non-scholarship GMC students incur no military service obligation and may elect to discontinue the program at any time. Students wishing to continue in the POC must pass all cadet standards by their last semester in the GMC, successfully compete for acceptance into summer field training course, and complete field training. POC students concentrate on the development of leadership skills and the

study of United States defense policy. Additionally, all POC students receive a monthly allowance of \$450-\$500.

If the Air Force is offering scholarships, members of AFROTC in all degree programs are eligible to compete for scholarships based on a competitive selection process. Scholarship recipients receive money for tuition up to \$18,000 per year, a book allowance (currently \$900/year), and a monthly allowance from \$300 to \$500, depending on the student's AFROTC year.

Campus Resources and Services

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.

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.

Resident Student Technology Support

Students are limited to two personal devices which will be authorized for connection to the Stevenson network, typically a PC, laptop, or a gaming system in a residence hall. Students are not allowed to connect wireless access points, network switches, gateways, printers, or any other devices to the network. Unauthorized devices detected on the network will be black-listed and denied access. Technology problems for student residents can be submitted to Tech Connection via the phone, 443-334-3000 or x3000, through the ticketing system at helpdesk.stevenson.edu, by e-mail to helpdesk@stevenson.edu, or via the Tech Connection link found under the quick links section of the Stevenson University main webpage stevenson.edu. If, after evaluation of the issue, the problem is beyond the scope of support provided, Tech Connection staff will make suggestions on

what the student's next step might be, however, University staff will not repair student-owned equipment. The OIT staff will help resolve any software problems if possible; however, the University will not install any software on student-owned equipment. More IT related information is available on the Office of Information Technology's website 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 oit.stevensonuniversity.org.

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.

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.

Mock Trial Courtroom

In 2009, Stevenson University and the School of Graduate and Professional Studies opened a state-of-the-art mock trial courtroom on the Owings Mills campus. Housed within the Brown School of Business and Leadership, the courtroom is based on the high-tech courtroom at William & Mary Law

School. The courtroom was designed for the University's forensic studies and forensic science master's degree students as an important part of their capstone expert witness coursework. The undergraduate paralegal program also uses the space, with Stevenson's students the first undergraduates in the state to have a courtroom for their studies.

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

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 stevensonlibrary.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.

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 store store.stevenson.edu/suom/. Specific ISBNs for GPS textbooks can be found on the Campus 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 store store.stevenson.edu. 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.

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. with extended evening hours on Tuesdays until 7 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.

Academic Support Services

The Office of Academic Support Services, located in the Dawson Center, Room 220, oversees a wide variety of services designed to facilitate the success of students at Stevenson University. Students and parents are encouraged to contact members of this office at any time. Additional information regarding these services is described in detail below.

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.

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.

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.

Developmental Studies

Developmental studies help students achieve their maximum potential for academic success by providing courses designed to improve their skills in reading and mathematics. The courses in the developmental studies program include DEVR 106# College Reading and Learning Strategies, and DEVM 105# General College Mathematics. Placement in, and successful completion of, the developmental courses is required for those students who do not demonstrate proficiency in the basic skill areas. These courses do not receive credit but do count toward enrollment status for such purposes as financial aid eligibility and full-time student status.

Learning Communities

Learning Communities are clusters of classes which some first-year students are able to take as a group. They strengthen and enrich students' connections to each other, the faculty, and the subject matter they are studying. Learning communities also help first-year students become engaged in the culture of Stevenson University. Learning Communities create an environment for success by promoting deeper learning and allow faculty to teach and students to learn in more interdisciplinary and intellectually stimulating ways. Learning Community students can connect in the classroom through collaborative learning and group projects, and outside the class through field trips.

Supplemental Instruction (SI)

Supplemental Instruction (SI), an academic enhancement program, provides free, out-of-class, peer-facilitated sessions for designated courses. All students are offered the opportunity to attend at least two 50-minute coaching sessions a week where SI leaders present a model of thinking and integrate "what to learn" with "how to learn."

First-Year Experience

The Director of First-Year Experience assists new students in making a smooth transition into Stevenson University. The Director of First-Year Experience coordinates Mustang Days, Stevenson's summer advising and orientation programs. In addition, the office works with students on an individual basis to help them identify and address academic issues, concerns, or challenges.

First-Year Seminar

The First-Year Seminar program continues the orientation process by helping students identify and use specific strategies for academic, personal, and social success while at Stevenson. The program provides students not only with the information and knowledge essential for success in college but also with a forum to address issues and topics of concern to them in their transition from high school to college. Each major has a specific section of First-Year Seminar which introduces them to their academic program. The First-Year Seminar also serves as a tool to introduce students to the *Career Architecture*SM process that will guide them through their time at Stevenson. Additional topics discussed in First-Year Seminar include strategies for academic success, reviewing University regulations and procedures, clarifying values, and exploring the principles of

career development and decision-making. Faculty, administration, staff, and students meet in small groups for discussion and activities. The First-Year Seminar is a requirement for graduation.

New Student Orientation and Registration

Orientation facilitates a student's transition to life at Stevenson, and these activities provide information about the academic, social, extracurricular, and personal services available at the University. Orientation begins in June with the Mustang Days program. Incoming students and their families visit the campus for a full day of activities, including meetings with department chairs and faculty advisors, at which time they receive their fall class schedule. Members of the faculty, administration, and current students are present to welcome new students, to introduce them to all aspects of campus life, and to review academic regulations and general policies.

Following Mustang Days, several day trips, known as Orientation Adventures, are sponsored at various times throughout the months of August and September. These optional day trips are designed to help new students connect with other new and returning students.

The orientation process continues with Camp Mustang which begins just prior to the start of the fall semester. This three-day event consists of workshops and social activities presented by faculty, staff, and upper-class students to help new students make the most of University life. Camp Mustang begins on the Thursday before the first day of classes with Convocation, an academic event that marks the arrival of the new academic year and formally welcomes the new students into the Stevenson University community.

During Mustang Days, transfer students meet with an advisor to assess their transfer credits, discuss their overall academic plan, and register for next semester classes. At these sessions, transfer students will also initialize their Stevenson technology accounts and learn about important services.

PASS Mentoring Program

Students who are granted conditional admission to Stevenson University are required to participate in the PASS (Partnerships and Student Success) program which is designed to ease the first-year student's transition into the University. Students in the program attend weekly meetings with their mentors (faculty, staff, or administration) and meet with the director when necessary. The intent is to offer support, to develop strategies for academic success, and to engage students in campus activities. Students have the opportunity to meet their mentors and fellow students during their mandatory attendance at the PASS Kick-Off event during Camp Mustang in August. Stevenson's PASS program has been recognized nationally and regionally for its effective achievements in fostering student retention.

Admissions

General Admissions Policy

Admission to Stevenson University is reserved for applicants who have demonstrated the ability to meet the demands of college-level instruction. The Admissions Committee also examines evidence of a student's potential for achievement within the academic program elected. Students are selected on the basis of educational preparation, intellectual promise, and personal character.

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 degree student may enroll for course work (full-time or part-time) 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; less 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. They must take fewer than 12 credits in a semester. While enrolled, non-degree students must meet the same academic standards for continued enrollment as degree students.

All students admitted as full-time undergraduate students, and all students (full-time or part-time) who intend to major in nursing or medical technology are required to complete a *Student Health Form*. The form must be returned by August 1 for fall entrance and December 15 for spring entrance. In addition, in accordance with Maryland state law, all students planning to live in Stevenson University student housing must provide proof of receipt of meningococcal vaccination or waiver prior to their taking up residence in the student housing facility.

Admissions Procedures and Processes

Entering Freshmen Students

The Admissions Committee considers a strong college preparatory program in high school to be the best preparation for success at Stevenson. Considerable emphasis is placed upon the rigor of the candidate's course load in any given year (especially the senior year) and participation in accelerated, honors, Advanced Placement, or International Baccalaureate courses.

A minimum of 17 academic units distributed as follows is recommended.

- English—4 credits
- History/Social Studies—3 credits
- Mathematics—3 credits (algebra I, geometry, and algebra II or advanced courses in mathematics)
- Science—3 credits (including at least two laboratory science courses, preferably biology and chemistry)

- Foreign language – 2 credits (in the same language)
- Electives—2 credits

Candidates whose high school programs have not followed the recommended patterns but whose total credentials show evidence of potential for success at Stevenson University are invited to apply with the assurance that their records will be given full and careful consideration. If it is found that a student has identified academic or curricular deficiencies, additional coursework may be required. Courses used to resolve curricular deficiencies are offered during daytime hours only.

For prospective freshmen, application for admission to Stevenson University consists of the following:

1. Completed *Application for Undergraduate Admission*.
2. Writing sample.
3. Official high school transcript or GED.
4. Official SAT (R) (Stevenson University's code is 5856) or ACT Scores (Stevenson University's code is 1753).
5. Letters of recommendation from teachers or a guidance counselor.
6. Recommended (Optional): Admissions interview and extracurricular activities resume.

Students may begin at Stevenson in the fall, spring, or summer semester. For the fall semester, applicants are notified of their admission status on a rolling basis after October 15. Applications filed after March 1 for the fall semester will be considered on a space-available basis. For the spring semester, applicants are notified of their admission status on a rolling basis after October 1. Applications filed after December 1 for the spring semester will be considered on a space-available basis.

Adults Entering as Freshmen Students

For persons who are not recent high school graduates and have no previous college experience, attention is given to educational preparation, intellectual promise, and personal character as exhibited in academic records and life experience, including work and military service. Standardized test scores are not required. The application process should be completed no less than 4 weeks prior to the desired semester start date.

For adults wishing to pursue a degree either full-time or part-time (11 credits or less), application to Stevenson University consists of the following:

1. Completed *Application for Undergraduate Admission*.
2. Official high school transcript or GED.
3. Interview recommended for nurse and education related majors. Interview is optional for all others.
4. Personal statement discussing career goals and/or academic history.

Traditional Transfer Students

Students desiring to enter Stevenson University after attending other colleges or universities are welcome to apply for admission for either the fall or spring semester as full-time or part-time students. Transfer applicants are encouraged to apply by May 1 for the fall semester and November 1 for the spring semester. Applications filed after June 1 for the fall semester and after December 1 for the

spring semester will be considered on a space-available basis.

Students who have earned the Associate of Arts (A.A.), Associate of Science (A.A.S.), or Associate of Arts in Teaching (A.A.T.) degrees from regionally accredited institutions may be automatically admitted to Stevenson University upon receipt of the application and all required documentation. The fee for the paper application will be waived. (The online application is always free). However, acceptance into Stevenson University does not guarantee acceptance into a specific degree program. Students should also be aware that not all transferred credits may be usable toward a specific degree program. The requirements of each degree program must still be met.

Transfer students who have not completed an associate's degree and are seeking admission into the bachelor's degree programs should have a cumulative GPA of at least 2.50 from all colleges previously attended. Transfer students with a 2.00 minimum cumulative GPA and other accomplishments and/or experience may be granted conditional admission to the University. Admission is based primarily on each candidate's performance at the most recently attended college; however, high school transcripts and college records will be considered for students who have completed fewer than 30 college-level credits. Applicants are notified of the admission decision on a rolling basis after January 1 for fall semester and after October 1 for spring semester.

Please note that the limited enrollment programs may have higher GPA requirements and varied application and start term dates.

For transfer students, application for admission to Stevenson University consists of the following:

1. Completed *Application for Undergraduate Admission*.
2. Official college transcripts from each college previously attended. College-level coursework completed outside of the United States must be evaluated by either World Education Services wes.org or American Association of Collegiate Registrars and Admissions Officers aacrao.org. An official WES or AACRAO transcript is required. A final transcript must be sent upon completion of any course work in progress at the time of application.
3. Official high school transcript or GED for applicants who have completed less than 30 college-level credits at the time of application. (An SAT or ACT score may be required.)
4. Interview strongly recommended for all nursing and education majors. This is optional for all other majors.
5. OPTIONAL: Personal statement discussing career goals and/or academic history.

Transfer of Credit

Students desiring to transfer from another college and admittance to a degree program at Stevenson University must submit official transcripts of all previous college records. College-level coursework completed outside of the United States must be evaluated by either World Education Services wes.org or American Association of Collegiate Registrars and Admissions Officers aacrao.org. An official WES or AACRAO transcript is required. 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. Shortly following acceptance, evaluated transfer credit may be viewed through WebXpress. Incoming transfer students have access to their degree audit through WebXpress after registration.

Transfer applicants should have left the 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 a transfer admissions counselor.

Merit-Based Scholarships

The Admissions Committee automatically considers accepted freshmen and transfer students for SU merit-based scholarships. Scholarships are renewable for four consecutive years of study at the University. All eligibility requirements must be met for consideration. (See the Financial Information section of this catalog for more information about merit-based scholarships.)

Graduate Students

Information for admission to graduate programs may be found in the *School of Graduate and Professional Studies Catalog*.

Students Applying to Accelerated Undergraduate Programs

Information for admission to accelerated undergraduate programs may be found in the *School of Graduate and Professional Studies Catalog*.

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.

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/finaid/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.

Accelerated Transfer and Graduate Students

Please refer to the *School of Graduate and Professional Studies Catalog* for further information on international admissions requirements.

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.

Part-Time Students (Undergraduate)

Part-time students are those enrolled in fewer than 12 credits each semester. They may be either degree-seeking or non-degree students. Degree-seeking students apply to the University through the Admissions Office (see Admissions Traditional Transfer Student). Non-degree students must complete the procedures for non-degree students (see Non-Degree Students) as directed by the Registrar's Office.

All part-time students are considered part of the student body of the University. All policies and fees regarding late registration and drop/add procedures apply to part-time students. Tuition is calculated on a per-credit basis, and student fees are charged at a reduced rate. University activities, clubs, and most organizations are open to part-time students with the exception of such organizations as the intercollegiate athletic teams, which are governed by NCAA Division III rules of eligibility.

Non-Degree Students (Undergraduate)

Non-degree students must take fewer than 12 credits in a semester and are not eligible for financial aid. Admission as a non-degree seeking student requires submission of the following:

1. *Special Application for Non-degree Status* form located on the Registrar's home page. ssc.stevensonuniversity.org/files/non-degree-app-2.2.10.pdf for a PDF version of the 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 prerequisite course. Some departments require the approval of the department chair prior to taking a 200 level or above course.

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 60 semester hours of academic credit required for a degree

at Stevenson University. For admission as a degree student, a non-degree student must meet the same criteria as a freshman or transfer student.

A student denied admission as a degree student may enroll as a non-degree student only with the approval of the Director of Freshman Admissions.

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 time frame. Participating master's degree programs and related admissions requirements are listed below.

Business and Technology Management, Forensic Studies, or Healthcare Management

Students interested in these programs develop an educational plan in consultation with both their undergraduate and graduate advisors. Accounting, business administration, 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 program coordinator, may pursue the BS/MS option in business and technology management, forensic studies, or healthcare management. In order to be admitted to the BS/MS option, the student must

- Have completed at least 60 credits at the time of application.
- Have a minimum 3.00 GPA, or permission from the appropriate undergraduate department chair or program coordinator.
- Submit both a completed BS/MS application and a graduate application.

Additional information can be found in the *School of Graduate and Professional Studies Catalog*.

Forensic Science - BS/MS

Chemistry, biochemistry, and biotechnology majors may pursue the BS/MS option in forensic science. Students who wish to pursue this degree program can earn a bachelor's degree in chemistry, biochemistry, or biotechnology and a master's degree in forensic science. Students apply for admission to this program during the fall of their junior year. If admitted, students begin taking graduate-level courses in the spring of their junior year. In order to be admitted to this BS/MS option, the student must have

- A cumulative GPA and science and math GPA of 2.70 or better in all work attempted.
- Earned a grade of "C" or better in all science and mathematics classes.
- Completed at least 60 credit hours and be enrolled in a minimum of an additional 15 credit hours.
- Completed FSCI 101.
- Completed Organic Chemistry II (Chem 211 and 211L) and be enrolled in a minimum of one 300- or 400-level science course.
- Submit a completed *MSFS BS/MS Program Application*, including three letters of recommendation prior to October 1 or March 1.
- Submit a *Graduate School Application* by February 1 of the 4th year of the program.

Additional information can be found in the Chemistry, Biotechnology, or Biochemistry sections of this catalog.

Alternate Admissions Plans

Early Enrollment

Advanced high school seniors may apply for early enrollment if they wish to waive their senior year in high school in order to enroll as full-time, degree-seeking students at Stevenson. In addition to meeting the requirements of traditional freshman applicants, early enrollment applicants are expected to

1. Submit official high school transcript reflecting successful completion of thirteen college preparatory units and three elective units.
2. Have a cumulative unweighted grade point average of at least 3.00 (B).
3. Submit SAT scores of at least 550 critical reading and 550 mathematics.
4. Submit official documentation from the high school permitting the student to waive his/her senior year.
5. Attend a personal interview accompanied by a parent or legal guardian.

The priority application deadline including all supporting materials is March 1 for the fall semester. Students wishing to participate in the early enrollment program may start in the fall semester only.

Parallel Enrollment

Stevenson University sponsors a parallel enrollment program that enables academically talented high school students to take up to two courses during one or both semesters of their senior year.

High school students who wish to apply for parallel enrollment should

1. Submit a *Parallel Enrollment Application*.
2. Submit an official high school transcript.
3. Submit a letter of endorsement from their high school guidance counselor.
4. Submit a letter of permission from a parent or legal guardian.
5. Attend a personal interview accompanied by a parent or legal guardian with the designated admissions counselor for parallel enrollment.
6. Have a cumulative unweighted grade point average of at least a 3.00.
7. Submit SAT or ACT scores for placement purposes if the student wishes to enroll in English or math courses. A minimum 520 SAT critical reading score (45 English + Reading ACT) is required to take English 151. A minimum 500 SAT math (21 ACT math) is required to take the first college-level math course.

The application deadline (including all supporting materials) is June 1 for the fall semester and October 1 for the spring semester.

Students accepted to the program must earn a 3.00 GPA in their first semester of Stevenson coursework in order to be eligible to pursue course work for a second semester.

Conditional Admission (PASS Program)

Newly accepted freshmen who are identified by the Admissions Office as having potential to succeed may be offered conditional admission. (See the Academic Support Services section of this catalog for information about the PASS Program).

Readmission and Reinstatement

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. Recommended deadlines for readmission are May 1 for the fall semester and November 1 for the spring semester. 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 the Registrar's Office directly to register for classes. Official transcripts of any work taken at another institution must be submitted directly to the Registrar's Office.

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.

Acceptance and Deposit

Stevenson University subscribes to the May 1 National Candidate's Reply Date for students entering in the fall. However, students are encouraged to notify the University of their acceptance of admission and to remit the required enrollment deposit as soon as their decision is made. The enrollment deposit is non-refundable after May 1 and will be applied toward the first semester bill.

Students who enter in the spring semester are encouraged to notify the University of their acceptance of admission and remit their enrollment deposit by December 1. The enrollment deposit is non-refundable after December 1 and will be applied toward the semester bill.

For students who are enrolled at another institution at the time of their acceptance, it is understood that they will maintain the same level of academic achievement through the remainder of their current program. If a student's work falls below a satisfactory level, the acceptance may be rescinded.

Placement

Placement testing at Stevenson University is provided as an assessment tool to assist students and advisors in determining placement in mathematics, reading, composition, and foreign language. Information regarding placement tests and testing dates is sent to all students following acceptance to the University. To schedule English

or mathematics placement tests, students should call the Admissions Office at 410-486-7001 for further instructions. All other questions regarding placement tests should be directed to the Director of Developmental Studies at 443-334-2653.

Placement Testing in Mathematics, Reading, and English

First-time university students may need to complete the Stevenson University placement tests in mathematics or English and reading prior to registration unless exempted as noted below. All students transferring to the University must also take placement tests unless exempted by SAT scores or achievement of a grade of "C" or better in courses equivalent to courses that serve as Stevenson's prerequisites to the regular entry-level courses in math, reading, and English (i.e., DEVM 105# for math, DEVR 106# for reading, and ENG 148 for English).

English and Reading Comprehension Placement - All students meeting any of the following criteria are required to take the sentence skills and reading comprehension placement test prior to registering for their first English course at Stevenson University:

- SAT critical reading between 400 and 510
- ACT combined score of English and Reading between 32 and 44
- Have not achieved the grade of "C" or better in the prerequisite course at another institution

Math Placement - All students meeting any of the following criteria are required to take the mathematics placement test prior to registering for their first math course at Stevenson University:

- SAT math score between 400 and 490
- ACT score between 16 and 20
- Have not achieved the grade of "C" or better in the prerequisite course at another institution

Students who do not meet any of the aforementioned criteria are auto-placed into the appropriate English, reading, and math courses.

Placement Information in Developmental Courses

Developmental courses in the areas of writing, reading, and mathematics are designed to improve skills in these areas. Placement in and successful completion of developmental courses is required of students who do not demonstrate proficiency in the basic skill areas on the SAT, ACT, nor on the Stevenson placement tests.

Placement Testing for Transfer Students

Placement testing is required for transfer students who

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

To schedule placement testing, transfer students should contact the Admissions Office at 410-486-7001.

Placement in Foreign Language Courses

Stevenson University offers elementary and intermediate level courses in French and Spanish. First-semester foreign language classes (101) are not open to native speakers or students with two or more years of high school study. Placement is required for second-semester classes (102) and intermediate levels (201 and 202). Incoming freshman who have scored 500+ on the appropriate SAT subject test or who have completed three or more years of high school language within two years will be placed in an intermediate-level class. Placement can also be determined

by the scores in the Advanced Placement test, by International Baccalaureate achievement levels, or by a test or interview with an instructor. Full-time students interested in languages other than French and Spanish are eligible to participate in the Baltimore Student Exchange Program (BSEP) at area colleges and universities. Student should contact the Registrar's Office for information about BSEP. Specific questions regarding foreign language placement should be directed to the chair of the English department.

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.

CLEP Examinations

CLEP, a program of the College Entrance Examination Board, is a nationwide system of credit-by-examination. Stevenson does grant credit to our students earning Stevenson-designated passing scores on CLEP exams. Students who are interested should contact the Registrar's Office 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, appropriate credit will be awarded.

DANTES

The DSST are exams students can take to earn college credit. These exams are available not only to students in the military but to all students who are interested in earning college credit. The DSST exams are administered on military bases (for military students and their spouses) or at a participating institution. Students who choose to take the DSST exams can earn up to three college credits and upper or lower level credit. The credits are awarded by the American Council on Education. For information and registration, please visit www.getcollegedcredit.com. Students are strongly encourage to speak with their advisor to determine which DSST exams are right for them.

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.

Central America, and many other places. Faculty-led trips feature courses that will fulfill major or general education requirements. Some programs are for specific majors while others are for the general population. Acceptance into the programs is not automatic, and students need to be aware of application details, deadlines, costs, and selection criteria. Students should consult their academic advisor about upcoming study abroad opportunities and look for campus announcements about planned study abroad programs.

Through a special arrangement with Fairleigh Dickinson University, individual Stevenson University students are also able to study during the fall or spring semester at Wroxton College in Oxfordshire, England. Although these individuals will attend Wroxton under the auspices of FDU, the credits they earn from the British faculty will count as Stevenson credits. The Wroxton campus consists of a centuries-old estate of historic significance. For students who want to spend an entire semester abroad in a beautiful and distinctive setting, the Wroxton option is most attractive.

Questions regarding study abroad programs should be directed to the Dean of the School of Humanities and Social Sciences.

Study Abroad

Stevenson University offers a wide range of exciting study abroad opportunities. Study abroad trips are available fall, spring, and summer. Students may study with Stevenson University faculty in Ireland, South Africa, Asia, Europe,

Financial Information

Costs

Tuition and Fees (2013–2014)

Tuition and fees at Stevenson University for the academic year 2013–2014 are \$27,082. Below is a list of tuition and fees for full-time and part-time students.

Full-time Students (students enrolled in 12 to 18 credits per semester)

Tuition:

Full-time tuition	\$25,210
Full-time fees	\$1,872
Full-time late payment fee per semester	\$100
Full-time overload charge (per credit)*	\$400

*Students interested in taking more than 18 credits will need permission from the Assistant Vice President for Academic Support Services.

Part-time Students (students enrolled in less than 12 credits per semester)

Tuition:

Part-time tuition (per credit)	\$638
Part-time fees	\$75
Part-time late payment fee	\$50

For current tuition and fee information about master's degree and accelerated undergraduate degree programs, see the *School of Graduate and Professional Studies Catalog*.

Miscellaneous Charges

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

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

Annual Housing Charges and Deposits

Housing Charges and Deposits (annual)

SU Apartment	\$9,856
SU Suite	\$8,284
SU Suite (single)*	\$9,010
Wooded Way Suite (double)	\$8,718
Security deposit	\$350

*Single suites are only assigned to students with appropriate medical documentation, and are subject to availability. Plans and cost information are available on the University website; housing charges listed above do not include the cost of the meal plan. Please consult *Residence Life* for specific information regarding meal plans.

For reservation deposits and information, contact Residence Life at 443-352-4011.

Refund Policy

Tuition is refundable according to the following schedule for traditional undergraduate students. A partial refund may be

made to students who withdraw from Stevenson University within the first 28 calendar days of a semester. Any credit balance remaining after these adjustments to the student's account will be refunded. Tuition and disbursed Institutional Aid will be adjusted in accordance with the Tuition Refund Policy within the first 28 calendar days of each semester. Federal financial aid will be adjusted in accordance with the Federal Return of Title IV calculation. The Title IV calculation is based on the day of attendance as a percentage of total days in the semester up until 60%.

Fall and Spring Semester Tuition Refund Schedule*

100%	First day through the 9th calendar day
75%	10th calendar day through 15th calendar day
50%	16th calendar day through the 22nd calendar day
25%	23rd calendar day through 28th calendar day
0%	After the 28th calendar day

*Online courses that are taken by traditional students are subject to the above refund policy regardless of the start date of the course.

Room and board charges are not refundable unless covered under the Tuition Refund Insurance Plan.

Summer Sessions

100%	Prior to the first day of the session
50%	First day of the session through 7th calendar day
0%	After the 7th calendar day

Refunds are computed as of the date on which a written request for withdrawal is received in the Registrar's Office. Registration fees are not refundable. Tuition and fees are charged based on course loads as of the last day of add/drop each semester. Charges will not be adjusted if courses are dropped after the last day to add/drop. Tuition refunds will only be processed if a student withdraws from the University within the first 28 calendar days of a semester. No adjustment of semester charges will be granted to students who are suspended or expelled for academic or disciplinary reasons. The University reserves the right to suspend or dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory.

Students receiving financial aid should review the refund policies described in the Financial Aid sections: Disbursement of Awards and Return of Title IV Funds Policy.

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

Although this catalog contains much useful information about financial aid and associated policies and procedures, changes may occur during the year that might affect any aid a student may receive. For the most up-to-date information, students are encouraged to go to the SU Financial Aid Office website at www.stevenson.edu/finaid and review the material posted there.

The information on the financial aid website includes extensive and detailed information about the types of aid (and the rules governing them), how to apply for aid, the **FAFSA (Free Application for Federal Student Aid)**, policies and procedures, forms, and contains links to a number of other helpful resources like the U.S. Department of Education and the Maryland Higher Education Commission. Also included are links to a number of short videos (Financial Aid TV) that explain most aspects of financial aid. Some information and current scholarship announcements are posted on the Financial Aid Office facebook page at facebook.com/steve.finaid.

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.

Stevenson University Scholarship and Grant Programs

Merit Scholarship Program

In an effort to recognize outstanding students, Stevenson University supports a competitive scholarship program with awards ranging from \$1,000 to \$15,000 annually. Consideration for a merit scholarship is automatic and awarded by the Admissions Office as a part of the acceptance process; students need not submit a separate application. Scholarships are awarded based upon grade point average, high school course work, standardized test scores, and previous college course work for transfer students.

All Stevenson merit scholarships are available for a total of eight semesters as long as the student continues full-time enrollment, maintains a minimum cumulative grade point average as set forth in the scholarship agreement, and agrees to adhere to the Stevenson University ethics code.

Stevenson University merit scholarships awarded to students enrolled in traditional undergraduate programs are not transferable to accelerated or graduate programs of study. Stevenson University scholarship recipients who change their program from traditional to accelerated will forfeit these awards.

Stevenson Need-Based Grant

These grants are available to qualified full-time students enrolled in traditional undergraduate academic programs. Awards are based on financial need demonstrated through

the Free Application for Federal Student Aid (FAFSA). To be considered, the FAFSA should be filed annually by the February 15 priority deadline.

Endowed Scholarships

Stevenson University awards scholarships from our endowment program. Freshmen/new students need not apply. They will be reviewed and considered for awards based upon meeting endowed-specified criteria. Returning students may apply for several endowed scholarships by completing a single application for those scholarships. The deadline for application is April 1. The application is available on the Stevenson University SU Now Portal.

The Stevenson University Financial Aid Office will inform students on the SU Now Portal of additional outside private scholarships as the application announcements become available.

Stevenson University Endowed Scholarship Funds

The **Abell Foundation Scholarship Fund** is available to incoming minority students who demonstrate financial need and academic achievement.

The **AEGON USA, Inc. Scholars Fund** provides assistance to an incoming freshman student with financial need who exhibits outstanding academic promise and leadership.

The **George I. Alden Scholarship Endowment** provides assistance to deserving students. A portion of this fund is reserved for non-traditional, adult students.

The **Sandra Barkin, RN Memorial Scholarship in Nursing** is awarded to one junior nursing student with financial need who exhibits a caring nature and involvement in community service.

The **Peter H. J. Bauer Endowed Scholarship Fund** provides support to academically deserving students with financial need within the Greater Baltimore area.

The **Helen Fitzgerald Byrnes Endowed Scholarship for Visual Communication Design** provides support to a student in the visual communication design program with financial need.

The **Maureen Knerr Byrnes Endowed Scholarship for Teacher Education** provides support for a student with financial need who is majoring in elementary education and exhibits leadership and involvement in community service.

The **Geraldine and Sam Dell Scholarship for Character and Excellence in Business** is awarded to an exceptional senior student in the Brown School of Business and Leadership who demonstrates strong ethical grounding and a work ethic resulting in academic and personal success. Preference is given to business administration majors.

The **Geraldine and Sam Dell Scholarship for Character and Excellence in the Sciences** is awarded to an exceptional senior student with a major in the Department of Biological Sciences, the Department of Chemistry, or the Department of Mathematics. Candidates must demonstrate academic excellence, strong ethical behavior, and a strong work ethic, among other qualifications.

The **Linda Connolly Fenton Endowed Scholarship in Nursing** is awarded to a student with financial need enrolled in the nursing program.

The **France-Merrick Foundation Scholarship** provides funds to first-generation collegians with financial need, especially minorities and residents of Baltimore City.

The **Herget Endowed Nursing Scholarship** supports students enrolled in the nursing degree program, with preference given to candidates who express a desire to work for at least two years in a hospital in the state of Maryland after graduation. Recipients must be in good academic standing, have financial need, and demonstrate a high probability of success in the nursing profession.

The **Joseph S. Keelty Endowed Nursing Scholarship Fund** provides assistance to non-traditional nursing students with financial need who are judged to have good academic standing and a high probability of succeeding in the nursing profession. Preference is given to students expressing a desire to serve as a nurse at the Greater Baltimore Medical Center for at least two years after graduation.

The **Joseph S. Keelty Endowed Scholarship Fund** provides assistance to deserving students in any program area.

The **Honorable and Mrs. Francis X. Kelly Endowed Scholarship Fund** provides support to students who are the first in their family to attend college.

The **Knapheide Endowed Scholarship for Human Services** is a merit-based award given to a full-time senior student in the human services major.

The **M&T Bank Endowed Scholarship in Elementary Education** supports students with financial need enrolled in the elementary education program.

The **Kevin J. and Sara G. Manning Scholarship** is awarded to an incoming freshman student who is the first in their immediate family to attend college.

The **Dr. T. J. Manuszak Memorial Scholarship** provides assistance to an incoming freshman student with financial need.

The **Hilda Lee Menning Endowed Scholarship for Nursing** is awarded to students with financial need in the nursing program.

The **Middendorf Foundation Endowed Scholarship in Nursing** supports nursing students with financial need enrolled in the pre-licensure nursing program.

The **Pugatch Family Endowed Scholarship for the School of Design** provides support to a junior student with financial need who lives in one of the University residence halls. Recipients should have a declared major within the School of Design, and demonstrate exceptional academic achievement.

The **Pugh Paralegal Scholarship** is awarded to students with financial need in the paralegal studies program.

The **Gary A. and Joan O. Pyne Endowed Scholarship in Business** is awarded to an urban youth, preferably from Baltimore City, with financial need and an interest in pursuing a career in business.

The **Donald B. Ratcliffe Endowed Scholarship Fund** provides assistance to students in good academic standing with financial need. Preference is given to nursing students.

The **Jennifer and George Reynolds Endowed Scholarship in Business** is awarded to students with financial need enrolled in the business administration program with an interest in communications.

The **Reznick Group Accounting Scholarship** provides support to students in the accounting program. Recipients are selected based on financial need and an overall GPA of 3.2 or above.

The **Kimberly Serio Memorial Scholarship** provides assistance to an incoming freshman student who has experienced financial hardship and is determined to continue his or her education.

The **Susan Palmer Slattery, Ph.D. Endowed Scholarship** is awarded to a female senior with a major in the Department of Mathematics, the Department of Biological Sciences, or the Department of Chemistry. Recipient must have a minimum 3.7 GPA and complete the competitive application process.

The **James M. and Margaret V. Stine Foundation, Inc. Endowed Scholarship in Support of the Brown School of Business and Leadership** is awarded to a freshman student(s) demonstrating high academic standards and financial need, and majoring in a discipline within the Brown School of Business and Leadership.

The **Mary Tourney Emergency Book Fund** provides assistance to students for textbooks. Student need is determined based on federal eligibility requirements.

The **Jo-Ellen Turner, Ph.D. Endowed Scholarship in English** is awarded to an academically deserving junior majoring in English language and literature who has demonstrated interest in literature and writing through course work achievement and participation in extracurricular activities related to the field.

The **Bertha G. Wegad, RN Memorial Endowment Fund for Scholarships to Nursing Students** provides support for a deserving nursing student..

Stevenson University Annual Scholarship Funds

The **Accounting Association Scholarship** is awarded to a junior or senior accounting major through an annual competition.

The **American Citizens for Italian Matters of Maryland** provides Italian Heritage Awards to incoming freshman students who are of Italian descent and have a high school GPA of at least 3.0.

The **Associated Italian American Charities of Maryland** provides scholarships for students of Italian descent in good academic standing.

The **Baltimore Rotary Student Scholarship** is available to a junior or senior student with financial need who is a permanent resident of the Baltimore metropolitan area, has demonstrated academic excellence, and is involved in community activities.

The **Stevie Beall, Jr. Memorial Scholarship** provides scholarships for North Carroll High School graduating seniors with financial need and academic achievement who have been accepted to Stevenson University and are pursuing studies in the fields of history, English, political science, professional writing, mass communications and/or communication studies.

The **James T. and Francine G. Brady Scholarship Fund** was created to respond to funding gaps experienced by returning junior and senior students. Candidates must have financial need and a minimum GPA of 2.5.

The **Brotman Financial Group, Inc. Emergency Scholarship Fund** supports junior and senior students who fall short of the funding needed to return to Stevenson University for their studies. Preference is given to students from the Brown School of Business and Leadership, as well as English majors.

The **Business Administration Summer Internship Fund** provides support to students with financial need, enabling them to enroll in summer internship opportunities in business administration. Candidates must be enrolled in a major within the Department of Business Administration, have a minimum 3.0 GPA within their major, and a department approved internship.

The **E. C. Wareheim Foundation** provides a scholarship to one deserving student with financial need.

The **Linda Connolly Fenton Annual Scholarship in Nursing** is awarded to students in the nursing program with financial need.

The **Gorfine, Schiller & Gardyn Scholarship** is awarded to accounting students with financial need in good academic standing.

The **Hertzbach & Company Scholarship** is awarded to an accounting student with financial need in good academic standing.

The **Independent College Fund of Maryland (I-Fund)** provides a variety of designated and competitive scholarships for students attending Stevenson University and Maryland's other independent institutions.

The **Diane Jacobs Scholarship** provides funds for students with financial need who have overcome personal challenges to continue their education.

The **Kiwanis Club of Loch Raven** provides a scholarship to a non-traditional female student with financial need who has a minimum GPA of 3.2 and is majoring in nursing or another health-related field. Other criteria apply.

The **John J. Leidy Foundation, Inc.** provides funds to an academically deserving student with financial need who is also a Maryland resident.

The **Mangione Family Foundation Scholarship** is awarded to one or more students with financial need in the nursing program.

The **Maryland Chapter of the Association of Certified Fraud Examiners Annual Scholarship** is awarded to a student in the forensic studies program who is also a Maryland resident. Other criteria apply.

The **Medifast Scholarship at Stevenson University** is awarded to four junior or senior students based on financial need, academic achievement, and participation in the University's internship program. Other criteria apply.

The **PMM Companies Annual Scholarship** provides one or more scholarships to students with financial need.

The **SC&H Group Scholarship** supports one or more students with financial need in the accounting program.

More information about the Stevenson scholarships and grants is available from the Financial Aid Office

Federal Financial Aid Programs

The **Federal Pell Grant Program** is awarded based on exceptional need as defined by the federal government. It is free money and does not have to be repaid. Pell Grants are awarded to eligible undergraduate students who have not earned a bachelor's degree. The award amount depends on the student's Expected Family Contribution (EFC) and full- or part-time enrollment. Maximum grants for the 2013–2014 academic year are \$5,645. A student can apply for a Pell Grant by completing the *Free Application for Federal Student Aid (FAFSA)*. A student's 'lifetime' eligibility for a Federal Pell Grant is limited to 12 semesters total (or its equivalent).

The **Federal Supplemental Educational Opportunity Grant Program (FSEOG)** provides financial assistance to undergraduate students who are enrolled at least half-time and demonstrate exceptional financial need. Priority is given to Pell Grant recipients pending fund availability. The *FAFSA* is required.

The **Federal Direct Student Loan Program** allows eligible students to borrow low-interest subsidized and unsubsidized loans to help finance their educational expenses. The lender is the U.S. Department of Education. All borrowers must enroll at least half-time (6 credits) and complete the *FAFSA*. New direct loan borrowers must also complete online entrance counseling and a *Master Promissory Note (MPN)*.

The maximum amount a student can borrow each year depends on the class level and on whether or not a student is classified as a dependent or independent student.

3rd- and 4th-year undergraduate	\$7,500 (maximum \$5,500 subsidized)	\$12,500 (maximum \$5,500 subsidized)
Graduate	NA	\$20,500 (all unsubsidized)

Direct subsidized loans are for students with demonstrated need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, the first six months after leaving school (referred to as a grace period), and during a period of deferment (a postponement of loan payments). Direct unsubsidized loans are not based on financial need; interest is charged during all periods.

The Federal Direct PLUS (Parent) Loan Program is for the biological or adoptive parent of dependent students. The stepparents of dependent students are also eligible if their financial information is included on the *Free Application for Federal Student Aid (FAFSA)*. The U.S. Department of Education requires all students to complete the *FAFSA* to be considered for PLUS loans. The U.S. Department of Education is the lender for this loan program rather than a bank or other financial institution.

The **Federal Work-Study Program (FWS)** provides on- and off-campus employment for students with financial need to earn money to help pay education expenses. This program allows students to work around their class schedules while obtaining valuable work experience. Students will receive a bi-weekly paycheck for hours worked. Unlike grants and loans, a student cannot apply their FWS award to their account for payment of tuition and fees. Jobs are available on-campus and at various community service off-campus sites. Undergraduate students enrolled at least half-time (six credit hours) may be employed under the program.

More detailed information about the federal student aid programs is available on the Financial Aid Office website at stevenson.edu/finaid.

Maryland State Programs

The Maryland Higher Education Commission (MHEC) sponsors numerous grant and scholarship programs for Maryland residents. The State of Maryland offers an on-line inquiry system that allows students to view the status of their financial aid application and/or award information. This can be accessed at mdcaps.mhec.state.md.us. A short list of their programs include:

The **Howard P. Rawlings Educational Assistance Grant** is for current high school seniors and full-time, degree-seeking undergraduates. Students and their parents (if student is dependent) must be Maryland residents. The grant awards from \$400 to \$3,000 per year to full-time undergraduates enrolled in at least 12 credit hours per semester. All recipients must complete the *FAFSA* by March 1, continue to show financial need, and maintain satisfactory academic progress to have the award renewed. Awards are made by the Maryland Office of Student Financial Assistance. Students must file the *Free Application for Federal Student Aid (FAFSA)* by March 1 to apply for this program.

The **Howard P. Rawlings Guaranteed Access Grant** is a grant available to current high school seniors who will complete a college preparatory program with a minimum, cumulative, unweighted 2.5 high school GPA. Applicants must enroll at a Maryland college or university as a full-time, degree-seeking undergraduate student; meet certain income requirements, which change yearly and are posted on MHEC's webpage; complete the *FAFSA* and the grant application by March 1. Applications received after March 1 will be considered on a funds available basis. To

	Dependent Student	Independent Student
1st-year undergraduate	\$5,500 (maximum \$3,500 subsidized)	\$9,500 (maximum \$3,500 subsidized)
2nd-year undergraduate	\$6,500 (maximum \$4,500 subsidized)	\$10,500 (maximum \$4,500 subsidized)

renew an award, students must maintain satisfactory academic progress, submit the **FAFSA** by March 1, and continue to demonstrate financial need. Students should contact the Maryland Office of Student Financial Assistance or their high school guidance counselor for more information.

The **Senatorial Scholarship Program** is awarded to current high school seniors and students enrolled at least half-time in a degree-seeking, undergraduate or graduate program. Applicants must complete the **FAFSA** by March 1 and contact their senator in February for further instructions.

The **Delegate Scholarship Program** is awarded to current high school seniors and students enrolled at least half-time in a degree-seeking, undergraduate or graduate program. Applicants must complete the **FAFSA** by March 1 and contact their delegates in February for further instructions.

A detailed list of all State of Maryland financial aid assistance programs and applications is available on the web site of the Maryland Higher Education Commission at mhec.state.md.us/. State financial aid assistance is based on the availability of funds. Information about grants and other financial aid programs for residents of other states can be found at finaid.org and select the link for "US State Government Aid."

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. Completion of the form signals the student's intent to receive veterans' benefits for the upcoming semester.

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.

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 are 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. He/she 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

- Be a U.S. citizen or eligible non-citizen.
- Have a high school diploma, General Educational Development (GED) certificate, 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.

The Financial Aid office must

- Certify that the student is not in default on a federal loan or owes 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. Most scholarships require full-time enrollment. 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.

Disbursement of Awards

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

The classes for which a student is registered as of the census date 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 campus address. It is possible for a student's aid to be increased, decreased, or even canceled. Revisions may be necessary because of changes in housing status; academic status; enrollment status; verification; conflicting information; additional resources; fraud; availability of funds; federal or state regulations; and computation error.

If a student increases or reduces the number of credits 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 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. 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 actual 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 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.
- SU need-based grants may be reduced by the addition of later awards from the State of Maryland. If any outside funds affect the current financial aid award, the student will be notified of all changes.

Book Vouchers

Under certain circumstances, traditional undergraduate students may be able to take a credit against their 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

To make certain that student loan borrowers are given the most up-to-date information on student loans, all borrowers are required to complete an online entrance counseling session. This information will apply when the student begins repayment of their loans.

First time borrowers are required to complete entrance loan counseling before the Financial Aid Office can process their loan. The purpose of the entrance counseling is to ensure students understand their rights and responsibilities as a new loan borrower as well as the regulations governing each loan program, such as interest rates, grace, deferment/forbearance options, prepayment, consolidation, and other general repayment obligations. Students will be informed of the consequences of not repaying their student loans (default) and of various repayment strategies. Instructions for completing the Entrance Counseling and the Master Promissory Note are included in the publication **Financial Aid Award Guide**. For more information on the Direct Loan Program, visit the federal website at studentaid.ed.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 nslds.ed.gov.

Financial Aid Verification

All Federal financial aid programs and many state and University aid programs require the submission of the **Free Application for Federal Student Aid (FAFSA)**. A substantial change to the current FAFSA is the use of the IRS Data Retrieval Tool. This tool allows students and parents to pull tax information directly from the IRS data base. Many students and parents complete the FAFSA using estimated taxes. The IRS Data Retrieval Tool should be used after the annual tax returns are filed.

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

More information about the verification process and the IRS Data Retrieval Tool maybe found on the Financial Aid Office website at stevenson.edu/finaid.

Using Federal Financial Aid to Pay for Repeating a Course

Effective July 1, 2012, a student may use Federal financial aid only one time to pay for repeating a course previously passed. If the student received a grade higher than an "F", this is considered passing by the Department of Education regulations and he/she may then only repeat that course one time using Federal financial aid. If the student has not received a passing grade previously in the course, there is no limit to how many times the course may be retaken, provided satisfactory academic progress policy guidelines are

met. Continually repeating courses may eventually impact the requirements affecting Satisfactory Academic Progress (SAP).

Continued Eligibility

Financial aid 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."

Consumer and General Information

Every student applying to the University for admission is encouraged to apply for assistance through the Financial Aid Office. Information about policies and procedures and most of the information that a student will need to apply for financial aid, including the types of aid available and how to apply, can be accessed through Stevenson University's financial aid website. We strongly encourage all students to spend time reviewing the tools and information there. It is important that students and families are aware of the policies that govern access to financial aid records at Stevenson University as well as the College Loan Code of Conduct, Drug Conviction and Aid Eligibility, ***Financial Aid Handbook***, ***Financial Aid Award Guide***, and various other consumer information policies. In addition, there are a variety of helpful financial aid resources available online. Direct access to their websites is available through the links listed on the Financial Aid website located at stevenson.edu/finaid.

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 the discipline.

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.

Our advisors can work with students to meet the prerequisite requirements for admission to professional schools, including law school, medical school, pharmacy school, physical therapy school, or veterinary school.

Bachelor's Degrees

The University offers bachelor's degrees in the following disciplines: accounting; applied mathematics; biochemistry; biology; biotechnology; business administration; business communication; business information systems; chemistry; computer information systems; criminal justice; early childhood education; liberal arts and technology; elementary education; liberal arts and technology; English language and literature; environmental science; fashion design; fashion merchandising; film, video, & theatre; human services; interdisciplinary studies; medical technology; middle school education; liberal arts and technology; nursing; paralegal studies; psychology; public history; and visual communication design. At present, the University does not offer double majors.

Accelerated Bachelor's Degree Programs

For information, please consult the *School of Graduate and Professional Studies Catalog*.

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 a shorter time frame through the BS/MS option.

BS/MS options have been designed to permit undergraduates majoring in accounting, business administration, business information systems, computer information systems, or paralegal studies at the University (or

students in other majors with permission from the undergraduate department chair) to obtain both a bachelor's in their major and a master's in business and technology management, healthcare management, or forensic studies. Chemistry and biotechnology majors 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. It is the student's responsibility to provide this documentation. Additional information can be found in the *School of Graduate and Professional Studies Catalog*.

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 following master's degrees through its School of Graduate and Professional Studies: a Master of Arts in Teaching, a Master of Science in Business and Technology Management, a Master of Science in Cyber Forensics, a Master of Science in Forensic Studies, a Master of Science in Forensic Sciences, a Master of Science in Healthcare Management, and a Master of Science in Nursing. For more information about any of these programs, check the Stevenson website at stevenson.edu or the *School of Graduate and Professional Studies Catalog*.

Minors

In order to enhance the university experience and assist in the development of *Career Architecturesm*, 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*[™] 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 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 involves 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.
4. 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 Requirements (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.

Summa Cum Laude 3.90–4.00

Magna Cum Laude 3.70–3.89

Cum Laude 3.50–3.69

Honors are not awarded for graduate degrees.

All University Awards for Graduating Seniors

(Note: All University awards are presented at Commencement.)

Dean's Award for Exceptional Scholarship

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

Marion and Henry J. Knott Achievement Award

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

Elizabeth McWethy Award

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

John Mitchell Award

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

Outstanding Part-Time Student Award

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

President's Award for Scholarly and Creative Achievement

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

Dorothy Stang Award

The **Dorothy Stang Award** is conferred upon a graduating senior who best exemplifies devotion to the good of the wider community as reflected in the life of Dorothy Stang, a member of the Sisters of Notre Dame de Namur, the founders of Stevenson University. Stang's commitment to bringing social justice to the underprivileged in Brazil led to her murder. The award honors integrity, courage in the face of adversity, and a willingness to act on convictions without regard to consequence. Embodying the most cherished values that an education from Stevenson University instills in its students, the recipient of the Stang Award reaches out to members of the community who have financial, spiritual, social, or cultural needs. Our recipient is a "reflective and accomplished individual committed to a lifetime of learning and contribution" (Stevenson University Mission Statement).

SU Pin Award

The **SU Pin Award** is the most comprehensive honor the University confers on one graduating student whose total personal performance is meritorious, including academic achievement, independence and integrity of thought and action, reliability, respect for others, and involvement in University or community affairs. This award may be presented to one student at May and December graduation.

Orsia F. Young Leadership Award

The **Orsia F. Young Leadership Award** is given to graduating students who have performed in an outstanding manner as leaders in the 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.

Awards and Scholarships

Some, but not all, academic departments and schools of the University present awards for academic achievement to students majoring in their disciplines. These awards include the following:

Brown School of Business and Leadership Awards

Accounting Departmental Awards

The **Manisha Patel Book Award** is awarded each year to the third-year accounting student who has manifested the most significant change in commitment to the study of accounting. This award is funded by the Accounting Association.

The **Maryland Association of Certified Public Accountants Outstanding Achievement in Accounting (MACPA) Award** is presented each year to a junior or senior accounting major who has a minimum 3.00 overall GPA, with a minimum of 3.25 GPA in accounting, and demonstrates leadership skills and involvement in campus, community, and professional activities. The MACPA is the statewide professional association serving over 10,000 CPAs. This award signifies MACPA's commitment to, and support of, accounting education.

The **Stevenson University Accounting Association Scholarships** are awarded to accounting majors each spring. Applicants must be full-time accounting majors at Stevenson University with 45 credit hours completed, have a 3.00 GPA overall and a 3.00 GPA in accounting coursework, and demonstrate involvement in community service and/or extracurricular activities. After meeting the qualifications, applicants are then asked to research a scholarship question to present to a panel of judges. Scholarships are then awarded based on the recommendation of the judges. The funds for these scholarships are raised by the Accounting Association's annual accounting fair.

Students in the accounting program are nominated for the following scholarships from professional associations.

- **Financial Executives International Baltimore Chapter Scholarship**
- **Association of Government Accountants Baltimore Chapter Scholarship**
- **Ted Keys Undergraduate Scholarship** awarded by the Baltimore Chapter of the Institute of Internal Auditors (IIA)

Information Systems Departmental Awards

The **Information Systems Outstanding Student Awards** are presented to outstanding students in all tracks.

Legal Studies Departmental Awards

The **Delmar Legal Studies Award** is presented annually to two students who demonstrate superior oral and written communications skills in paralegal studies.

The **Francis X. Pugh Scholarship Award** is presented annually to a sophomore student who demonstrates academic excellence and a strong commitment to the paralegal field.

The **Hahn-Waidner Scholarship Award** is presented annually to eight students with junior or senior status who demonstrate academic excellence in their full-time paralegal studies and a dedication to the paralegal profession.

School of Design Awards

Visual Communication Design Department Awards

The **Award for Outstanding Contributions to the Visual Communication Design Program** has been established to recognize a student who has contributed to the visual communication design program by contributing time, energy and support to faculty and other students when needed, who

has consistently led by example, and who has regularly helped others by offering advice, support, encouragement, and assistance. The recipient of this award is selected by vote of the students in the program.

The Visual Communication Design Department

Achievement Award recognizes a visual communication design student who has exhibited significant growth and development throughout his or her course of study, through dedication and hard work, and who has achieved confidence and maturity in meeting challenges related to the field. The recipient of this award is selected by vote of the advanced design faculty.

The **Visual Communication Design Department Award for Excellence** has been established to recognize an outstanding visual communication design student who has exhibited exceptional design and creative problem-solving abilities, effective communication skills, outstanding overall academic performance, and who has consistently embraced challenges and cultivated multidisciplinary skills (such as technological competency, confidence in presenting, and risk-taking independence) that are vital to the success of any designer. The recipient of this award is selected by vote of the faculty.

School of Education Awards

Students in the education programs are nominated for the following awards from professional associations.

Teachers of Promise awarded by the Maryland State Department of Education is a student to teacher transition program that recognizes teacher candidates who exhibit exceptional performance during their Internship.

The **Maryland Association of Teacher Educators Award for Distinguished Teacher Candidates** has been established to recognize and honor those teacher candidates whose work in a clinical environment shows a commitment to student learning and practice of reflective, responsive teaching. Teacher candidates who are completing the internship are eligible for nomination.

School of Graduate and Professional Studies Awards

RN/BS Departmental 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.

School of Humanities and Social Science Awards

Human Services Professional Developmental Award

The **Human Services Professional Development Award** is presented annually to two students who demonstrate academic excellence and a strong commitment to the field of human services. The recipients, accompanied by a faculty member, attend a national conference for professionals in human services. Upon their return, they disseminate information about their experience to the Stevenson community.

School of the Sciences Awards

The **Joseph A. Brusini Excellence in Science Award** was established in 2001 by Dr. Joseph A. Brusini, who served as chair of the Villa Julie College Science Division for 20 years. It is given each May to the graduating senior who has best demonstrated exemplary work in the capstone course and shown great promise for success in the sciences.

Sigma Xi: The Scientific Research Society—*Sigma Xi* is an international, multidisciplinary society that promotes the health of the scientific enterprise, rewards excellence in scientific research and encourages a sense of cooperation among scientists in all fields. Each May election to this international honor society is conferred upon students majoring in the sciences and mathematics who have excelled in conducting independent research and in communicating the results of their work, and who show great potential for a future in research.

Biological Sciences Departmental Awards

The **Department of Biological Sciences Award for Academic Excellence** is given each May to the graduating senior in biology, biotechnology, environmental science, or medical technology who has earned the highest cumulative grade point average at the University's highest honors level (overall GPA 3.9-4.0).

The **Department of Biological Sciences Service Award** is given each May to the graduating senior in biology, biotechnology, environmental science, or medical technology who has made significant, sustained contributions to the department and to the school.

The **American Society for Clinical Pathology** established this honor award to recognize those students in the laboratory professions who demonstrate both academic excellence and a commitment to community service and leadership activities. Through this award, ASCP wishes to acknowledge future laboratory professionals and to make others aware of the contributions of laboratorians.

The **Capital Section of the American Association of Clinical Chemistry Clinical Chemistry Student of the Year Award** is chosen by the medical technology faculty and awarded to a graduating medical technology student, based on academic

excellence and achievement in clinical chemistry. The award is a one year membership in the AACC organization.

The **Excellence in Medical Technology Award** is given to the graduating medical technology student who has exemplified outstanding achievement, professionalism, and leadership in the clinical laboratory sciences.

Chemistry Departmental Awards

The **Department of Chemistry Award for Academic Excellence** is given each May to the graduating senior in biochemistry or chemistry who has earned the highest cumulative grade point average at the University's highest honors level (overall GPA 3.9-4.0).

The **Department of Chemistry Service Award** is given each May to the graduating senior in biochemistry or chemistry who has made significant, sustained contributions to the department and to the school.

The **American Chemical Society Maryland Section Student Award from Stevenson University** is presented each May to the graduating chemistry major who has best demonstrated overall academic excellence in upper-level chemistry courses and laboratory experiences and has been active in departmental activities and projects. The recipient is recognized by both Stevenson University and the Maryland Section of the American Chemical Society.

Mathematics and Physical Sciences Departmental Awards

The **Department of Mathematics and Physical Sciences Award for Academic Excellence** is given each May to the graduating senior in applied mathematics who has earned the highest cumulative grade point average at the University's highest honors level (overall GPA 3.9-4.0).

The **Department of Mathematics Service Award** is given each May to the graduating senior in applied mathematics who has made significant, sustained contributions to the department and to the school.

Nursing Departmental Awards

The **Department of Nursing Award for Academic Excellence** is given each May to the graduating senior in nursing who has earned the highest cumulative grade point average.

The **Department of Nursing Service Award** is given each May to the graduating senior in nursing who has made significant, sustained contributions to the department and to the school.

The **Sharon Anne Dwyer Award for Excellence in Clinical Practice** is presented to the graduating senior in nursing who has demonstrated excellence in both the art and science of nursing and whose care of patients and families is characterized by creativity, insight, compassion, and accountability.

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

The **Catherine Nugent Award** is given to the student in the traditional nursing program who has demonstrated outstanding performance in clinical nursing courses. Faculty members decide which student has met the criteria which include therapeutic communication skills with patients, families, colleagues; evidence of critical thinking; evidence of integration of prior knowledge; evidence of manual skills and safe clinical practice; and evidence of leadership among peers.

The **Megan Sheridan Award** is given in memory of Megan Sheridan to the graduating senior in nursing whose vision and insight into the practice of professional nursing reflects exceptional sensitivity to the unique characteristics and needs of each patient and family entrusted to the nursing student's care.

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

Academic Policies

Academic and student policies are contained in the online, comprehensive *Stevenson 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, and non-degree students are not eligible for this recognition.

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 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

Grade Point Average

Academic standing, graduation, and honors are based on the grade point average. To calculate the cumulative GPA, total the credit hours and then the grade points from all semesters. Divide the total grade points by the total credit hours. The grade points allotted to each letter grade are listed in the Grading System section of the catalog.

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 the 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.) Please note that students are not automatically granted a hearing before the Academic Review Board. Students for whom an appeal is granted will come before the 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.

Access to Records

Stevenson University complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) 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*.

Athletic Department Class Conflict Policy

Stevenson would like to provide the best education possible for those individuals who have chosen to represent the University in intercollegiate athletic participation. Student athletes will, on occasion, have varsity athletic conference games scheduled at times which conflict with regularly scheduled academic classes. Student athletes should keep in mind their athletic schedules when registering for classes

each semester. Please refer to the complete policy which outlines student, faculty, and athletic department responsibilities. The policy and the appropriate forms may be found at stevenson.edu.

Attendance

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

Auditing Courses

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

Calculation of Class Level

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

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 course 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 credit hours in any one semester without the permission of the department chair and the Assistant Vice President for Academic Support Services. There is an additional tuition charge for credits over 18. It is strongly recommended that a student employed more than 20 hours per week only take courses on a part-time basis. Students are prohibited from taking more than 22 credits in a single semester.

A semester hour represents credit earned for one hour of class or two hours of laboratory work during each week of one semester for 15 weeks. Thus, a student who does satisfactory work in a class that meets three times a week for

one semester receives three credits for that class. In certain courses, three or more periods of laboratory, clinical, fieldwork, or internship are equivalent to one lecture period. Although the format is different, online courses carry the same level of expectation regarding class requirements.

Course Withdrawal

To withdraw from a course, students must complete a *Class Withdraw or Audit Form (Traditional Students)* and submit the form to the Registrar's Office. 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 semester. Withdrawing from a course after the published withdrawal date results in a grade of "WF." 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.

A student may be administratively withdrawn from the University if his/her absences in a class are excessive.

E-Advising

E-Advising is an online tool that students and advisors use to plan the sequence of courses semester by semester. E-Advising provides a clear plan toward graduation and fosters the relationship between student and advisor even when done online. All current freshmen and sophomores are required to use E-Advising as a part of their schedule planning. Training is offered to all students, and informational videos are available on the Registrar's Office link of the SU Now Portal.

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 Office of Academic Support Services. The faculty member will work with the student to provide an opportunity for the student to take the examination at a rescheduled time. At that point, the student should contact The Academic Link to reschedule the examination. Students will not be permitted to reschedule for reasons other than documented emergencies or illness. Students who are scheduled to take three or more exams in one day should contact the Registrar's Office regarding rescheduling an exam.

Grading Scale

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

system clearly on the course syllabus. When a 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

Incompletes

A grade of incomplete (I) will only be granted by written request and is subject to the approval of the faculty member and the Assistant Vice President for Academic Support Services. The *Request for Incomplete Grade* form is available in the Registrar's Office or online on the Registrar's Office link of the SU Now Portal. Incompletes are granted only when a student has completed a substantial portion of the course work and circumstances such as illness, death in the family, or a documented crisis situation prevent the student from completing the course by the end of the semester. 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 semester in order to be considered for an incomplete. Exceptions to this policy require special review by the Assistant Vice President for Academic Support Services, the department chair, and the faculty member.

Grading System

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

Students' final grades are posted on WebXpress at the end of the session or semester. If needed, students may obtain an official grade report by contacting the Registrar's Office.

The grading system for undergraduate students is provided below. (The grading system used for graduate students is described in the *School of Graduate and Professional Studies Catalog*.)

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 - Pass is a "C" or higher
AUD	Audit. No credits attempted

Leave of Absence

A degree-seeking student who finds it necessary to cease 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. The student should meet with a representative of the Academic Support Services Office to complete this form. This request will ensure that the student 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 determining fees and course credit load.

Pass/No Credit Option

Students may 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, and pass/no credit courses do not have an impact on the student's GPA. Students may register for pass/no credit and may switch to credit no later than the published add/drop date. A change from credit to pass/no credit must also take place during the published add/drop date. The pass/no credit option encourages 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 advance 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 Director of Academic Advising. The following guidelines apply:

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.
3. The last 30 credits must be taken at Stevenson University.
4. Courses may not be taken elsewhere during a semester (including May and Summer) in which they are being offered at Stevenson.

Registration

Registration takes place on the days scheduled in the academic calendar. Students may register on or after their assigned appointment time, and registration is done online using WebXpress. For those unable to access a computer, in-person registration is also available in the Registrar's Office. 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 the student off in WebXpress so that registration will be enabled for the student. All students regardless of major or year are strongly encouraged to consult with their advisor prior to registration. After registration, students not using E-Advising, are required to submit their signed registration form to the Registrar's Office as verification of advisor approval of courses.

There are several circumstances when registration will be blocked for a student. Students who have not completed the required *Student Health Form* will not be allowed to register as well as those students who have not met their financial obligations to the University. Those students who have not been cleared by Student Accounts prior to the start of the semester will be removed from their classes.

Courses may be cancelled for insufficient enrollment, and students will be notified via email regarding course cancellations.

All prerequisites, 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 prerequisites have not been met. Students are not permitted to "sit in" on classes for which they are not registered.

Repeating Courses

If a student repeats a course, only the latter grade is used in calculating the grade point average. However, all courses taken remain on the transcript.

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.

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.

Withdrawal from the University

A degree-seeking student who wishes to withdraw from the University must do so in writing. The student may obtain a *Withdrawal from University* form from the Registrar's Office. The student should meet with a representative of the Office of Academic Support Services to complete the form. A student may be administratively withdrawn from the University if his/her absences in a class are excessive.

Academic Support Services Policies

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 Office of Academic Support Services.

Plagiarism and Academic Dishonesty

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

Violations of academic honesty and ethics include cheating, plagiarism, obtaining unauthorized assistance in the preparation of assignments, fabricating data or sources,

presenting the same work for credit in more than one course without explicit permission of all interested instructors, or other unethical acts such as lying, stealing, physically abusing another person, or threatening another. Violators are subject to sanctions as specified in the *University's Policy on Academic Honesty*. A copy of the full policy is available in the *Student Handbook*.

Student Grievances

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

In the event that a resolution cannot be reached informally, an investigation will be conducted to determine whether the allegation has merit 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. 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. For a copy of the full policy, consult the *Student Handbook*.

Fields of Study

Accounting

Brown School of Business and Leadership
Department of Accounting, Economics, and Finance
Program Coordinator: Victoria Doby, D.B.A., C.P.A.

Accounting Program Description

The accounting program is designed to provide accounting major graduates with the knowledge required to become successful in today's multi-faceted business world. The program combines accounting courses with information technology and functional activities of business, government, and not-for-profit organizations, while providing students with an understanding of contemporary work environments, issues, and challenges.

Emphasis is placed on financial accounting at the intermediate level, international accounting, cost accounting, tax accounting, auditing, and business law. The capstone course requires a synthesis of knowledge using a business strategy approach.

The accounting curriculum satisfies all requirements for graduates to take the Certified Public Accounting examination in Maryland. In addition to passing the CPA exam, the state of Maryland requires applicants for licensing to acquire a total of 150 credit hours of coursework. Several options are available to help students fulfill the additional 30 credit hours of coursework.

Accounting Program Outcomes

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

1. Articulate accurately and coherently the relevant technical knowledge of accounting and related disciplines needed to enter the accounting profession.
2. Explain the ethical standards of the accounting profession, articulate a framework for these standards, and apply them thoughtfully and competently to a variety of business and accounting contexts.
3. Solve problems by synthesizing discipline specific knowledge and critical thinking skills.
4. Demonstrate the appropriate communication skills necessary for accounting professionals.

Accounting Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C-" in major courses. When a grade below "C-" is earned in a required major course, the student must repeat that course. A course may be repeated once without the special permission of the department chair. Accounting majors who do not successfully complete a major course with a grade of "C-" or better after a second attempt will not be allowed to continue in the accounting program. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C-" or better in the prerequisite course(s). Students required to take developmental courses must complete those courses before enrolling in ACC 121.

Transfer students must complete a minimum of seven accounting major courses at Stevenson University to earn a degree in accounting.

Accounting Program Requirements

The courses listed below are required for completion of the bachelor's degree in accounting. Students must also complete the requirements for the Stevenson core curriculum.

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:

ACC 121	Principles of Accounting I
ACC 122	Principles of Accounting II
ACC 201	Intermediate Accounting I
ACC 202	Intermediate Accounting II
ACC 301	Intermediate Accounting III
ACC 303	Cost and Managerial Accounting
ACC 401	Auditing and Attestation
ACC 405	International Accounting
ACC 411	Tax Accounting: Individual
ACC 412	Tax Accounting: Corporation and Partnership
ACC 415	Capstone in Accounting: Business Policy

Two accounting electives selected from the following:

ACC 302	Advanced Accounting
ACC 304	Governmental and Not-for-Profit Accounting
ACC 311	Computer Applications in Accounting

Secondary Requirements:

CM 101	Public Speaking*
EC 201	Principles of Economics: Macroeconomics*
EC 202	Principles of Economics: Microeconomics*
FIN 402	Foundations of Finance
IS 134	MS Windows and Office Applications*
IS 135	Advanced MS Office Applications
IS 150	Relational Database Design & SQL with MS Access
	or
IS 201	Management Information Systems
	or
IS 260	Presentation Theory and Application
LAW 308	Business Law & Legal Responsibilities I
LAW 309	Business Law & Legal Responsibilities II
MATH 210	Statistics & Probability*
MGT 204	Principles of Management
MGT 210	Business Writing*
MKT 206	Principles of Marketing
PHIL 416	Business Ethics*

Accounting Other Options

Minor:

A minor is available in accounting. 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 is available for students majoring in accounting who wish to combine their bachelor's degree coursework with work toward a master's degree in one of Stevenson's graduate programs. By completing a BS/MS option, students will earn the 150 credit hours necessary for CPA licensing while also earning 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.

Accounting Course Descriptions

ACC 121 Principles of Accounting I

4 credits, Fall and Spring

Examines basic principles underlying accounting concepts applicable to service and merchandising enterprises. This course includes analysis of transactions and preparation of financial statements for proprietorships and partnerships.

Prerequisite(s): All developmental courses must be completed prior to taking ACC 121.

ACC 122 Principles of Accounting II

4 credits, Fall and Spring

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. It presents an introduction to uses, significance, and limitations of accounting data for management and investor decisions, and an introduction to managerial accounting, including cost behaviors, cost-volume-profit relationships, job costing, and budgeting.

Prerequisite(s): A grade of "C-" or better in ACC 121

ACC 201 Intermediate Accounting I

4 credits, Fall and Spring

Expands the fundamental accounting principles in which the emphasis on theory of accounts is maintained throughout the course. Concentration is on the analysis of financial statements, present value analysis, cash and cash flows, receivables, and inventory. Pronouncements of Financial Accounting Standards Board (generally accepted accounting principles) are an integral part of the course. This course meets 5 hours per week.

Prerequisite(s): A grade of "C-" or better in ACC 122

ACC 202 Intermediate Accounting II

4 credits, Fall and Spring

Continues the expansion of fundamental accounting principles in which the emphasis on the theory of accounts is maintained throughout the course. Concentration is on plant and equipment, intangibles, current liabilities, long-term debt, and shareholders' equity. Pronouncements of the Financial Accounting Standards Board (generally accepted accounting principles) are an integral part of the course. This course meets 5 hours per week.

Prerequisite(s): A grade of "C-" or better in ACC 201

ACC 215 Financial Accounting

3 credits, Fall and Spring

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 301 Intermediate Accounting III

4 credits, Fall and Spring

Expands financial accounting principles with the study of financial statement analysis. This course emphasizes dilutive securities, earnings per share, temporary and long-term investments, revenue recognition principles, pensions, and leases. Also included are considerations of accounting changes and error analysis, full disclosure in financial accounting, and derivatives. Pronouncements of the Financial Accounting Standards Board (generally accepted accounting principles) are an integral part of the course. This course meets five hours per week.

Prerequisite(s): MGT 210, IS 135, and a grade of "C-" or better in ACC 202

ACC 302 Advanced Accounting

3 credits, Spring

Studies advanced financial accounting issues including business combinations and consolidations with preparation of consolidated financial statements. Other topics included in the course are accounting for partnerships, segment disclosures, and debt restructuring.

Prerequisite(s): A grade of "C-" or better in ACC 301

ACC 303 Cost and Managerial Accounting

3 credits, Spring

Studies cost flows and concepts using a strategic emphasis. Included in this course are cost behaviors, cost-volume-profit relationships, and job costing. Also included in this course are fundamental budgeting concepts applied for planning and control and cost information for decision and control purposes: product profitability decisions, management and control systems, and capital budgeting.

Prerequisite(s): A grade of "C-" or better in ACC 201

ACC 304 Governmental and Not-for-Profit Accounting

3 credits, Spring

Studies fund accounting for governments and not-for-profit organizations and compliance auditing applicable to governmental entities.

Prerequisite(s): A grade of "C-" or better in ACC 201

ACC 311 Computer Applications in Accounting

3 credits, Fall

Examines the use of accounting systems. This course provides information and experience in the use of computers in accounting and includes work with integrated accounting software.

Prerequisite(s): IS 135 and a grade of "C-" or better in ACC 201

ACC 401 Auditing and Attestation

4 credits, Fall

Studies the concepts and theory of generally accepted auditing standards, standards for accounting and review services, and standards for attestation engagements. Emphasis is placed on developing the required skills to audit and issue a professional opinion on the financial statements issued by management of a public or private enterprise.

Prerequisite(s): A grade of "C-" or better in ACC 301

ACC 405 International Accounting

3 credits, Fall

Introduces the major financial reporting issues faced by companies involved in international business as well as those issues involved in the analysis of foreign company financial statements. The course will examine the diverse cultures found in multinational companies and prepare students for the accounting of companies operating in global environments.

Prerequisite(s): A grade of "C-" or better in ACC 301

ACC 411 Tax Accounting: Individual**3 credits, Fall**

Examines the federal tax systems, emphasizing sources of taxable income and allowable deductions used in calculating taxable income and the mandated tax liability. Students use a variety of tax resources to prepare individual tax returns, to identify tax planning opportunities, and to research and document more complex tax issues and transactions.

Prerequisite(s): A grade of "C-" or better in ACC 201

ACC 412 Tax Accounting: Corporation and Partnership**3 credits, Spring**

Examines advanced tax topics including business entities, exempt organizations, and estates and trusts. Students enhance skills in compilation, planning, and research through problems and cases which highlight business formation, operations, and earnings distribution. Discussions include strategies for minimizing the tax liability for entities as well as the business owners.

Prerequisite(s): A grade of "C-" or better in ACC 411

ACC 415 Capstone in Accounting: Business Policy**3 credits, Spring**

Synthesizes business, economics, finance, and accounting topics through a business strategy approach. Also discussed are global and ethical issues. Cases and business simulations require group interaction and enable students to demonstrate research, application, and written and oral communication skills.

Prerequisite(s): All accounting major requirements and all accounting secondary requirements must be fulfilled prior to taking this course. One required course may be taken concurrently.

ACC 417 Accounting Internship**3 - 15 credits, Fall and Spring**

Offers accounting majors the opportunity for extensive practical accounting experience in an accounting firm. Students will work in a firm while receiving academic credit. In addition, students will attend eight bi-weekly, three-hour classes. See an accounting advisor for specific details.

Prerequisite(s): A grade of "C-" or better in ACC 301, accounting GPA of 3.25, recommendation from accounting faculty member

ANTH 301 Topics in Anthropology**3 credits, Fall or Spring (offered as needed)**

Provides opportunities for advanced students to examine topics of interest through supervised reading, research, and discussion. Semester themes might include evolution of humankind, food and society, environmental anthropology, and culture and conduct. Topics are announced each semester. This course may be repeated for credit if topics are different..

Prerequisite(s): ENG 152 and third year status

ANTH 325 Folklore in Modern American Life**3 credits, Fall or Spring (offered as needed)**

Examines folklore as part of expressive culture within modern American life. Students collect and analyze different categories, including some of the following: jokes, games, material arts, folk songs, personal narratives, legends, and festivals. Readings include articles on the study of folklore, collections of folklore, and analyses representing interdisciplinary perspectives.

Prerequisite(s): ENG 152 and third-year status

ANTH 360 Anthropology of Childhood**3 credits, Spring (offered as needed)**

Reviews changes in Western views of children and childhood and examines ways in which different cultural practices influence the experience of childhood. Topics may include the following: beliefs about the development of children and learning, the nature of enculturation and education in selected cultures of the world, the norms of gender identity, and current issues of interest regarding adolescence. Readings may include ethnographies, international organizational reports, and research articles by anthropologists and others.

Prerequisite(s): ENG 152 and third-year status

ANTH 365 Culture Area Studies**3 credits, Fall (offered as needed)**

Introduces other ways of knowing and doing, highlighting one geographic culture area (or a set of cultures within one area). Students examine culture and society through supervised reading, independent research, and discussion. Suggested areas include Japan (i.e., "Culture and Society of Contemporary Japan"), cross-cultural study of Sub-Saharan Africa, and Native American Peoples. This course may be repeated for credit if content differs.

Prerequisite(s): ENG 152 and third year status

Anthropology

School of Humanities and Social Sciences

There is no major in anthropology at Stevenson University; however, students interested in pursuing this field of study may do so through the flexible major offered in interdisciplinary studies. Students who wish to develop an anthropology focus should consult the program coordinator of interdisciplinary studies for more information. Course descriptions for anthropology are listed in this section.

Anthropology Course Descriptions**ANTH 201 Introduction to Cultural Anthropology****3 credits, Fall or Spring (offered as needed)**

Introduces basic concepts, methods, and theories of cultural anthropology. Cross-cultural examination of topics includes subsistence and economics, socialization and personality, kinship and family organizations, politics and social control, religion, language and expressive arts, and culture change.

Prerequisite(s): ENG-152 (may be taken concurrently)

General Education: Social Science

Applied Mathematics

School of the Sciences

Department of Mathematics and Physical Sciences

Associate Dean and Chair: Ellen Roskes, Ph.D.

Applied Mathematics Program Description

The applied mathematics major provides students with an array of courses that build math skills. Students graduate with a solid background in mathematics and statistics and with the ability to use data to solve problems in various disciplines. The critical thinking and analysis skills make applied mathematics majors highly employable in government, the private sector, and education.

In addition to the required mathematics courses, each student in the major will choose a minimum of five courses in another discipline, with at least two courses at the 300-400 level. This course work allows students to apply their mathematical knowledge to other disciplines. Suggested disciplines include courses related to actuarial science, biology, business, chemistry, economics, education, information systems and social sciences.

Each student in the major will also complete a senior capstone course, choosing either a research option or an

internship option. Both options will enable students to apply their mathematical skills in the professional mathematics culture or to a discipline related to their interest.

Applied Mathematics Program Outcomes

Upon completion of the Bachelor of Science in Applied Mathematics, graduates will be able to

1. Demonstrate effective problem solving using techniques from calculus, differential equations, linear algebra, and probability and statistics.
2. Construct, analyze, and interpret mathematical and statistical models.
3. Use appropriate technology and software for problem solving and for mathematical and statistical modeling.
4. Use appropriate mathematical and/or statistical reasoning, logic and mathematical proof to support and justify results.
5. Engage in applied and open-ended problem solving both individually and collaboratively.
6. Communicate mathematical and/or statistical reasoning clearly in both written and oral formats.
7. Use, summarize, and analyze print and online mathematical and/or statistical resources.
8. Apply mathematical and/or statistical skills to a particular focus area or within the professional mathematics culture.

Applied Mathematics 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 and secondary math and science required courses. Please see the specific program requirements for a listing of the required courses.

No student, regardless of major, will be permitted to take a science or math course unless he/she earns a grade of "C" or better in all prerequisite courses. A student may not earn a grade of "C-" or lower in any science or math course more than three times during the program. If a fourth grade of "C-" or lower is earned in any science or math course, the student will be automatically dismissed from the applied mathematics major.

Probation: The student who earns any combination of two grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Final Probation: The student who earns any combination of three grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of Sciences.

Dismissal: If a fourth grade of "C-" or lower in any science or math course is earned, the student will be automatically dismissed from the major.

Applied Mathematics Program Requirements

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

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a core curriculum requirement. Courses with one or more pre- or co-requisites (or which require passing a proficiency or

placement exam before enrolling) are listed in the course descriptions.

Major Requirements:

MATH 220	Calculus I *
MATH 221	Calculus II *
MATH 222	Calculus III
MATH 312	Mathematical Statistics I
MATH 313	Mathematical Statistics II
MATH 321	Introduction to Differential Equations
MATH 326	Linear Algebra
MATH 418	Mathematical Modeling

Complete one of the following senior capstone options:

MATH 450	Senior Research Capstone
MATH 455	Senior Internship Capstone
MATH 460	Senior Research Capstone
MATH 460H	Honors Senior Research Capstone
MATH 465	Senior Internship Capstone
MATH 465H	Honors Senior Internship Capstone

++ Students choosing one of the 9-credit senior capstone options can take one less upper level mathematics elective.

Complete five additional MATH courses* at the 200-level or above, with at least three at the 300–400 level.

Secondary Requirements:

PHIL 104	Logic *
PHYS 215	General Physics I with Calculus *
PHYS 216	General Physics II with Calculus *
SCI 100	School of the Sciences New Student Seminar

Complete five courses from another discipline(s), with at least two at the 300–400 level, chosen in consultation with the advisor. Some of these courses may fulfill core curriculum requirements.

Applied Mathematics Other Options

Minor:

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

Applied Mathematics Course Descriptions

MATH 121 College Algebra with Applications

4 credits, Fall, Spring, and Summer

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 125 Precalculus

4 credits, Fall and Spring

Presents topics of algebra and trigonometry within the framework of algebraic and graphical solutions, as a preparation for calculus. Content is presented with real-data applications and with integrated technology. Topics covered include equations and inequalities, algebraic and trigonometric functions, vectors, systems of equations, sequences, and series. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.

Prerequisite(s): A grade of "C" or better in MATH 121, or by placement

General Education: Mathematics

MATH 132 Mathematics for Teachers

4 credits, Spring

Explores a variety of mathematical topics needed by prospective early childhood and elementary school teachers. Topics include sets, numeration systems, whole numbers, integers, number theory, rational numbers, ratio, proportion, percent, geometry, tessellations, measurement, coordinate geometry, and problem solving. **Restricted to education majors.**

Prerequisite(s): A grade of "C" or better in DEVM 105#, or placement into MATH 121 or higher

MATH 140 Basic Statistics

4 credits, Fall, Spring, and Summer

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. Credit will not be granted for more than one of the following statistics courses: MATH 140, MATH 210, and MATH 235.

Prerequisite(s): A grade of "C" or better in DEVM 105#, or placement into MATH 121 or higher

General Education: Mathematics

MATH 201 The Nature of Mathematics

3 credits, Fall and Spring

Introduces students to the science of patterns. Students use basic principles of problem solving to investigate new areas of thought. Topics may include number patterns, prime numbers and cryptography, infinity, the golden ratio, topology and knots, chaos, fractals, and risk. Topics may vary at the discretion of the instructor.

Prerequisite(s): A grade of "C" or better in DEVM 105# or placement into MATH 121 or higher

General Education: May only be taken as a second mathematics course in fulfilling core requirements

MATH 210 Statistics and Probability

4 credits, Fall, Spring, and Summer

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 computer laboratory component will introduce the student to statistical applications in software packages. A TI-83, TI-83 Plus or TI-84 calculator is required for the course. Credit will not be granted for more than one of the following statistics courses: MATH 140, 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

MATH 218 Geometry

3 credits, Spring

Examines the axiomatic structures of Euclidean geometry and introduces elementary non-Euclidean geometries for purposes of comparison. Geometric vocabulary, concepts, classical theorems, and proofs are emphasized. Synthetic, coordinate,

and transformational geometries are examined. Appropriate educational technology will be used throughout the course.

Prerequisite(s): A grade of "C" or better in both MATH 121 and MATH 140

MATH 220 Calculus I

4 credits, Fall and Spring

Introduces the students to calculus. Topics include functions, limits, continuity, derivatives, partial derivatives, applications of derivatives, and integrals. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.

Prerequisite(s): A grade of "C" or better in MATH 125 or by placement

General Education: Mathematics

MATH 221 Calculus II

4 credits, Fall and Spring

Continues the study of calculus. Topics include basic differential equations, techniques of integration, improper integrals, multiple integrals, applications of integration, sequences and series. A TI-83, TI-83 Plus or TI-84 calculator is required for the course.

Prerequisite(s): A grade of "C" or better in MATH 220

General Education: Mathematics

MATH 222 Calculus III

4 credits, Fall

Continues the study of calculus with analytic geometry. Topics include the conic sections, plane curves, vectors, parametric equations, and multivariable functions. The course will also cover further applications of motion, area and volume.

Prerequisite(s): A grade of "C" or better in MATH 221

MATH 235 Statistical Methods

4 credits, Fall and Spring

Applies the theory of statistics to concrete problems in the natural and health sciences. Topics include data collection, design of statistical studies, graphical displays of data, descriptive measures, probability, discrete and continuous random variables, one- and two-sample interval estimation and tests of hypotheses for means and proportions, analysis of variance with multiple comparisons, linear regression and correlation, nonlinear regression, nonparametric tests, and analysis of categorical data. Students will be introduced to statistical software. A TI-83, TI-83 Plus, or TI-84 calculator is required for the course. Credit will not be granted for more than one of the following statistics courses: MATH 140, MATH 210, and MATH 235.

Prerequisite(s): A grade of "C" or better in MATH 125 or placement into MATH 220 or higher

General Education: Mathematics

MATH 301 Mathematical Structures

3 credits, Fall

Introduces students to concepts and reasoning methods used in higher-level mathematics. This course will allow students to make the transition to abstract mathematical reasoning by exposing them to appropriate procedures for answering mathematical questions, forming conjectures, constructing proofs, and analyzing important mathematical constructs. Topics include set theory, functions, elementary group theory, and elementary real analysis.

Prerequisite(s): A grade of "C" or better in MATH 121, MATH 140, and MATH 201 or a grade of "C" or better in MATH 220

MATH 312 Mathematical Statistics I

3 credits, Fall (offered as needed)

Introduces the foundations of statistical theory. This first course in a two-course sequence focuses on the theory and applications of probability and its fundamental role in statistical

inference. Topics covered include probability axioms and rules, counting techniques, discrete and continuous univariate and multivariate probability distributions, mathematical expectation, variance, and covariance.

Prerequisite(s): A grade of "C" or better in MATH 221

MATH 313 Mathematical Statistics II

3 credits, Spring (offered as needed)

Continues the study of the foundations of statistical theory. This second course in a two-course sequence focuses on the fundamental tools of statistical inference. Topics covered include basis sampling distribution theory, point estimation of parameters, interval estimation, tests of hypotheses, correlation, and regression.

Prerequisite(s): A grade of "C" or better in MATH 312

MATH 321 Introduction to Differential Equations

3 credits, Spring

Introduces the student to the application of calculus, particularly in the area of mathematical modeling. Topics covered include quantitative and qualitative solutions to ordinary differential equations and systems of equations. Computer-based numerical methods will be introduced. Discrete dynamical systems and chaotic systems will be covered as time permits.

Prerequisite(s): A grade of "C" or better in MATH 221

MATH 324 Theory of Numbers

3 credits, Fall or Spring

Introduces the student to elementary number theory and its applications. Topics covered include properties of numbers, Diophantine equations, congruence, quadratic residues, and number-theoretic functions.

Prerequisite(s): A grade of "C" or better in MATH 220

Alternate years: Offered as needed

MATH 326 Linear Algebra

3 credits, Fall

Introduces the student to linear algebra and its applications. Topics covered include systems of equations, matrix algebra, n -dimensional real vectors, abstract vector spaces, linear transformations, theoretical foundations and proofs.

Prerequisite(s): A grade of "C" or better in MATH 220

MATH 330 Discrete Structures

3 credits, Fall or Spring (offered as needed)

Introduces the students to discrete mathematics. Topics include sets, functions, relations, graphs, digraphs, trees, recursion, proof techniques, and Boolean algebra. The relationship between these concepts and computers will be emphasized.

Prerequisite(s): A grade of "C" or better in MATH 220 and successful completion of IS 134

MATH 345 Actuarial Exam Review

0 credits, Fall or Spring (offered as needed)

Introduces students to the actuarial exam process and helps them review for the first of the Society of Actuaries professional examinations. Focus will be on a review of the material covered in calculus and mathematical statistics as applied to actuarial topics. Meets one hour per week.

Prerequisite(s): A grade of "C" or better in MATH 222 and MATH 312

MATH 365 Independent Research

3 credits, Fall or Spring (offered as needed)

Provides an opportunity to conduct independent research in an on-campus laboratory under the supervision of a Mathematics faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.

Prerequisite(s): Permission of the department chair

MATH 418 Mathematical Modeling

3 credits, Spring (offered as needed)

Engages students in creative and empirical model construction and analysis. Students analyze existing models and research models in specific disciplines to gain a deeper understanding of the behavior of that model. This course provides basic computer programming experience.

Prerequisite(s): A grade of "C" or better in MATH 221

MATH 420 Actuarial Mathematics

3 credits, Spring (offered as needed)

Introduces the student to the principles of interest theory and insurance. Interest theory topics include calculating effective yields, annuities, amortization schedules, and valuation of bonds and other securities. Insurance principles include the economics of insurance, measurements of mortality, and individual risk models.

Prerequisite(s): A grade of "C" or better in MATH 221

MATH 450 Senior Research Capstone

5 credits, Fall and Spring

Provides an opportunity for the student to develop and conduct a scientific research project on campus or off campus. A minimum of 180 hours of work is required. Under the direction of a faculty mentor, each student performs independent and original research that is part of the faculty member's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to applied mathematics majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio

Fees: Parking fees for off-campus placements and printing fees may be required.

MATH 455 Senior Internship Capstone

5 credits, Fall and Spring

Provides an opportunity to gain professional workforce experience. A minimum of 180 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to applied mathematics majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio

Fees: Parking fees for off-campus placements and printing fees may be required.

MATH 460 Senior Research Capstone

9 credits, Fall and Spring

Provides an opportunity for the student to develop and conduct a scientific research project on campus or off campus. A minimum of 324 hours of work is required. Under the direction of a Stevenson or host mentor, each student performs independent and original research that is part of the mentor's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to applied mathematics majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level mathematics courses; two evaluations by

mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio

Fees: Parking fees for off-campus placements and printing fees may be required.

MATH 460H Honors Senior Research Capstone

9 credits, Fall and Spring

Provides an opportunity for the student to develop and conduct a scientific research project on campus or off campus. A minimum of 324 hours of work is required. Under the direction of a Stevenson or host mentor, each student performs independent and original research that is part of the mentor's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. Applications are competitive. In February, invitations to apply are extended to all students who meet the prerequisites.

Restricted to applied mathematics majors.

Prerequisite(s): Cumulative and math GPA of 3.70 or higher; a grade of "C" or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio

Fees: Parking fees for off-campus placements and printing fees may be required.

MATH 465 Senior Internship Capstone

9 credits, Fall and Spring

Provides an opportunity to gain professional workforce experience. A minimum of 324 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to applied mathematics majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio

Fees: Parking fees for off-campus placements and printing fees may be required.

MATH 465H Honors Senior Internship Capstone

9 credits, Fall and Spring

Provides an opportunity to gain professional workforce experience. A minimum of 324 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. Applications are competitive. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to applied mathematics majors.**

Prerequisite(s): Cumulative and math GPA of 3.70 or higher; a grade of "C" or better in a minimum of two upper-level mathematics courses; two evaluations by mathematics or focus area faculty and successful completion of the School of the Sciences junior portfolio

Fees: Parking fees for off-campus placements and printing fees may be required.

MATH 490 Special Topics in Applied Mathematics

3 credits, Fall or Spring (offered as needed)

Rotates subject matter to cover a variety of applied mathematics topics. Content is developed to expand on or complement existing mathematics courses. This course may be repeated for credit if topics are different.

Prerequisite(s): Permission of the instructor

Art

Students interested in art can obtain a Bachelor of Science or Bachelor of Arts in Visual Communication Design. Detailed information on this bachelor's degree program can be found in the section **Visual Communication Design**. A minor is also offered in art. Please see an academic advisor for more information. For specific information regarding minor requirements, please consult the minors section of the catalog.

Biochemistry

School of the Sciences

Department of Chemistry

Associate Dean and Chair: Ellen Roskes, Ph.D.

Biochemistry Program Description

Biochemistry is a scientific discipline that integrates and applies chemical and biological principles in exploring and understanding the chemistry of living organisms. In the biochemistry major, students are grounded in the chemical, physical, and biological principles that characterize living systems, and they develop an interdisciplinary mindset that prepares them to embrace the interdependent nature of these areas of study. In addition, students develop facility with a wide variety of technical skills required in the modern workforce in both research and industrial environments. By working with modern instrumentation in well-equipped laboratory facilities, students develop excellent laboratory and analytical skills, preparing them for employment in a variety of biochemical fields, graduate study in biochemistry or related areas, and a career in a variety of professional arenas, including pharmacy, medicine, veterinary medicine, physical therapy, and dentistry. Because students first gain a basic understanding of the principles of biochemistry and then are required to explore science independently, through research, internships and/or a capstone experience, graduates from this program will be well-prepared to meet the rapidly changing research, clinical, and technical demands of our modern world.

Biochemistry Program Outcomes

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

1. Apply knowledge of chemical principles to the understanding of living systems.
2. Describe the ways in which biomolecules contribute to the structure and function of cells.
3. Design and execute scientific experiments using the scientific method.
4. Interpret scientific data and communicate findings.
5. Exhibit behaviors consistent with the professional and ethical standards of the discipline.
6. Evaluate current scientific advances using knowledge of biochemical principles.
7. Evaluate scientific discovery in terms of its scientific merit and its ethical, societal, and global implications.

Biochemistry 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 and secondary science and math required courses. Please see the specific program requirements for a listing of the required courses.

No student, regardless of major, will be permitted to take a science or math course unless a grade of "C" or better is

earned in all prerequisite courses. A student may not earn a grade of "C-" or lower in any science or math course more than three times during the program. If a fourth grade of "C-" or lower is earned in any science or math course, the student will be automatically dismissed from the chemistry major.

Probation: The student who earns any combination of two grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Final Probation: The student who earns any combination of three grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Dismissal: If a fourth grade of "C-" or lower in any science or math course is earned, the student will be automatically dismissed from the major.

Biochemistry Program Requirements

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

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a core curriculum requirement. Courses with one or more pre- or co-requisites are listed in the course description.

Major Requirements:

BIO 113	Biology I: Cell Biology and Genetics
BIO 113L	Biology I: Cell Biology and Genetics Lab
BIO 230	Genetics
BIOCH 327	Biochemistry
BIOCH 327L	Biochemistry Lab
BIOCH 427	Advanced Biochemistry
CHEM 115	General Chemistry I
CHEM 115L	General Chemistry I Laboratory
CHEM 115S	General Chemistry I SoLVE
CHEM 116	General Chemistry II
CHEM 116L	General Chemistry II Laboratory
CHEM 116S	General Chemistry II SoLVE
CHEM 210	Organic Chemistry I
CHEM 210L	Organic Chemistry I Laboratory
CHEM 211	Organic Chemistry II
CHEM 211L	Organic Chemistry II Laboratory
CHEM 213	Electronic Literature Searching

Senior Capstone Experiences (Select One):

BIOCH 450, 460 or 460H Sr. Research Capstone in Biochemistry

BIOCH 455, 465, or 465H Sr. Internship Capstone in Biochemistry

++ Students choosing one of the 9-credit senior capstone options can take one less upper level biochemistry elective

Elective courses Group 1

Select two from the following list:

BIO 310	Cell Biology
BIO 330	Molecular Genetics
CHEM 333	Physical Chemistry

Elective courses Group 2

Select three from the following list

(one must be CHEM, one must be BIO or MT and at least two of the courses must be at the 300 level or higher):

BIO 203	Microbiology
BIO 255	Techniques in Molecular Biology
BIO 310	Cell Biology (if not used as a group 1 elective)
BIO 322	Human Physiology
BIO 330	Molecular Genetics (if not used as a group 1 elective)
BIO 335	Immunology
BIO 355	Advanced Techniques in Molecular Biology
BIO 430	Bioinformatics
BIOCH 365	Independent Research in Biochemistry
CHEM 310/310L	Analytical Chemistry and Analytical Chemistry Lab
CHEM 320/320L	Inorganic Chemistry and Inorganic Chemistry Lab
CHEM 330/330L	Advanced Organic Chemistry and Advanced Organic Chemistry Lab
CHEM 333	Physical Chemistry (if not used as a group 1 elective)
CHEM 340	Medicinal Chemistry
CHEM 410/410L	Instrumental Analysis and Instrumental Analysis Lab
CHEM 431/431L	Physical Chemistry: Quantum Mechanics and Physical Chem: Quantum Mechanics Lab
CHEM 432/432L	Physical Chemistry: Thermodynamics and Physical Chemistry: Thermodynamics Lab
MATH 235	Statistical Methods

Secondary Requirements:

MATH 220	Calculus I*
PHIL 415	Professional Ethics*
PHYS 210	General Physics I* or
PHYS 215	General Physics I with Calculus*
PHYS 211	General Physics II* or
PHYS 216	General Physics II with Calculus*
SCI 100	School of the Sciences New Student Seminar

Biochemistry Other Options

Minor:

A minor is not offered in biochemistry. Students majoring in biochemistry may not earn a minor in biology or chemistry.

BS/MS option:

The BS/MS option is available for students majoring in biochemistry who wish to combine their bachelor's coursework with work for a master's degree in forensic science in the chemistry, biology, or crime scene investigation track. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Students must formally apply for entrance into this BS/MS option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their advisor.

Please see the Forensic Sciences section of this catalog for more information.

Biochemistry Course Descriptions

For biology course descriptions please see the biology section of the catalog, and for chemistry course descriptions please see the chemistry section of the catalog.

BIOCH 327 Biochemistry

3 credits, Fall and Spring

Focuses in depth on the structure, function, and properties of carbohydrates, lipids, amino acids, proteins and nucleic acids in biological systems. Topics include protein structure and folding, control and energetics of metabolic pathways, the structure, function and mechanisms of enzymes reactions and a molecular level look at the central dogma of DNA to RNA to protein and DNA-based information technology.

Prerequisite(s): A grade of "C" or better in CHEM 211, CHEM 211L, BIO 113, and BIO 113L

Corequisite(s): BIOCH 327L

BIOCH 327L Biochemistry Laboratory

1 credit, Fall and Spring

Focuses on using techniques in the laboratory to understand biochemical processes, and to perform, evaluate and communicate results of experiments in biochemistry.

Laboratory techniques include enzyme isolation, chromatographic purification, characterization, spectrophotometry, protein quantification and molecular DNA techniques.

Prerequisite(s): A grade of "C" or better in CHEM 211, CHEM 211L, BIO 113, and BIO 113L

Corequisite(s): BIOCH 327

BIOCH 427 Advanced Biochemistry

3 credits, Fall and Spring

Explores advanced topics in biochemistry, focusing on structure-function analyses of biomolecules and the chemical and evolutionary foundations of metabolic networks. Emphasis will be placed upon using primary literature and advanced monographs to understand research methodologies and current problems and topics in biochemistry.

Prerequisite(s): A grade of "C" or better in BIOCH 327 and BIOCH 327L

Cognitive Domain

1. Explain the foundational significance of the Cell Theory and the Theory of Evolution to biology.
2. Describe the flow of energy within systems.
3. Describe how genetic processes underlie all of biological function and explain diversity.
4. Evaluate function as it relates to structure throughout the spectrum of biological organization.
5. Describe interactions within and among species, between species, and between species and the environment.

Skills Domain

1. Demonstrate a proficiency in basic laboratory skills.
2. Demonstrate a proficiency in using the metric system and scientific notation.
3. Demonstrate laboratory safety.
4. Plan, execute, and interpret an experiment following the tenets of the scientific method.
5. Analyze and interpret data for presentation in both written and oral formats.
6. Use knowledge of basic biological principles to summarize and support a critical analysis of current scientific advances (primary literature and popular accounts), legislative issues, environmental issues, biotechnological advances, and/or advances in human medicine.

Affective Domain

1. Collect and report data honestly and ethically.
2. Demonstrate professional conduct and strong interpersonal communication skills.
3. Evaluate scientific journal articles in terms of scientific merit and ethical, societal, and global implications.
4. Demonstrate professional conduct and strong interpersonal skills.
5. Demonstrate the ability to learn and think independently and creatively.
6. Recognize the value and act upon the need for lifelong learning.

Biology 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 and secondary science and math required courses. Please see the specific program requirements for a listing of the required courses.

No student, regardless of major, will be permitted to take a science or math course unless a grade of "C" or better is earned in all prerequisite courses. A student may not earn a grade of "C-" or lower in any science or math course more than three times during the program. If a fourth grade of "C-" or lower is earned in any science or math course, the student will be automatically dismissed from the biology major.

Probation: The student who earns any combination of two grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Final Probation: The student who earns any combination of three grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Biology

School of the Sciences
Department of Biological Sciences
Associate Dean and Chair: Meredith Durmowicz, Ph.D.

Biology Program Description

Students interested in careers in many areas of biology and the biomedical sciences can earn a Bachelor of Science in Biology at Stevenson University. The biology program provides students with a broad biological background in environmental, organismal, cellular, and molecular biology. By choosing additional electives in areas of special interest, students are then able to tailor their studies to suit their future goals. Independent research is integrated into coursework at all levels, and critical thinking and teamwork skills are emphasized.

Our graduates are well prepared for careers in industry or research, admission to graduate school in biology or related fields and admission to medical, dental, veterinary, physical therapy, or other health profession schools.

Biology Program Outcomes

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

Dismissal: If a fourth grade of "C-" or lower in any science or math course is earned, the student will be automatically dismissed from the major.

Biology Program Requirements

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

BIO 113	General Biology I: Cell Biology and Genetics
BIO 113L	General Biology I: Cell Biology and Genetics Laboratory
BIO 114	General Biology II: Structure and Function of Organisms
BIO 114L	General Biology II: Structure and Function of Organisms Laboratory
BIO 115	General Biology III: Ecology and Evolution
BIO 115L	General Biology III: Ecology and Evolution Laboratory
BIO 255	Techniques in Molecular Biology

Senior Capstone Experience (Select one of the six):

Research Capstone: BIO 450 or BIO 460 or BIO 460H

Internship Capstone: BIO 455 or BIO 465 or BIO 465H

Biology Electives:

Group 1 (Select four):

BIO 203	Microbiology
BIO 210	Botany
BIO 213	Ecology
BIO 217	Principles of Biochemistry
BIO 222	Human Anatomy
BIO 230	Genetics
BIO 270	Animal Behavior
BIO 275	Environmental Science

Group 2: Two additional biology courses

Group 3: Four additional 300- or 400-level biology courses

**Students may also choose to take up to two medical technology course to fulfill the group 2 and group 3 biology electives.

** Students choosing one of the 9-credit senior capstone options can take one less upper level biology elective

Secondary Requirements:

CHEM 115	General Chemistry I
CHEM 115L	General Chemistry I Laboratory
CHEM 115S	General Chemistry I SoLVE
CHEM 116	General Chemistry II
CHEM 116L	General Chemistry II Laboratory
CHEM 116S	General Chemistry II SoLVE
CHEM 210	Organic Chemistry I
CHEM 210L	Organic Chemistry I Laboratory
CHEM 211	Organic Chemistry II
CHEM 211L	Organic Chemistry II Laboratory
MATH 220	Calculus I*
MATH 235	Statistical Methods
PHIL 415	Topics in Professional Ethics*
PHYS 210 or	General Physics I or
PHYS 215	General Physics I with Calculus*
PHYS 211 or	General Physics II or
PHYS 216	General Physics II with Calculus *
SCI 100	School of the Sciences New Student Seminar

Biology Other Options

Biology Department Honors Requirements:

Eligible students majoring in biology may elect to pursue honors within the biology department. The intention to pursue biology department honors must be declared no later than the end of the first semester of the junior year. To declare the intent to pursue departmental honors, a student must have earned a science GPA of 3.50 or higher.

Students graduating with biology department honors will have this distinction noted on their official university transcript. In order to graduate with departmental honors, the following requirements must be met:

- Completion of a 400-level capstone experience with a grade of "B" or better
- Completion of BIO 440 Seminar Topics in Biology with a grade of "B" or better
- Completion of an Honors Contract Project in an upper-level biology course. A grade of "B" or better must be earned in the course in which an Honors Contract Project is completed. The student must submit a contract project proposal to be approved by department faculty before beginning the project. The final project must be approved by department faculty in order to receive honors credit.
- A science GPA of 3.50 or higher at the time of graduation

Minor:

A minor is available in biology. A student wishing to take any biology course for the biology minor must meet the prerequisite(s) for the particular course. Students must take six courses that count in the biology major, excluding seminar courses. Please check with your advisor or the chair of the Department of Biological Sciences for more information. For specific information regarding minor requirements, please consult the minors section of the catalog.

The following courses may **not** count toward a minor in biology:

- BIO 104
- BIO 107
- BIO 211
- BIO 215
- BIO 240

One Credit Learning Beyond and Service Learning Options:

One credit *Learning Beyond* and service learning options are offered periodically with some biology courses. These one credit options will be listed and described in the course schedule each semester. Please consult the course instructor or the department chair if you have any questions.

Articulation Agreement:

Community College Programs

Community College of Baltimore County Associate of Science, Biology transfer pattern. It is possible for students to transfer 62-70 credits from CCBC that count in the SU core curriculum and the biology curriculum.

Montgomery College Associate of Applied Science in Biotechnology. It is possible for students to transfer 62-68 credits from Montgomery College that count in the SU core curriculum and the biology curriculum.

Biology Course Descriptions

BIO 104 The Human Body and Contemporary Health Issues

4 credits, Fall and Spring, online only

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. **Restricted to non-science majors. This course does not satisfy a minor requirement in biology.**

Prerequisite(s): None

General Education: Laboratory Science

BIO 107 Introduction to Marine Science

4 credits, Fall

Introduces the biological aspects of the marine environment, with an emphasis on the habitats, ecology, interrelationships and special adaptations of marine organisms. Laboratory included. **Restricted to non-science majors. This course does not satisfy a minor requirement in biology.**

Prerequisite(s): None

General Education: Laboratory Science

BIO 113 General Biology I: Cell Biology and Genetics

3 credits, Fall and Spring

Emphasizes the molecular nature of biology and biological principles that are common to all life. Topics covered relate to the physical and biochemical structure and function of cells and cell processes and genetics.

Prerequisite(s): Eligibility for MATH 121 or higher and ENG 151 or higher

Corequisite: BIO 113L

General Education: Laboratory Science if taken with BIO 113L

BIO 113L General Biology I Laboratory: Cell Biology and Genetics

1 credit, Fall and Spring

Introduces experimental methods and techniques used in the biology laboratory. Topics relate to cell structure and function, and skills covered include the scientific method and experimental design, microscope and micropipette use, and aseptic technique.

Prerequisite(s): Eligibility for MATH 121 or higher and ENG 151 or higher

Corequisite: BIO 113

General Education: Laboratory Science if taken with BIO 113

BIO 114 General Biology II: Structure and Function of Organisms

3 credits, Fall and Spring

Emphasizes the molecular and physical aspects of plant and animal structure and function in relation to biological principles that are common to all life. Topics covered include form and function, homeostasis, chemical signaling and communication, and nutrition in plants and animals.

Prerequisite(s): A grade of "C" or better in BIO 113 and BIO 113L

Corequisite: BIO 114L

General Education: Laboratory Science if taken with BIO 114L

BIO 114L General Biology II Laboratory: Structure and Function of Organisms

1 credit, Fall and Spring

Explores the relationship between structure and function through laboratory activities which include the dissection of plants and animals, and the investigation of basic physiological processes. Students will be introduced to scientific literature

databases, and primary and secondary scientific literature, and will continue to refine and expand the laboratory skills taught in BIO 113L.

Prerequisite(s): A grade of "C" or better in BIO 113 and BIO 113L

Corequisite: BIO 114

General Education: Laboratory Science if taken with BIO 114

BIO 115 General Biology III: Ecology and Evolution

3 credits, Fall and Spring

Emphasizes the evolutionary basis of biological diversity and the ecological interactions of living organisms and biological principles that are common to all life. Topics covered include evolutionary processes, hierarchical relationships and the relatedness of species, population and community ecology and biodiversity and conservation.

Prerequisite(s): A grade of "C" or better in BIO 113, BIO 113L, BIO 114, BIO 114L

Corequisite: BIO 115L

BIO 115L General Biology III Laboratory: Ecology and Evolution

1 credit, Fall and Spring

Introduces the methodology, techniques, and equipment used to collect environmental samples and data. This course demonstrates the foundational principles of evolution through hypothesis testing. An emphasis is placed on conducting experiments using scientific method, analyzing data, and presenting results in a format appropriate to a scientific journal.

Prerequisite(s): A grade of "C" or better in BIO 113, BIO 113L, BIO 114, BIO 114L

Corequisite: BIO 115

BIO 130 Human Anatomy and Physiology

4 credits, Fall and Spring

Introduces the structure, organization and function of the major human body systems with emphasis on the body as an integrated organism. Physiology in health and in disease is emphasized. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 113 and BIO 113L

General Education: Laboratory Science

BIO 203 Microbiology

4 credits, Fall and Spring

Introduces bacterial, viral and eukaryotic microbes. Topics include microbial structure, classification, metabolism, growth, diseases and general microbial laboratory techniques. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 113 and BIO 113L

Pre- or Corequisite: A grade of "C" or better in CHEM 110 and CHEM 110L or CHEM 116 and CHEM 116L

BIO 210 Botany

4 credits, Spring

Introduces plant structures and functions, including growth, physiological processes, classification and an evolutionary survey of algae, liverworts, mosses, ferns, gymnosperms and flowering plants. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 114 and BIO 114L

BIO 211 Genetics and Society

3 credits, Fall or Spring (offered as needed)

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 213 Ecology

4 credits, Fall

Focuses on the relationship between organisms and their environment, including plant and animal structures and how humans affect ecological succession. Field studies of forest, grassland, wetlands and other local ecosystems are fully integrated with the lecture. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 115 and BIO 115L

Fees: Fees may be required for field trips.

BIO 215 Evolution and Biodiversity

4 credits, Spring

Introduces the evolution of organisms within the three domains and their respective kingdoms, with emphasis on the major principles of biology and the interaction of organisms within the environment. Topics include the classification and evolution of organisms, structure and function, nutritional patterns, interactions between organisms and speciation. Laboratory included.

Restricted to non-science majors. This course does not satisfy a minor requirement in biology.

Prerequisite(s): None

General Education: Laboratory Science

BIO 217 Principles of Biochemistry

3 credits, Fall and Spring

Emphasizes the structure and function of carbohydrates, lipids, nucleic acids, amino acids and proteins in living systems. The properties of these biological molecules are related to their chemical structure and specific roles within the cell. Topics include membrane structure and function, enzyme mechanisms and kinetics, and the energetics of metabolic reactions and pathways. The theory of analytical methods used to study biological molecules is also covered.

Prerequisite(s): A grade of "C" or better BIO 113, BIO 113L, CHEM 210 and CHEM 210L

BIO 222 Human Anatomy

4 credits, Fall and Spring

Introduces the gross and microscopic structure of the human body. Topics include histology (cells and tissues) and the eleven systems of the body. Laboratories include microscopic examination of cells and tissues, as well as dissection and study and identification of gross anatomical features. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 113 and BIO 113L and a grade of "C" or better in CHEM 110 and CHEM 110L or CHEM 116 and CHEM 116L

BIO 230 Genetics

4 credits, Fall and Spring

Examines the processes by which viruses, prokaryotes and eukaryotes transmit hereditary information. Topics include patterns of inheritance, probability, structure and replication of hereditary material, gametogenesis, gene expression and regulation, and mutation. Basic recombinant DNA technologies and their applications will also be discussed. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 113, BIO 113L, CHEM 116 and CHEM 116L

BIO 240 Nutrition

3 credits, Spring and Summer

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.

Restricted to nursing majors. This course does not satisfy a minor requirement in biology.

Prerequisite(s): Nursing students must meet all sophomore level progression criteria; a grade of "C" or better in BIO 113, BIO 113L and CHEM 110, CHEM 110L

BIO 255/BT 255 Techniques in Molecular Biology

3 credits, Fall and Spring

Introduces the theory and practical uses of instrumentation and procedures currently used to analyze nucleic acids and proteins. Directed laboratory exercises in molecular biology techniques and independent student research are included. Techniques learned include gene cloning, nucleic acid isolation, PCR and RT-PCR techniques, nucleic acid and protein electrophoresis and Southern hybridization. Instruction in the fundamentals of the use of bioinformatics tools to analyze nucleic acid and protein sequences is also incorporated.

Student groups conduct a semester-long research project using the research tools and techniques taught in the course. The course meets in the laboratory for six hours each week.

Prerequisite(s): A grade of "C" or better in BIO 113, BIO 113L, CHEM 116, and CHEM 116L

BIO 265 Independent Laboratory Research in Biology

2 credits, Fall and Spring (offered as needed)

Provides an opportunity to introduce the student to independent research in an on-campus laboratory under the supervision of a biology faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.

Prerequisite(s): A grade of "C" or better in BIO 113 and BIO 113L, permission of the faculty member who will be supervising the research

Fees: Printing fees may be required.

BIO 270 Animal Behavior

3 credits, Fall

Explores the mechanisms and evolution of animal behavior, including neural, hormonal, and genetic processes that control behavior. Topics include methods for observation and quantifications of behavior and the natural selection and evolution of behavior, such as foraging, anti-predator defenses, mating systems and sexual selection, social behavior, communication, parental care, kin selection and recognition, aggression and territoriality.

Prerequisite(s): A grade of "C" or better in BIO 114 and BIO 114L, or BIO 130

Fees: Fees may be required for field trips.

BIO 275 Environmental Science

3 credits, Spring

Examines the interaction of humans with their environment. Basic ecological concepts underlying environmental science are integrated with historical, economic, ethical, and sociological concepts and applied to current and future environmental challenges. A case-study approach is emphasized. Topics covered include biodiversity, global climate change, population growth, energy use, pollution, environmental policy, resource management, and sustainable development.

Prerequisite(s): A grade of "C" or better in BIO 115 and BIO 115L

BIO 307 Marine Biology**4 credits, Spring**

Examines the marine environment and its organisms and communities, with an emphasis on an ecological approach. Topics covered include the habitats, ecology, interrelationships and special adaptations of marine organisms and communities. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 115, BIO 115L, CHEM 210 and CHEM 210L; BIO 213 is recommended (may be taken concurrently).

Fees: Fees may be required for field trips.

BIO 310 Cell Biology**4 credits, Fall**

Describes the structure and function of prokaryotic and eukaryotic cells at the cellular and molecular levels, together with the methodology for their study. Emphasis is placed on organelles participating in cellular metabolism and energy transformations, communication, transport, movement, reproduction and inheritance.

Prerequisite(s): A grade of "C" or better in BIO 217 or a grade of "C" or better in BIOCH 327

BIO 312 Developmental Biology**4 credits, Fall**

Describes and analyzes developmental processes and their spatial and temporal regulation in plants and animals. Emphasis is on experimental, molecular genetic, cellular, evolutionary, and ecological aspects as they pertain to differentiation and morphogenesis of the organism. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 114, BIO 114L, CHEM 211 and CHEM 211L

BIO 313 Virology**4 credits, Spring (offered as needed)**

Explores the fundamental properties of viruses, with an emphasis on classification, structure, replication, mechanisms of viral pathogenesis and the immune response to viral infections. Laboratory includes propagation, purification and quantification of viruses, transformation of cells by viruses and basic cell culture techniques. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 113, BIO 113L, BIO 203, CHEM 210, and CHEM 210L

BIO 314 Parasitology**4 credits, Fall**

Explores the parasites known to produce disease in man and other mammals. This course includes the morphology, life cycles, metabolism, clinical symptoms and diseases, epidemiology and control and diagnosis of major pathogens. Laboratory includes the proper manipulation, identification, preparation and biochemical testing of parasitic cultures. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 203

BIO 320 Pathogenic Microbiology**4 credits, Spring**

Discusses infectious bacterial diseases of humans. This course uses a taxonomic approach to the study of the pathogenesis, clinical syndromes, epidemiology, treatment and laboratory identification of human bacterial pathogens. Laboratory includes the performance and interpretation of tests used to identify commonly isolated pathogens. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 203 and BIO 217 or CHEM 211 and CHEM 211L

BIO 322 Human Physiology**4 credits, Fall and Spring**

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

BIO 326 Animal Physiology**4 credits, Fall**

Examines the diverse mechanisms fundamental to animal physiology. The functional interactions important in vertebrate and invertebrate homeostasis at the molecular, cellular, organ and systems levels are explored. Laboratory sessions will provide illustrations and exercises that support lecture material. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 115, BIO 115L, CHEM 210 and CHEM 210L

BIO 330 Molecular Genetics**4 credits, Spring**

Examines the processes by which viruses, prokaryotes and eukaryotes transmit hereditary information and regulate its expression. Topics include patterns of inheritance, structure and replication of hereditary material, transcription and its regulation, translation, mutation, recombinant DNA and oncogenes. Technology elucidating gene structure and function and the application of DNA technology to other areas are discussed. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 230 and a grade of "C" or better in BIO 255 or BT 255

BIO 335 Immunology**4 credits, Spring**

Explores the principles of basic immunology with an emphasis on the host response at the molecular level. Topics include innate and specific acquired immunity, antigens and antibodies, organs and cells of the immune system, immune dysfunction and prophylaxis. Laboratory sessions include the purification and detection methods of antibody and antigen, isolation of immune cell subpopulations and enzyme immunoassays. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 114, BIO 114L, CHEM 211 and CHEM 211L; BIO 310 or BIO 330 recommended

BIO 355/BT 355 Advanced Techniques in Molecular Biology**3 credits, Fall**

Builds on the molecular techniques taught in BIO 255/BT 255 by applying them to a specified research problem. Students are presented with a research question similar to those encountered in a small biotechnology company or academic laboratory and asked to design, perform, analyze and present experiments in order to study the problem. Advanced molecular biology applications, such as automated DNA sequencing, are also introduced. This course meets in the laboratory for six hours each week.

Prerequisite(s): A grade of "C" or better in BIO 113, BIO 113L, BIO 255 or BT 255, and a grade of "C" or better in CHEM 211 and CHEM 211L

BIO 360 Wildlife Ecology and Management**4 credits, Fall**

Examines the theories and practices of wildlife management. Focus in on the application of these practices as part of a broader approach to wildlife conservation, including urban wildlife management. Laboratory included.

Prerequisite(s): A grade of "C" or better in BIO 115, BIO 115L and ENV 255

Alternate years: Offered as needed

fees: *Fees may be required for field trips*

BIO 365 Independent Laboratory Research in Biology**3 credits, Fall and Spring (offered as needed)**

Provides an opportunity to conduct independent research in an on-campus laboratory under the supervision of a Biology faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.

Prerequisite(s): A grade of "C" or better in BIO 113 and BIO 113L, a grade of "C" or better in one biology course at the 200-level, junior standing, and permission of the faculty member who will be supervising the research

Fees: Printing fees may be required.

BIO 430 Bioinformatics**3 credits, Spring (offered as needed)**

Integrates biological concepts with computer and database methods to study biological systems. Concepts covered include modeling complex biological systems, mechanisms and integration of molecular and organismal evolution, web-based biological databases and computational tools for analysis of genomic and protein data.

Prerequisite(s): A grade of "C" or better in IS 134 and BIO 310; BIOCH 327 and BIOCH 327L recommended (may be taken concurrently)

BIO 440 Seminar Topics in Biology**1 credit, Spring**

Explores current topics in biology through reading and discussion of the primary literature. Students give seminar-style presentations on current scientific studies and critically evaluate original scientific work in the chosen field. Related ethical issues are also discussed. This course is required for students pursuing honors in the biology program. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C" or better in two upper-level biology courses

BIO 450 Senior Research Capstone**5 credits, Fall and Spring**

Provides an opportunity for the student to develop and conduct a scientific research project on campus. A minimum of 180 hours of laboratory work is required. Under the direction of a faculty mentor, each student performs independent and original research that is part of the faculty member's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. In February, invitations to apply are extended to all students who meet the prerequisites.

Restricted to biology majors.

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level biology courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty

Fees: Printing fees may be required.

BIO 455 Senior Internship Capstone**5 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 180 hours of on-site work is

required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to biology majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level biology courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty

Fees: Parking and printing fees may be required.

BIO 460 Senior Research Capstone**9 credits, Fall and Spring**

Provides an opportunity for the student to develop and conduct a scientific research project on campus or off campus. A minimum of 324 hours of laboratory work is required. Under the direction of a Stevenson or host mentor, each student performs independent and original research that is part of the mentor's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to biology majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level biology courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty

Fees: Parking and printing fees may be required.

BIO 460H Honors Senior Research Capstone**9 credits, Fall and Spring**

Provides an opportunity for the student to develop and conduct a scientific research project on or off campus. A minimum of 324 hours of laboratory work is required. Under the direction of a Stevenson or host mentor, each student performs independent and original research that is part of the mentor's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. Applications are competitive. In February, invitations to apply are extended to all students who meet the prerequisites.

Restricted to biology majors.

Prerequisite(s): Cumulative and science GPA of 3.70 or higher; A grade of "C" or better in a minimum of two upper-level biology courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty

Fees: Parking and printing fees may be required.

BIO 465 Senior Internship Capstone**9 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 324 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to biology majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level biology course; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty

Fees: Parking and printing fees may be required.

BIO 465H Honors Senior Internship Capstone**9 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 324 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship

experience. Applications are competitive. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to biology majors.**

Prerequisite(s): Cumulative and science GPA of 3.70 or higher; a grade of "C" or better in a minimum of two upper-level biology courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty

Fees: Parking and printing fees may be required.

Biotechnology

School of the Sciences

Department of Biological Sciences

Associate Dean and Chair: Meredith Durmowicz, Ph.D.

Biotechnology Program Description

Biotechnology is an applied science at the forefront of biomedical, genomic and proteomic research. Graduates of this program are distinguished by their training not only in scientific techniques in a broad range of biological and chemical fields, but also in the business aspects associated with taking a product from development in the research laboratory to its production for diagnostic or treatment purposes. Independent research is integrated into coursework at all levels, and critical thinking and teamwork skills are emphasized.

Extensive opportunities exist for graduates of this program in the Baltimore-Washington corridor, which is one of five major areas of concentration for biotechnology in the nation, as well as across the country. The Bachelor of Science in Biotechnology prepares a graduate to become a member of a team working in biomedical, forensic or industrial research laboratories, and pharmaceutical and biological production facilities. Our graduates are also well prepared for admission to graduate school in biology or related fields, and admission to medical, dental, veterinary, physical therapy or other health profession schools.

Biotechnology Program Outcomes

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

Cognitive Domain

1. Describe the documentation practices and regulatory processes that govern the biotechnology industry, including research and development, quality assurance and manufacturing.
2. Describe how genetic processes underlie all of biological function and can be manipulated for product development.
3. Describe how chemical processes impact biological function and can be manipulated for product development.
4. Describe the flow of energy within systems.
5. Evaluate function as it relates to structure throughout the spectrum of biological organization.
6. Demonstrate familiarity with basic business practices and entrepreneurship.

Skills Domain

1. Demonstrate proficiency in standard techniques for the isolation, analysis and manipulation of nucleic acids.
2. Demonstrate proficiency in standard techniques for the purification and analysis of proteins.
3. Demonstrate proficiency in the use of bioinformatics applications for the analysis and comparison of nucleic acids and proteins.
4. Demonstrate proficiency in using the metric system and scientific notation.

5. Demonstrate the ability to implement standard safety protocols in the laboratory.
6. Plan, execute, and interpret an experiment following the tenets of the scientific method.
7. Collect and organize data following proper documentation and cGMP standards.
8. Apply statistical and instrumental analysis to judge the accuracy and precision of collected data.
9. Analyze and interpret data for presentation in both written and oral formats.
10. Write a coherent review of the scientific literature on a particular topic.
11. Use knowledge of basic biological principles to summarize and support a critical analysis of current scientific advances (primary literature and popular accounts), legislative issues, environmental issues, biotechnological advances, and/or advances in human medicine.

Affective Domain

1. Collect and report data ethically and honestly.
2. Evaluate scientific journal articles in terms of scientific merit and ethical, societal, and global implications.
3. Demonstrate professional conduct and strong interpersonal communication skills.
4. Demonstrate the ability to work effectively in a team environment.
5. Demonstrate the ability to learn and think independently and creatively.
6. Recognize the value and act upon the need for lifelong learning.

Biotechnology 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 and secondary science and math required courses. Please see the specific program requirements for a listing of the required courses.

No student, regardless of major, will be permitted to take a science or math course unless a grade of "C" or better is earned in all prerequisite courses. A student may not earn a grade of "C-" or lower in any science or math course more than three times during the program. If a fourth grade of "C-" or lower is earned in any science or math course, the student will be automatically dismissed from the biotechnology major.

Probation: The student who earns any combination of two grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Final Probation: The student who earns any combination of three grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Dismissal: If a fourth grade of "C-" or lower in any science or math course is earned, the student will be automatically dismissed from the major.

Biotechnology Program Requirements

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

BIO 113	General Biology I: Cell Biology and Genetics
BIO 113L	General Biology I: Cell Biology and Genetics Laboratory
BIO 114	General Biology II: Structure and Function of Organisms
BIO 114L	General Biology II: Structure and Function of Organisms Laboratory
BIO 115	General Biology III: Ecology and Evolution
BIO 115L	General Biology III: Ecology and Evolution Laboratory
BIO 217	Principles of Biochemistry
BT 201	Introduction to Biotechnology
BT 205	Biosafety and Quality Assurance
BT 255	Techniques in Molecular Biology
BT 355	Advanced Techniques in Molecular Biology
CHEM 310	Analytical Chemistry
CHEM 310L	Analytical Chemistry Laboratory
CHEM 410	Instrumental Analysis
CHEM 410L	Instrumental Analysis Laboratory

Senior Capstone Experiences (Select one):

BT 465 or	Senior Internship Capstone
BT 465H	Honors Senior Internship Capstone

Elective Courses:

Group 1: Two additional biology or chemistry courses

Group 2: Two additional biology or chemistry laboratory courses

At least two of the elective courses must be at the 300- or 400-level. Students may also take up to two medical technology courses to fulfill the electives.

Secondary Requirements:

CHEM 115	General Chemistry I
CHEM 115L	General Chemistry I Laboratory
CHEM 115S	General Chemistry I SoLVE
CHEM 116	General Chemistry II
CHEM 116L	General Chemistry II Laboratory
CHEM 116S	General Chemistry II SoLVE
CHEM 210	Organic Chemistry I
CHEM 210L	Organic Chemistry I Laboratory
CHEM 211	Organic Chemistry II
CHEM 211L	Organic Chemistry II Laboratory
MATH 220	Calculus I*
MATH 235	Statistical Methods
PHIL 415	Topics in Professional Ethics*
PHYS 210 or	General Physics I or
PHYS 215	General Physics I with Calculus*
PHYS 211 or	General Physics II or
PHYS 216	General Physics II with Calculus*
SCI 100	School of the Sciences New Student Seminar

Biotechnology Other Options

Biology Department Honors Requirements:

Eligible students majoring in biotechnology may elect to pursue honors within the biology department. The intention to pursue biology department honors must be declared no later than the end of the first semester of the junior year. To

declare the intent to pursue departmental honors, a student must have earned a science GPA of 3.50 or higher.

Students graduating with biology department honors will have this distinction noted on their official university transcript. In order to graduate with departmental honors, the following requirements must be met:

- Completion of a 400-level capstone experience with a grade of "B" or better.
- Completion of BIO 440 Seminar Topics in Biology with a grade of "B" or better.
- Completion of an Honors Contract Project in an upper-level biology or biotechnology course. A grade of "B" or better must be earned in the course in which an Honors Contract Project is completed. The student must submit a contract project proposal to be approved by department faculty before beginning the project. The final project must be approved by department faculty in order to receive honors credit.
- A science GPA of 3.50 or higher at the time of graduation.

BS/MS Option:

The BS/MS option is available for students majoring in biotechnology who wish to combine their bachelor's coursework with work for a master's degree in forensic sciences in the biology, chemistry or crime scene investigation track. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Students must formally apply for entrance into this BS/MS option in their junior year. Once admitted to this program, students develop an educational plan in consultation with their advisor. Please see the Forensic Sciences section of this catalog for more information.

Minor:

A minor is not offered in biotechnology. Students majoring in biotechnology may not earn a minor in biology or chemistry.

Articulation Agreements:

Frederick Community College, Associate of Applied Science, Bioprocessing Technology. It is possible for students to transfer 60-64 credits from FCC that count in the SU core curriculum and the biotechnology curriculum.

Montgomery College, Associate of Applied Science in Biotechnology. It is possible for students to transfer 63-68 credits from Montgomery College that count in the SU core curriculum and the biotechnology curriculum.

Biotechnology Course Descriptions

BT 201 Introduction to Biotechnology

3 credits, Spring

Introduces the biotechnology industry. Students will explore the wide array of scientific, business and legal fields that form the basis of the biotechnology field, the types of products and companies that are included in the biotechnology industry and the functional units within a typical biotechnology company. Topics covered include the general techniques and technologies used in biotechnology, products of biotechnology, fields of biotechnology and career paths within the biotechnology industry.

Prerequisite(s): A grade of "C" or better in BIO 113 and BIO 113L

General Education: This course does not satisfy the science general education requirement.

Fees: Fees may be required for field trips

BT 205 Biosafety and Quality Assurance**2 credits, Fall**

Introduces the safety and quality control issues related to product development in the biotechnology industry. The course includes safety, storage and disposal of hazardous materials according to current standards, development and implementation of quality assurance programs, and issues related to local, state, and federal regulations.

Prerequisite(s): A grade of "C" or better in BIO 113, BIO 113L and BT 201 or FSCI 101

Fees: Fees may be required for field trips.

General Education: This course does not satisfy the science general education requirement.

BT 255/BIO 255 Techniques in Molecular Biology**3 credits, Fall and Spring**

Introduces the theory and practical uses of instrumentation and procedures currently used to analyze nucleic acids and proteins. Directed laboratory exercises in molecular biology techniques and independent student research are included.

Techniques learned include gene cloning, nucleic acid isolation, PCR and RT-PCR techniques, nucleic acid and protein electrophoresis and Southern hybridization. Instruction in the fundamentals of the use of bioinformatics tools to analyze nucleic acid and protein sequences is also incorporated.

Student groups conduct a semester-long research project using the research tools and techniques taught in the course. The course meets in the laboratory for six hours each week.

Prerequisite(s): A grade of "C" or better in BIO 113, BIO 113L, CHEM 116 and CHEM 116L

BT 355/BIO 355 Advanced Techniques in Molecular Biology**3 credits, Fall**

Builds on the molecular techniques taught in BT 355/BIO 255 by applying them to a specified research problem. Students are presented with a research question similar to those encountered in a small biotechnology company or academic laboratory and asked to design, perform, analyze and present experiments in order to study the problem. Advanced molecular biology applications, such as automated DNA sequencing, are also introduced. This course meets in the laboratory for six hours each week.

Prerequisite(s): A grade of "C" or better in BIO 113, BIO 113L, BT 255 or BIO 255 and a grade of "C" or better in CHEM 211 and CHEM 211L

BT 465 Senior Internship Capstone**9 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 324 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to biotechnology majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level biology or chemistry courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty

Fees: Parking and printing fees may be required.

BT 465H Honors Senior Internship Capstone**9 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 324 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship

experience. Applications are competitive. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to biotechnology majors.**

Prerequisite(s): Cumulative and science GPA of 3.70 or higher; a grade of "C" or better in a minimum of two upper-level biology or chemistry courses; satisfactory completion of the School of the Sciences junior portfolio; two evaluations by science faculty

Fees: Parking and printing fees may be required.

Business Administration

Brown School of Business and Leadership
Department of Business Administration
Department Chair: Deborah Leather, D.B.A..

Business Administration Program Description

The business administration major is designed to give graduates the knowledge, skills, critical thinking ability, and technological competence essential to be successful in business, conducting research, analyzing information, and communicating effectively. The business administration major provides a strong foundation in business functions and includes courses in management, marketing, finance, accounting, economics, information systems, and business law. Additionally, students select electives from the disciplines above to develop a greater degree of specialization according to their individual interests and career goals.

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 in 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.

E-Commerce Track Description

The e-commerce track option is designed for students who wish to

- Prepare for management jobs in electronic commerce.
- Oversee and operate organization and commercial websites.
- Own a small business requiring significant e-commerce support.

E-Commerce Track Outcomes

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

1. Evaluate and utilize the unique context of the electronic business environment.
2. Manage information application and feedback strategies for a commercial or e-commerce related organization.
3. Choose appropriate electronic approaches by identifying, evaluating, and analyzing the various information technology strategies of a successful e-commerce management plan.

Entrepreneurship Track Description

The entrepreneurship track option is designed for students who wish to

- Build and oversee a business venture.
- Obtain necessary skills and abilities to run a successful business enterprise.
- Enhance their knowledge in the areas of resource management, marketing feasibility, business finance, and business networking as required to run a self-owned business.
- Increase their proficiency to communicate and effectively promote innovative business ideas.

Entrepreneurship Track Outcomes

Upon completion of the entrepreneurship track, graduates will be able to

1. Identify specific business opportunities and construct corresponding entrepreneurial approaches.
2. Utilize the elements of the entrepreneurial process: idea generation, start-up, and growth of a small business enterprise to determine the viability of new business opportunities.
3. Identify and integrate required elements necessary to write a business plan for a new business venture.
4. Demonstrate a working knowledge of specific marketing, finance, HR, and legal management practices necessary to be a successful entrepreneur.
5. Appraise specific entrepreneurial risks and determine alternate ways to reduce or eliminate such threats.

Sport Management Track Description

The sport management track option is designed for students who wish to

- Provide management and/or marketing support to professional, intercollegiate, or interscholastic sport organizations or resort establishments.
- Oversee and operate recreational programs in municipalities or tourism environments.
- Oversee and operate an exercise or athletic training facility.
- Own a sport-related business.

Sport Management Track Outcomes

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

1. Identify and evaluate the unique business context of the different sport and recreation industries.
2. Use and adapt specific business strategies in the application of managing a sport related organization.
3. Apply appropriate legal and economic considerations to managing sport and recreation organizations.
4. Analyze various marketing and promotional strategies to choose appropriate approaches in support of a successful sport business plan.

Business Administration Program Requirements

The courses listed below are required for the completion of the bachelor'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 (all students):

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 300	Principles of Finance I
FIN 301	Principles of Finance II
LAW 208	Business Law
INBUS	Any International Business Course

Five business electives selected from the following subject areas:

ACC, EC, FIN, INBUS, IS, LAW, MGT, MKT

or

Sport management track

or

E-Commerce track

or

Entrepreneurship track

Sport Management Track:

All major and secondary requirements and the following electives:

EC 340	Economics of Sports
LAW 345	Sports Law
MGT 235	Introduction to Sport Management
MGT 335	Management of Sport Enterprises
MGT 435	Sport Management and Marketing Seminar
MKT 315	Sports Marketing

E-Commerce Track:

All major and secondary requirements and the following electives:

IS 301	Principles of E-Commerce
IS 320	Human Computer Interaction
IS 361	E-Collaboration and Social Networking
IS 386	E-Commerce Business Solutions
IS 462	Current Topics in E-Commerce

Entrepreneurship Track:

All major and secondary requirements and the following electives:

IS 301	Principles of E-Commerce
MGT 224	Principles of Entrepreneurship
MGT 324	Entrepreneurial Business Planning
MGT 424	Entrepreneurial Development
MKT 330	Strategic Marketing for Entrepreneurs

Secondary Requirements (all students):

ACC 121	Principles of Accounting I
ACC 122	Principles of Accounting II
EC 201	Principles of Economics: Macroeconomics *
EC 202	Principles of Economics: Microeconomics *
IS 135	Advanced MS Office Applications
IS 201	Management Information Systems
Or	
IS 260	Presentation Theory and Application
MATH 210	Statistics & Probability*
PHIL 416	Business Ethics*

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 department chair requesting permission to repeat a course for a second time. Those who do not successfully complete a major course with a grade of "C-" or better after a third attempt will not be allowed to continue in the business administration program. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C-" or better in the prerequisite course(s).

Business Administration Other Options

Minors:

No minor is offered in business administration; however, 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. 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 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 Administration Course Descriptions

International Business Courses

INBUS 201 Survey of International Business

3 credits, Fall and Spring

Examines the reasons why companies engage in international business, the modes of entry, the external environment which influences strategies and their implementation, and the international operations decisions. This course provides a critical dimension to the understanding of the current business environment and will prepare students to function more knowledgeably in many business careers.

Prerequisite(s): A grade of "C-" or better in MGT 204

INBUS 325/MKT 325 International Marketing

3 credits, Fall and Spring

Examines the economic, cultural, political, and technological factors that affect the marketing of goods, services, and experiences worldwide. Emphasis is on the problems and decisions involved across and within international borders, and the structure in international markets. Students will gain insight into developing marketing strategies outside the U.S.

Prerequisite(s): A grade of "C-" or better in MKT 206

INBUS 415/MGT 415 International Business Management

3 credits, Fall and Spring

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

INBUS 416/FIN 416 International Finance

3 credits, Spring

Examines the operation and financing of businesses and other organizations in the global capital markets. This course will discuss the key differences between domestic and international finance, including exchange rate exposure and management, political risk, international taxation, and international financial instruments.

Prerequisite(s): A grade of "C-" or better in FIN 301 or FIN 402

INBUS 420/MGT 420 International Operations Management

3 credits, Fall and Spring

Examines the strategic and tactical aspects of international operations and global supply chain management. Topics discussed include the full supply chain management cycle beginning with global operational issues, raw material procurement, production, warehousing, and delivery of finished goods to end customers. This course will focus on key differences between domestic and international operations and contemporary supply chain challenges presented by globalization.

Prerequisite(s): A grade of "C-" or better in INBUS 415/MGT 415, FIN 300 or FIN 402

INBUS 430/EC 430 International Economics

3 credits, Fall

Examines the major issues in the area of international trade and their implications regarding global welfare. The major topics discussed include sources of comparative advantage, gains and losses from trade, globalization, and trade policy. The effects of exchange rate and domestic macro policies on global economies are also discussed.

Prerequisite(s): EC 201 and EC 202

INBUS 470/LAW 470 International Business Law

3 credits, Fall or Spring

Examines various aspects of international business law, including multinational enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.

Prerequisite(s): LAW 130 and LAW 210 (for paralegal majors) or LAW 208 or LAW 308 (for business and accounting majors) and senior status

Management Courses

MGT 204 Principles of Management

3 credits, Fall and Spring

Examines theories and principles underlying the management process. Students discuss 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, Fall and Spring**

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, for example, memos, letters, electronic messages, reports, and short research proposals, so that students 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 224 Principles of Entrepreneurship**3 credits, Fall and Spring**

Examines the elements of a successful entrepreneur and the role of entrepreneurial ventures in the U.S. economy. Students will scrutinize the business skills and commitment required to successfully start and build a small business. The course is organized around three themes: 1) the personal qualities of the entrepreneur; 2) how to know and capture business opportunities; and 3) how to obtain and amass resources to start and build a small business. Through case studies and the models of entrepreneurship, students will assess their own entrepreneurial competencies.

Prerequisite(s): A grade of "C-" or better in MGT 204

MGT 235 Introduction to Sport Management**3 credits, Fall and Spring**

Examines the similarities and differences in managing sport organizations in five different sport-related industries including professional sport teams; college and secondary athletic departments; recreational sport facilities; exercise and fitness facilities; and individually owned companies. Each type of organization is studied to determine how the industry's focused structure and mission relate to the organizational design, planning, decision-making process, budget, human resource and operational requirements, and governance.

Prerequisite(s): A grade of "C-" or better in MGT 204

MGT 310 Organizational Behavior**3 credits, Fall and Spring**

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, Fall**

Analyzes and explains external factors affecting business functions such as, 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 210, MGT 310 and ACC 122

MGT 313 Operations Management**3 credits, Fall and Spring**

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 210

MGT 324 Entrepreneurial Business Planning**3 credits, Fall or Spring**

Provides the structural and hands-on elements to develop a business plan based on market research outcomes and related strategies. Emphasis is placed on entrepreneurial finance, marketing, required business resources, leadership, legal structure, and risks assessment. Students will learn how to organize and articulate business elements necessary to write a successful business plan. Business plans will be created by students working alone and in teams. Upon completion of the course, students will have developed a comprehensive business plan that can be used as the basis to start a new venture and to support requests for external capital funding.

Prerequisite(s): A grade of "C-" or better in MKT 206 and MGT 224

MGT 330 Introduction to Public Administration**3 credits, Spring**

Examines the theory and practice of administration and management of governmental operations, politics, policy, and the bureaucracy. This course discusses the role and trends of administration in the American public sector, the unique circumstances involved in administering public organizations, and the different techniques of public management. Functional operations and processes as they are administered in the public sector are also analyzed.

Prerequisite(s): A grade of "C-" or better in MGT 204

MGT 335 Management of Sport Enterprises**3 credits, Fall or Spring**

Examines a framework for strategic planning analysis for individuals wishing to work in a sport-related organization, with a sports team, or managing all or part of a sport facility. Students will study the unique aspects of the major types of sport enterprises and prepare a comprehensive business plan using the policies and methods for the type of enterprise assigned. Additional case studies and student assignments will offer an opportunity for comparative study of the types of organizations included within the sport enterprise archetype.

Prerequisite(s): A grade of "C-" or better in MGT 235

MGT 340 Organizational Leadership**3 credits, Fall or Spring**

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, Fall**

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, Fall and Spring**

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 122

MGT 415/INBUS 415 International Business Management

3 credits, Fall and Spring

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 417 Senior Business Internship

3 credits, Fall and Spring

Places students in an external business, government, or not-for-profit organization that offers a well-rounded, supervised, practical career experience. A minimum 120 hour on the job commitment is required.

Prerequisite(s): A grade of "C-" or better in MGT 204, MKT 206, junior status, minimum 2.50 cumulative GPA

MGT 420/INBUS 420 International Operations Management

3 credits, Fall and Spring

Examines the strategic and tactical aspects of international operations and global supply chain management. Topics discussed include the full supply chain management cycle beginning with global operational issues, raw material procurement, production, warehousing, and delivery of finished goods to end customers. This course will focus on key differences between domestic and international operations and contemporary supply chain challenges presented by globalization.

Prerequisite(s): A grade of "C-" or better in INBUS 415/MGT 415, FIN 300 or FIN 410

MGT 424 Entrepreneurial Development

3 credits, Fall and Spring

Analyzes the stages in a company's growth and requires the development of a new company, product, or initiative. Students conduct a feasibility analysis, further 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 122, FIN 301 or FIN 402

MGT 430 Business Capstone Seminar

3 credits, Fall and Spring

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. This course 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 312 MGT 313, MKT 206 and FIN 301

MGT 435/MKT 435 Sport Management and Marketing Seminar

3 credits, Fall and Spring

Focuses on an in-depth examination of contemporary issues in sport management and marketing theory and practice. Students will develop a fuller understanding of the socio-cultural and ethical issues related to the sports industry.

Prerequisite(s): EC 340, LAW 345 and a grade of "C-" or better in MGT 335 and MKT 315

MGT 440 Leadership and Service Learning

3 credits, Fall, Spring or Summer (offered as needed)

Develops leadership, business, and change management skills to help students identify, analyze, and solve problems relating to social responsibility within an actual business organization. Students spend class time discussing leadership theory, learning leadership skills and practices, and engaging in self-discovery. Working in teams, students also apply that knowledge and skill in working with an external organization to identify and resolve issues and problems relating to community service and social responsibility. This course is open to students from all academic disciplines by application. Please see an academic advisor for more information.

Prerequisite(s): Junior or senior status

Marketing Courses

MKT 206 Principles of Marketing

3 credits, Fall and Spring

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 be taken concurrently)

MKT 207 Market Research

3 credits, Fall and Spring

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, Fall and Spring

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, Fall and Spring**

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, Fall and Spring**

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 325/INBUS 325 International Marketing**3 credits, Spring**

Examines the economic, cultural, political, and technological factors that affect the marketing of goods, services, and experiences worldwide. Emphasis is on the problems and decisions involved across and within international borders, and the structure in international markets. Students will gain insight into developing marketing strategies outside the U.S.

Prerequisite(s): A grade of "C-" or better in MKT 206

MKT 330 Strategic Marketing for Entrepreneurs**3 credits, Fall or Spring**

Examines effective marketing strategies and tools that should be used by the entrepreneur. Students will learn the process of idea generation and screening, how to develop market critical analysis, and the methodology to set appropriate marketing objectives for a specific company. Students will design a marketing campaign using current forms of electronic media.

Prerequisite(s): A grade of "C-" or better in MKT 206 and MGT 224

MKT 336 Integrated Marketing Communication**3 credits, Fall and Spring**

Examines the social and economic roles, principles, and applications of all forms of promotional tools in the development of integrated marketing communications programs. Included are advertising, sales, sales promotion, direct marketing, and public relations, with domestic and international perspectives.

Prerequisite(s): A grade of "C-" or better in MKT 206

MKT 410 Strategic Marketing Cases**3 credits, Fall or Spring**

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

MKT 417 Senior Business Internship**3 credits, Fall and Spring**

Places students in an external business, government, or not-for-profit organization that offers a well-rounded, supervised, practical career experience. A minimum 120-hour on the job commitment is required.

Prerequisite(s): A grade of "C-" or better in MGT 204 and MKT 206, junior status, minimum 2.50 cumulative GPA

MKT 435/MGT 435 Sport Management and Marketing Seminar**3 credits, Fall and Spring**

Focuses on an in-depth examination of contemporary issues in sport management and marketing theory and practice. Students will develop a fuller understanding of the socio-cultural and ethical issues related to the sports industry.

Prerequisite(s): EC 340, LAW 345 and a grade of "C-" or better in MGT 335 and MKT 315

Business and Leadership

Brown School of Business and Leadership

SBL 100 School of Business New Student Seminar**1 credit, Fall and Spring**

Provides new students enrolled in a major within the Brown School of Business and Leadership at Stevenson University with foundational experiences for student success. Topics include a review of school and University policies, tips on how to study at the college level, time management strategies, self-assessment, career options, and networking with upper division students. Students will be introduced to the process of *Career Architecture*SM through interactive discussions, self-exploration sessions, and other related activities. The creation of an academic portfolio will summarize the seminar activities. Restricted to and required for all new students majoring in fields within the Brown School of Business and Leadership.

Prerequisite(s): None

Business Communication

School of Design

Department of Business Communication

Department Chair: Chip Rouse, M.Ed, M.A.

Business Communication Program**Description**

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 communication, management, marketing, writing or design. Graduates are employed in both the public and private sectors and in business and industry.

Traditional 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 are 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.

Business Communication Program Outcomes

Upon completion of the Bachelor of Science 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. Demonstrate competency in explaining key concepts and practices of business and other organizations through class projects, case studies, and multimedia presentations.
4. Demonstrate competency in key concepts and principles in the fields of video or photography through the production of 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.

Business Communication Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C-" in major courses, and 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. Student 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 Course Descriptions

CM 101 Public Speaking

3 credits, Fall and Spring

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, Fall and Spring

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, Fall and Spring**

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, Spring**

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, Fall**

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. **Restricted to business communication and English language and literature majors.**

Prerequisite(s): A grade of "C-" or better in ENG 152 or its equivalent

CM 254/ENG 254 Journalism II**3 credits, Spring**

Continues the theory and practice of journalism compositing and layout begun in CM/253/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. **Restricted to business communication and English language and literature majors.**

Prerequisite(s): A grade of "C-" or better in CM/253/ENG 253.

CM 255 Small Group Communication**3 credits, Spring**

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, Fall and Spring**

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, Fall**

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, Spring**

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 Principles and Practices of Public Relations**3 credits, Fall**

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, Fall and Spring**

Examines the components necessary for securing an internship in the field. This course will help students 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. This course is taken the semester prior to a student's first internship.

Prerequisite(s): CM 260

CM 303/ENG 303 Feature Writing**3 credits, Fall**

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 CM 253/ENG 253 or permission of the instructor

CM 304/ENG 304 Magazine Writing and Publishing**3 credits, Spring**

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 CM 254/ENG 254 or CM 303/ENG 303 or permission of the instructor

CM 305/ENG 305 Journalism Practicum**1.5 or 2 credits, Fall and Spring**

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. This course may be repeated for credit.

Prerequisite(s): A grade of "C-" or better in CM 254/ENG 254 or permission of instructor

CM 310 Conflict Resolution and Negotiation**3 credits, Fall**

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, Fall and Spring**

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, students will create and write a press kit for a company, which will include writing a press release, background, 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 CM 254/ENG 254 and CM 275

CM 350 Junior Internship**Variable credits, Fall and Spring**

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, CM 254/ENG 254, CM 260, and one other business course; permission of instructor required

CM 380 The Advertising Campaign**3 credits, Spring**

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, Spring**

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, Fall and Spring**

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, and completion of MGT 204, MKT 206, VCD 270, CM 254/ENG 254, CM 260, and one other business course; permission of instructor required

CM 402 Special Topics in Communication**3 credits, Fall or Spring (offered as needed)**

Rotates concepts covering various aspects of communication that build upon and extend ideas addressed in the existing communication courses. Topics will vary but may include communication in the media, psychology of advertising, gender differences in communication, and the politics of communication. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C-" or better in CM 101

Chemistry

School of the Sciences
Department of Chemistry
Associate Dean and Chair: Ellen Roskes, Ph.D.

Chemistry Program Description

Chemistry is one of the three basic areas that form the foundation of all science and is essential for a complete understanding of the physical world. Focusing on the study of matter, the field of chemistry includes a wide variety of basic areas ranging from the study of atoms, the chemical bond, and basic chemical reactions to the exploration of applied topics, including biochemistry, medicinal and drug chemistry, forensic science, physical and quantum chemistry, and instrumentation.

Stevenson University's chemistry program, planned in accordance with the requirements of the American Chemical Society (ACS), offers a broad selection of courses for students in chemistry and provides an excellent background for any scientific or technological career. Laboratory work and research are emphasized throughout the curriculum. With modern instrumentation and laboratory facilities, students develop excellent laboratory and analytical skills, preparing them for employment in the chemical industry, graduate study in chemistry, or a career in a variety of professional arenas, including pharmacy, medicine, and dentistry.

Chemistry Program Outcomes

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

1. Apply knowledge of chemical principles to the understanding of the world at a molecular level.
2. Plan, design, safely execute and interpret scientific experiments using the scientific method.
3. Communicate scientific knowledge in clear notebook entries, laboratory reports and oral and poster presentations.

4. Critically evaluate scientific discovery for its scientific merit and in terms of its ethical, societal and global implications using knowledge of chemical principles.
5. Exhibit behaviors consistent with the professional and ethical standards of the discipline.

Chemistry 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 and secondary science and math required courses. Please see the specific program requirements for a listing of the required courses.

No student, regardless of major, will be permitted to take a science or math course unless a grade of "C" or better is earned in all prerequisite courses. A student may not earn a grade of "C-" or lower in any science or math course more than three times during the program. If a fourth grade of "C-" or lower is earned in any science or math course, the student will be automatically dismissed from the chemistry major.

Probation: The student who earns any combination of two grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Final Probation: The student who earns any combination of three grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Dismissal: If a fourth grade of "C-" or lower in any science or math course is earned, the student will automatically be dismissed from the major.

Chemistry Program Requirements

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

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a core curriculum requirement. Courses with one or more pre- or co-requisites are listed in the course description.

Major Requirements:

CHEM 115	General Chemistry I
CHEM 115L	General Chemistry I Laboratory
CHEM 115S	General Chemistry I SolVE
CHEM 116	General Chemistry II
CHEM 116L	General Chemistry II Laboratory
CHEM 116S	General Chemistry II SolVE
CHEM 210	Organic Chemistry I
CHEM 210L	Organic Chemistry I Laboratory
CHEM 211	Organic Chemistry II
CHEM 211L	Organic Chemistry II Laboratory
CHEM 2XX	Chemistry Seminar I ~
CHEM 2XX	Chemistry Seminar II ~
CHEM XXX	Mathematics for Physical Chemistry ~
CHEM 3XX	Chemistry Seminar III ~
CHEM 3XX	Chemistry Seminar IV ~
CHEM 310	Analytical Chemistry
CHEM 310L	Analytical Chemistry Laboratory
CHEM 320	Inorganic Chemistry

CHEM 320L	Inorganic Chemistry Laboratory
BIOCH 327	Biochemistry
CHEM 431	Physical Chemistry: Quantum Mechanics
CHEM 431L	Physical Chem: Quantum Mechanics Lab
CHEM 432	Physical Chemistry: Thermodynamics
CHEM 432L	Physical Chem: Thermodynamics Lab

Select two of the following three interdisciplinary laboratory options:

CHEM 3XXL Interdisciplinary Lab:	Analytical Chemistry/Forensic Science ~
CHEM 3XXL Interdisciplinary Lab:	Biochemistry/Physical Chemistry ~
CHEM 3XXL Interdisciplinary Lab:	Physical Chemistry/Inorganic Chemistry ~
~Course under development	

Select one of the following six capstone options:

Research Capstones: CHEM 450, 460, or 460H

Internship Capstones: CHEM 455, 465, or 465H

* Students choosing one of the 9-credit senior capstone options can take one less upper level chemistry elective

Two CHEM electives* selected from the following list:

CHEM 330 and 330L	Advanced Organic Chem and Laboratory
CHEM 340	Medicinal and Drug Chemistry
CHEM 365	Independent Lab Research in Chemistry
CHEM 410 and 410L	Instrumental Analysis and Laboratory
BIOCH 427	Advanced Biochemistry

Secondary Requirements:

BIO 113	General Biology I*
BIO 113L	General Biology Laboratory
MATH 220	Calculus I*
MATH 221	Calculus II*
PHIL 415	Professional Ethics*
PHYS 215	Physics I with Calculus*
PHYS 216	Physics II with Calculus*
SCI 100	School of the Sciences New Student Seminar

Chemistry Other Options

Minor:

A minor is available in chemistry. A student wishing to take any chemistry course for the chemistry minor must meet the prerequisite(s) for the particular course. Student must take six courses that count in the chemistry major, excluding seminar and one credit courses. Please see the chair of the Department of Chemistry for more information. For specific information regarding minor requirements, please consult the minors section of the catalog.

BS/MS option:

The BS/MS option is available for students majoring in chemistry who wish to combine their bachelor's coursework with work for a master's degree in forensic science in the chemistry or crime scene investigation track. Students choosing this option may earn their master's degrees in as little as one year after their bachelor's degree. Students must formally apply for entrance into this BS/MS option in their junior year. Once admitted into this program, students

develop an educational plan in consultation with their advisor.

Please see the Forensic Sciences section of this catalog for more information.

Articulation Agreement:

University of Maryland School of Pharmacy

The Department of Chemistry has an articulation agreement with the University of Maryland School of Pharmacy. This is for a dual-degree undergraduate-professional program (3+4) leading to a bachelor's in chemistry from Stevenson University and a Doctor of Pharmacy from the University of MD School of Pharmacy. Under the conditions of this agreement, students attend Stevenson for three years taking courses specified by the articulation agreement. Then, if they are accepted into the pharmacy program at the University of Maryland, several of the courses in their first year at the School of Pharmacy will substitute for Stevenson courses. This will allow the students in this program to get a bachelor's degree in chemistry from Stevenson when they complete their first year at the University of Maryland School of Pharmacy. Please see the chair of the Department of Chemistry for more information.

Chemistry Course Descriptions

CHEM 105 Introduction to Chemistry of Medicine *3 credits, Fall*

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): ENG 151 or equivalent

General Education: Non-laboratory Science

CHEM 110 Foundations of General, Organic and Biochemistry

3 credits, Fall and Spring

Introduces the basic concepts of general chemistry, including 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

Corequisite(s): CHEM 110L

General Education: Laboratory Science when taken concurrently with CHEM 110L

CHEM 110L Foundations of General, Organic and Biochemistry Laboratory

1 credit, Fall and Spring

Introduces the concept of the scientific method to laboratory work, including the purpose of the experiment and analysis of data collected on topics related to course lecture material. Students will also participate in online discussions related to case studies from the medical world.

Prerequisite(s): Eligible for MATH 121 or higher and ENG 151 or higher

Corequisite(s): CHEM 110

General Education: Laboratory Science when taken concurrently with CHEM 110

CHEM 111 Introduction to Chemistry

3 credits, Fall and Spring

Surveys the concepts covered in General Chemistry with an emphasis on mathematical relationships. Topics include classification of matter, atomic structure, nomenclature of inorganic ions and compounds, chemical equations, the concept of the mole, stoichiometry and gas laws.

Note: Students are placed into this course on the basis of standardized math test scores and/or math placement test results. Students must receive a "C" or better in CHEM 111 before continuing to CHEM 115.

Corequisite(s): MATH 121

CHEM 115 General Chemistry I

3 credits, Fall and Spring

Introduces the structure of matter and its behavior from a chemical perspective. Topics discussed include nomenclature, stoichiometry, chemical reactions, quantum theory, chemical bonding, periodicity, gases, and atomic and molecular structure.

Prerequisite(s): eligibility for MATH 125 or higher and eligibility for ENG 151 or higher.

Corequisite(s): CHEM 115L and 115S

General Education: Laboratory Science when taken concurrently with CHEM 115L

CHEM 115L General Chemistry I Laboratory

1 credit, Fall and Spring

Introduces students to working safely in a chemistry laboratory and keeping a laboratory notebook. Experiments performed include the physical properties of matter, chromatography, analysis of hydrates, solubility of inorganic salts, acids and bases, calorimetry, color and absorption of light, gravimetric analysis, gas laws, chemical bonding and molecular modeling. Students will learn laboratory techniques, instrumentation and molecular modeling.

Prerequisite(s): eligibility for MATH 125 or higher and eligibility for ENG 151 or higher.

Corequisite(s): CHEM 115 and CHEM 115S

General Education: Laboratory Science when taken concurrently with CHEM 115

CHEM 115H Honors General Chemistry I

3 credits, Fall

Introduces the structure of matter and its behavior from a chemical perspective. Topics discussed include nomenclature, stoichiometry, chemical reactions, quantum theory, chemical bonding, periodicity, gases and atomic and molecular structure. This course is a more demanding section of CHEM 115 designed for students with a strong math background who wish to explore in greater depth selected aspects of general chemistry.

Prerequisite(s): eligibility for MATH 125 or higher and eligibility for ENG 151 or higher and invitation by department chair

Corequisite(s): CHEM 115HL and CHEM 115S

General Education: Laboratory Science when taken concurrently with CHEM 115HL

CHEM 115HL Honors General Chemistry I Laboratory

1 credit, Fall

Introduces students to working safely in a chemistry laboratory and keeping a laboratory notebook. Experiments performed include the physical properties of matter, chromatography, analysis of hydrates, solubility of inorganic salts, acids and bases, calorimetry, color and absorption of light, gravimetric analysis, gas laws, chemical bonding and molecular modeling. Students will learn laboratory techniques, instrumentation and molecular modeling. More in depth analysis of laboratory experiments than in the CHEM115L course is required.

Prerequisite(s): eligibility for MATH 125 or higher and eligibility for ENG 151 or higher

Corequisite(s): CHEM 115H and CHEM 115S

General Education: Laboratory Science when take concurrently with CHEM 115H

CHEM 115S General Chemistry I SoLVE

0 credits, Fall and Spring

Engages students in small group problem solving on topics related to material covered in CHEM 115. Active learning, inquiry, team building and the integration of STEM disciplines are emphasized throughout the sessions.

Corequisite(s): CHEM 115 or CHEM 115H and CHEM 115L or CHEM 115HL

CHEM 116 General Chemistry II

3 credits, Fall and Spring

Introduces the states of matter including liquids, solids and solutions, followed by discussion of chemical principles including kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry, and nuclear chemistry.

Prerequisite(s): A grade of "C" or better in CHEM 115 and CHEM 115L

Corequisite(s): CHEM 116L and CHEM 116S

General Education: Laboratory Science when taken concurrently with CHEM 116L

CHEM 116L General Chemistry II Laboratory

1 credit, Fall and Spring

Focuses on the performance of a selection of basic laboratory procedures including molecular modeling, colligative properties, kinetics, equilibrium, titration, pH of acids and bases, buffer systems, LeChatelier's principle, solubility product constants, qualitative analysis and electrochemistry. Emphasis is placed on instrumentation, maintaining a laboratory notebook, using correct techniques and utilizing chemical software programs.

Prerequisite(s): A grade of "C" or better in CHEM 115 and CHEM 115L

Corequisite(s): CHEM 116 and CHEM 116S

General Education: Laboratory Science when taken concurrently with CHEM 116

CHEM 116H Honors General Chemistry II

3 credits, Spring

Introduces the states of matter including liquids, solids and solutions, followed by discussion of chemical principles including kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry, and nuclear chemistry. This is a more demanding section of CHEM 116 designed for students with a high aptitude for math who wish to explore aspects of general chemistry in more depth.

Prerequisite(s): A grade of "B" or better in CHEM 115H or permission of department chair

Corequisite(s): CHEM 116HL and CHEM 116S

General Education: Laboratory Science when taken concurrently with CHEM 116HL

CHEM 116HL Honors General Chemistry II Laboratory

1 credit, Spring

Focuses on the performance of a selection of basic laboratory procedures including molecular modeling, colligative properties, kinetics, equilibrium, titration, pH of acids and bases, buffer systems, LeChatelier's principle, solubility product constants, qualitative analysis and electrochemistry. Emphasis will be placed on instrumentation, maintaining a laboratory notebook, using correct techniques and utilizing chemical software programs. More in depth analysis of laboratory experiments than in the CHEM 116L course is required.

Prerequisite(s): A grade of "B" or better in CHEM 115H and CHEM 115HL or permission of department chair

Corequisite(s): CHEM 116H and CHEM 116S

General Education: Laboratory Science when taken concurrently with CHEM 116H

CHEM 116S General Chemistry II SoLVE

0 credits, Fall and Spring

Engages students in small group problem solving on topics related to material covered in CHEM 116. Active learning, inquiry, team building and the integration of STEM disciplines are emphasized throughout the sessions.

Corequisite(s): CHEM 116 or CHEM 116H and CHEM 116L or CHEM 116HL

CHEM 210 Organic Chemistry I

3 credits, Fall and Spring

Introduces the physical and chemical properties of alkanes, alkenes, alkynes, and alcohols. This course emphasizes organic nomenclature, syntheses, stereochemistry, and reaction mechanisms.

Prerequisite(s): A grade of "C" or better in CHEM 116 and CHEM 116L

Corequisite(s): CHEM 210L

CHEM 210L Organic Chemistry I Laboratory

1 credit, Fall and Spring

Continues education in safely working in a chemistry laboratory and keeping laboratory records. Students are introduced to common techniques associated with the preparation, purification, and chemical characterization of organic compounds.

Prerequisite(s): A grade of "C" or better in CHEM 116 and CHEM 116L

Corequisite(s): CHEM 210

CHEM 211 Organic Chemistry II

3 credits, Fall and Spring

Studies the physical and chemical properties of aromatic compounds, aldehydes, ketones, carboxylic acids and their derivatives, enolates, amines, and selected special topics. Syntheses and reaction mechanisms are stressed throughout the course.

Prerequisite(s): A grade of "C" or better in CHEM 210 and CHEM 210L

Corequisite(s): CHEM 211L

CHEM 211L Organic Chemistry II Laboratory

1 credit, Fall and Spring

Continues education in safely working in a chemistry laboratory and keeping a laboratory records. This course involves the synthesis and characterization of compounds by physical means and spectroscopy and unknown identification.

Spectroscopies covered in depth include IR, NMR, and MS.

Prerequisite(s): A grade of "C" or better in CHEM 210 and CHEM 210L

Corequisite(s): CHEM 211

CHEM 213 Electronic Literature Searching

1 credit, Spring

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. This course familiarizes students with the American Chemical Society's format of journal articles, including critical review of published articles.

Corequisite(s): A grade of "C" or better in CHEM 210

CHEM 2XX Chemistry Seminar I

This course is under development.

CHEM 2XX Chemistry Seminar II

This course is under development.

CHEM 310 Analytical Chemistry

3 credits, Fall and Spring

Provides a rigorous study of those chemical principles pertinent to the understanding of quantitative analysis. These concepts include statistics, measurements, calibration and error, and are applied to the performance of sampling, titrations, activity, and different types of equilibria. Determination of the accuracy and precision of experimental data by application of statistical analysis to accrued data is emphasized.

Prerequisite(s): A grade of "C" or better in CHEM 211 and CHEM 211L

Corequisite(s): CHEM 310L

CHEM 310L Analytical Chemistry Laboratory

1 credit, Fall and Spring

Continues education in safely working in a chemistry laboratory and keeping of laboratory records, and provides training in the techniques required to obtain high-quality quantitative data. Determination of the accuracy and precision of experimentally obtained data by application of statistical analysis to accrued data is emphasized. Laboratory skills are expanded to involve high precision volumetric glassware and techniques involved in their use, including calibration and quantification of error associated with their use. Spectroscopy as a tool for quantification of substances in aqueous solutions is emphasized.

Prerequisite(s): A grade of "C" or better in CHEM 211 and CHEM 211L

Corequisite(s): CHEM 310

CHEM 320 Inorganic Chemistry

3 credits, Spring

Studies the structure and bonding of inorganic compounds. This course discusses crystal and ligand field theories, chemical applications of group theory, atomic and molecular structure, coordination chemistry, organometallic chemistry, and bioinorganic chemistry.

Prerequisite(s): A grade of "C" or better in CHEM 211, CHEM 211L and MATH 220

Corequisite(s): CHEM 320L

CHEM 320L Inorganic Chemistry Laboratory

1 credit, Spring

Continues education in safely working in a chemistry laboratory and keeping laboratory records. The laboratory component emphasizes the synthesis and characterization of transition metal complexes, including organometallics. Advanced synthetic and characterization of compounds by physical means and spectroscopy are included; spectroscopy emphasized includes absorption, fluorescence and nuclear magnetic resonance.

Prerequisite(s): A grade of "C" or better in both CHEM 211, CHEM 211L and MATH 220

Corequisite(s): CHEM 320

CHEM 330 Advanced Organic Chemistry

3 credits, Fall or Spring (offered as needed)

Explores advanced topics in organic chemistry, including complex synthetic reactions and applications in natural product synthesis, reaction mechanisms, stereochemistry of functional groups, and advanced spectroscopy. Literature-based student presentations are required.

Prerequisite(s): A grade of "C" or better in CHEM 211 and CHEM 211L

Corequisite(s): CHEM 330L

CHEM 330L Advanced Organic Chemistry Laboratory
1 credit, Fall or Spring (offered as needed)

Focuses on using organic chemistry laboratory techniques for the synthesis and characterization of organic compounds.

Prerequisite(s): A grade of "C" or better in CHEM 211 and CHEM 211L

Corequisite(s): CHEM 330

CHEM 340 Medicinal and Drug Chemistry

3 credits, Fall

Studies drugs used in therapeutics and presents medicinal chemistry from the chemical point of view. The topics include the classification of drugs, the pharmacology and mechanism of drug action, drug delivery, drug metabolism, structure activity relationship (SAR) and quantitative structure (QSAR) studies, potency, toxicology, and target selectivity.

Prerequisite(s): A grade of "C" or better in CHEM 211

CHEM 365 Independent Laboratory Research in Chemistry

3 credits, Fall and Spring

Provides an opportunity to conduct independent research in an on-campus laboratory under the supervision of a chemistry faculty member. This course may be repeated for credit. This course cannot be used as a substitute for the senior capstone requirement.

Prerequisite(s): A grade of "C" or better in CHEM 211 and CHEM 211L, junior standing, permission of the faculty member who will be supervising the research, and permission of the department chair

CHEM 3XX Chemistry Seminar III

This course is under development.

CHEM 3XX Chemistry Seminar IV

This course is under development.

CHEM 3XXL Interdisciplinary Lab: Analytical/Forensic Science

This course is under development.

CHEM 3XXL Interdisciplinary Lab: Biochemistry/Physical Chemistry

This course is under development.

CHEM 3XXL Interdisciplinary Lab: Physical Chemistry/Inorganic

This course is under development.

CHEM 410 Instrumental Analysis

3 credits, Spring (offered as needed)

Explores the theory underlying instrumental methods of analysis with focus on spectroscopic and chromatographic instrumentation. Instrument components and routine instrument operation are covered.

Prerequisite(s): A grade of "C" or better in CHEM 310/CHEM 310L; or MATH 235 and CHEM 320/CHEM 320L, CHEM 327/327L, CHEM 330/CHEM 330L, or CHEM 431/CHEM 431L

Corequisite(s): CHEM 410L

CHEM 410L Instrumental Analysis Laboratory

1 credit, Spring (offered as needed)

Continues education in safely working in a chemistry instrumentation laboratory and in keeping laboratory records. Students will gain hands-on experience in using instrumentation in qualitative and quantitative analysis from the creation of various types of calibration curves, to individual operation of the instrument to obtain data, to analysis of the data output to obtain results

Prerequisite(s): A grade of "C" or better in CHEM 310/CHEM 310L; or MATH 235 and CHEM 320/CHEM 320L, CHEM 327/CHEM 327L, CHEM 330/CHEM 330L, or CHEM 431/CHEM 431L

Corequisite(s): CHEM 410

CHEM 431 Physical Chemistry: Quantum Mechanics **3 credits, Fall**

Focuses on quantum mechanics, the failures of classical mechanics, the classical wave equation, the particle in the box, harmonic oscillators, the hydrogen atom, approximate methods, and spectroscopy. A conceptual and mathematical understanding of these concepts is developed throughout the course.

Prerequisite(s): A grade of "C" or better in CHEM 116, CHEM 116L, PHYS 216, and MATH 221

Corequisite(s): CHEM 431L

CHEM 431L Physical Chemistry: Quantum Mechanics Laboratory

1 credit, Fall

Continues education in safe chemistry laboratory practices and proper laboratory record keeping. Advanced mathematical concepts are introduced and utilized in data analysis.

Techniques of gas-phase reactions, spectroscopic analysis and theoretical modeling are included.

Prerequisite(s): A grade of "C" or better in CHEM 116, CHEM 116L, PHYS 216, and MATH 221

Corequisite(s): CHEM 431

CHEM 432 Physical Chemistry: Thermodynamics **3 credits, Spring**

Focuses on states of matter, the laws of thermodynamics, thermodynamic energies, phase changes, chemical equilibrium, the kinetic theory of gases, and chemical kinetics. A conceptual and mathematical understanding of these concepts is developed throughout the course.

Prerequisite(s): A grade of "C" or better in CHEM 431 and CHEM 431L or permission of department chair

Corequisite(s): CHEM 432L

CHEM 432L Physical Chemistry: Thermodynamics Laboratory

1 credit, Spring

Continues education in safe chemistry laboratory practices and proper laboratory record keeping. Advanced mathematical concepts are introduced and utilized in data analysis.

Techniques of gas-phase reactions and thermochemical analysis are introduced. Computational chemistry is used to complement traditional wet-chemistry techniques.

Prerequisite(s): A grade of "C" or better in CHEM 431 and CHEM 431L or permission of department chair

Corequisite(s): CHEM 432

CHEM 450 Senior Research Capstone **5 credits, Fall and Spring**

Provides an opportunity for the student to develop and conduct a scientific research project on campus. A minimum of 180 hours of laboratory work is required. Under the direction of a faculty mentor, each student performs independent and original research that is part of the faculty member's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. In February, invitations to apply are extended to all students who meet the prerequisites.

Restricted to chemistry majors.

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level chemistry courses; a grade of "C" or better in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio

Fees: Parking and printing fees may be required.

CHEM 455 Senior Internship Capstone **5 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 180 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to chemistry majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level chemistry courses; a grade of "C" or better in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio

Fees: Parking and printing fees may be required.

CHEM 460 Senior Research Capstone **9 credits, Fall and Spring**

Provides an opportunity for the student to develop and conduct a scientific research project on campus or off campus. A minimum of 327 hours of laboratory work is required. Under the direction of a Stevenson or host mentor, each student performs independent and original research that is part of the mentor's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to chemistry majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level chemistry courses; a grade of "C" or better in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio

Fees: Parking and printing fees may be required.

CHEM 460H Honors Senior Research Capstone **9 credits, Fall and Spring**

Provides an opportunity for the student to develop and conduct a scientific research project on or off campus. A minimum of 327 hours of laboratory work is required. Under the direction of a Stevenson or host mentor, each student performs independent and original research that is part of the mentor's ongoing research program. Emphasis is on honing oral and written skills in the context of scientific inquiry. Applications are competitive. In February, invitations to apply are extended to all students who meet the prerequisites.

Restricted to chemistry majors.

Prerequisite(s): Cumulative and science GPA of 3.70 or higher; a grade of "C" or better in a minimum of two upper-level chemistry courses; a grade of "C" or better in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio

Fees: Parking and printing fees may be required.

CHEM 465 Senior Internship Capstone **9 credits, Fall and Spring**

Provides an opportunity to gain professional workforce experience. A minimum of 327 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to chemistry majors.**

Prerequisite(s): A grade of "C" or better in a minimum of two upper-level chemistry courses; a grade of "C" or better in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio

Fees: Parking and printing fees may be required.

CHEM 465H Honors Senior Internship Capstone 9 credits, Fall and Spring

Provides an opportunity to gain professional workforce experience. A minimum of 327 hours of on-site work is required. The work must integrate and apply academic content appropriate to the workforce placement. Emphasis is on honing oral and written skills in the context of the internship experience. Applications are competitive. In February, invitations to apply are extended to all students who meet the prerequisites. **Restricted to chemistry majors.**

Prerequisite(s): Cumulative and science GPA of 3.70 or higher; a grade of "C" or better in a minimum of two upper-level chemistry courses; a grade of "C" or better in MATH 221; two evaluations by science faculty; and satisfactory completion of the School of the Sciences junior portfolio

Fees: Parking and printing fees may be required.

Criminal Justice

School of Humanities and Social Sciences
Department of Criminal Justice
Department Chair: Hamin Shabazz, D.P.A.

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, as part of Stevenson University's School of Humanities and Social Sciences, 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 confront the fundamental issues of criminal justice, which they face as professionals and as involved citizens.

The criminal justice program is also dedicated to excellence in research and scholarship by tackling the criminal justice issues in the State of Maryland. The faculty is also 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 of graduates.
- Inspire a sense of pride in being an alumnus or alumna of the criminal justice program at Stevenson University.

Criminal Justice Program Outcomes

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

1. Articulate the theories, policies, practices, processes, and reforms 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 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 Dean of the School of Humanities and Social Sciences requesting permission to attempt a course for a third time.

Criminal Justice Program Requirements

The courses listed below are required for completion of the bachelor'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 (all students):

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
CJUS 417	Criminal Justice Internship

Select Four 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~

Secondary Requirements (all students):

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*
POSCI 205	State & Local Government ~
SOC 101	Introduction to Sociology*

~ 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.

Criminal Justice Course Descriptions

CJUS 101 Introduction to Criminal Justice

3 credits, Fall and Spring

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, Fall and Spring

Provides an overview of criminal law and the fundamental elements of criminal procedures including 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, Fall and Spring

Examines the juvenile justice system including its history, structure, and interrelationships among law enforcement, the courts, and corrections. This course also explores federal, state,

and local laws and programs with an emphasis upon case law and statutory law, both historical and current. Issues in terms of the philosophy of *parens patriae* doctrine and constitutional procedures are also explored.

Prerequisite(s): A grade of "C-" or better in CJUS 101

CJUS 275 Corrections

3 credits, Fall and Spring

Examines the history, structure, and functions of corrections, and the legal and philosophical basis for the punishment of criminal offenders including 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, Fall and Spring

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 given to current issues and trends in law enforcement.

Prerequisite(s): A grade of "C-" or better in CJUS 101

CJUS 285 Criminology

3 credits, Fall and Spring

Examines the nature and extent of criminology. 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, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)**

Examines the various forms of white-collar crime as illustrated through case studies. Students will estimate the extent and costs of these crimes which 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, Fall or Spring (offered as needed)**

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 if the topics are different.

Prerequisite(s): A grade of "C-" or better in CJUS 101

CJUS 355 Race and Crime**3 credits, Fall or Spring (offered as needed)**

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: 1) How the law affects and has affected different racial groups in American society; 2) How different groups vary in their involvement in crime and the criminal justice system; and 3) 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, Fall or Spring (offered as needed)**

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, Fall and Spring**

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, Fall or Spring (offered as needed)**

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, Fall or Spring (offered as needed)**

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. Computer lab required.

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 383 Law Enforcement and the Community**3 credits, Fall or Spring (offered as needed)**

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, Fall or Spring (offered as needed)**

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

Prerequisite(s): Any 200-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, Fall or Spring (offered as needed)**

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

Prerequisite(s): Any 200-level CJUS course with a grade of "C-" or better

CJUS 417 Internship**3 credits, Fall and Spring**

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 and by permission of the criminal justice program coordinator

CJUS 420 Study Abroad Internship **6 credits, Summer**

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 and by permission of the criminal justice program coordinator

CJUS 430 Law Enforcement Administration and Management

3 credits, Fall or Spring (offered as needed)

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

Developmental

The courses in developmental studies include DEVM 105# General College Math and DEVR 106# College Reading and Learning Strategies. After completion of placement testing, students who do not demonstrate proficiency in basic skills are required to register for one or more of the following courses. These courses do not receive college credit but do count toward enrollment status for financial aid and full-time student status.

Developmental Course Descriptions

DEVM 105# General College Mathematics

0 credits, Fall, Spring, and Summer

Presents a variety of topics including sets and real numbers, polynomials, rational expressions, first-degree equations, exponents, roots and radicals, second-degree equations, and graphing.

Note: Students are placed into this course on the basis of standardized test scores and/or placement test results. Students must receive a "C" or better in this course before continuing on to college-level math classes.

DEVR 106# College Reading and Learning Strategies

0 credits, Fall, Spring, and Summer

Emphasizes college-level reading, effective study skills, and methods of developing a college-level vocabulary. This course is designed to help students be more efficient in heavy reading courses. Three hours lecture required each week.

Note: Students are placed into this course on the basis of standardized test scores and/or placement test results. Students must receive a "C-" or better in DEVR 106# and ENG 148 before continuing to ENG 151.

Corequisite(s): ENG 148

OASS 100 Success at Stevenson

0 credits, Fall and Spring

Teaches students the skills and strategies necessary for succeeding at Stevenson University. The curriculum includes modules on self-awareness, personal responsibility, time management and planning, professional communication, and specific instruction for academic skills such as studying, note-taking, and test-taking. The course, which is experiential in nature, requires students' real-life application of these skills and techniques. Additionally, this course reviews the policies

and procedures for academic honesty and introduces students to the technology and academic support resources available at Stevenson University to help them succeed.

Prerequisite(s): None

Economics

Brown School of Business and Leadership
Department of Business Administration

Stevenson University students may choose economics courses that can be used as electives to fulfill the core curriculum and/or to minor in economics by taking six courses. Business administration majors may select economics courses as a set of five major electives within their program. Enhancing any major course of study, students who select economics courses will be able to acquire a solid grasp of the pertinent economic issues and, in the process, strengthen critical and analytical thinking skills. The study of economics enhances critical thinking skills that will be an asset in any graduate program.

Stevenson University does not currently offer a bachelor's degree in economics.

Economics Course Descriptions

EC 110 The Economics of Public Issues

3 credits, Fall and Spring

Provides students the opportunity to better understand the fundamentals of economic literacy through the examination of current social topics and controversies. This course will provide basic tools to analyze current public and social issues. These topics include poverty, discrimination, big business, education, and pollution. This course examines the role of government with regards to taxes, national debt, free trade, and entitlement programs.

Prerequisite(s): None

General Education: Social Science

EC 201 Principles of Economics: Introduction to Macroeconomics

3 credits, Fall and Spring

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) and MATH 121

General Education: Social Science

EC 202 Principles of Economics: Introduction to Microeconomics

3 credits, Fall and Spring

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) and MATH 121

General Education: Social Science

EC 321/FIN 321 Money and Banking

3 credits, Fall

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, 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 335 Health Economics

3 credits, Spring (offered as needed)

Examines how economists explain the health care industry. Topics include the effects of market forces on health care, resource markets, and government health care policy. Supply and demand, market structure, and regulatory concepts will be applied to examine these issues.

Prerequisite(s): EC 202

EC 340 Economics of Sports

3 credits, Spring (offered as needed)

Examines the sports industry using economic theory. Using economic reasoning, the following questions will be addressed: "Are sports leagues a monopoly? Is the NCAA a monopoly? What determines a franchisee's profitability? What is the value of a new stadium to a community? How do labor relations affect a franchise or league?"

Prerequisite(s): EC 201 and EC 202

EC 345 Economics of Gender

3 credits, Spring (offered as needed)

Examines the differences in education, family, and career choices between men and women and their effects on economic outcomes, both nationally and internationally. Includes topics such as income and advancement, as well as family outcomes. The differences and their implications will be analyzed using an array of economic models.

Prerequisite(s): EC 201 and EC 202

EC 430/INBUS 430 International Economics

3 credits, Fall or Spring (offered as needed)

Examines the major issues in the area of international trade and their implications regarding global welfare. The major topics discussed include sources of comparative advantage, gains and losses from trade, globalization, and trade policy. The effects of exchange rate and domestic macro policies on global economies are also discussed.

Prerequisite(s): EC 201 and EC 202

EC 440 Environmental Economics

3 credits, Spring (offered as needed)

Examines the state of our environmental resources (domestic and global), the reasons and the implications for the degradation of these resources, and the ways in which human behavior affects the quality of the environment. An emphasis is placed on measuring, valuing, and designing public policies aimed at improving environmental quality via cost-benefit analysis. The economic and social consequences of these policies are also discussed.

Prerequisite(s): EC 201 and EC 202

EC 450 Urban Economics

3 credits, Fall or Spring (offered as needed)

Examines the economic bases for the existence of metropolitan areas. This course will study the economy of the metropolitan area including its growth, income distribution, economic stability, and prospects for renewal. Also covered in this course is an economic analysis of urban problems, with attention given to local, state, and federal policies, including a discussion of New Town planning.

Prerequisite(s): EC 201 and EC 202

Education

School of Education

Dean: Deborah Kraft, Ph.D.

Early Childhood Education: Liberal Arts and Technology

Early Childhood Education: Liberal Arts and Technology Program Description

Stevenson University offers a bachelor's degree program in early childhood education: liberal arts and technology (pre K – grade 3). Courses in this program provide candidates with the knowledge, skills, and dispositions to be successful early childhood teachers. The curriculum is designed to provide a strong foundation in liberal arts, mathematics and science, technological competency, and a thorough understanding of child development and its impact on educational practices. The curriculum includes an integration of theory, practice and mentoring, and includes field experiences from the second semester in the program. Candidates complete an internship in a Professional Development School that extends for two consecutive semesters. Candidates who successfully complete this 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. The early childhood program is approved by the Maryland State Department of Education. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Early Childhood Education: Liberal Arts and Technology Program Outcomes

Upon completion of the Bachelor of Science in Early Childhood Education: Liberal Arts and Technology, graduates will be able to

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

Early Childhood Education: Liberal Arts and Technology Program Policies

Candidates must earn a minimum overall GPA of 2.50 to progress to the sophomore year and a 3.00 to remain in the program, and the lowest acceptable grade is a "C-" in all courses.

Admission into the School of Education. Candidates in the early childhood education: liberal arts and technology program formally apply for admission into the School of Education at the end of their second year and must successfully complete specific requirements in order to progress in the program. Criteria for admission into the School include, but are not limited to the following: 1) achieve a 527 composite score on Praxis I or meet the

requirements for the SAT/ACT options, 2) earn an overall GPA of 3.00 or above, 3) earn grades of "C-" or above in all courses; and 4) satisfactorily complete all field experiences.

Admission into an Education Internship. Criteria for acceptance into the internship include, but are not limited to, the following: 1) achieve the composite score for Praxis I or meet the requirements of the SAT/ACT options, 2) attain an overall GPA of 3.00 or above, 3) earn grades of "C-" or better in all courses, 3) obtain the recommendation of the faculty in the School of Education; and 4) satisfactorily complete all field placements prior to internship. Candidates must also complete a criminal background check. Please see the Unit Assessment Plan: Performance of Candidates on the School of Education website for additional requirements.

Early Childhood Education: Liberal Arts and Technology Program Requirements

The courses listed below are required for completion of the bachelor's degree in early childhood education: liberal arts and technology. Candidates 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:

ED 108	Learning Experiences for Young Children
ED 220	Language Development in Young Children
ED 230	Processes and Acquisition of Reading
ED 270	Curriculum Principles and Practices
ED 271	Principles of Assessment
ED 272	Principles of Special Education
ED 302	Year 3 Seminar
ED 318	Methods of Teaching Mathematics in Early Childhood Education
ED 319	Methods of Teaching Science in Early Childhood Education
ED 331	Instruction of Reading
ED 365	Materials for Teaching Reading
ED 410	Assessment for Reading Instruction
ED 435	Seminar: Issues in Education
ED 440	Internship I: Early Childhood Education
ED 441	Internship II: Early Childhood Education

Required Field Placement in Year One - ED 108F

Required Field Placements in Year Two - ED 202F and ED 203F

Required Field Placements in Year Three - ED 305F and ED 306F

Secondary Requirements:

ANTH elective	
BIO elective	BIO 104 The Human Body and Contemporary Health Issues (recommended)*
CM elective	CM 101 Public Speaking (recommended)*
ENG 282	Literary Genres: Youth Literature (Children's Literature)*
Fine Arts elective	ART 241 Creative Development in Early Childhood Education (recommended)*
GEO elective*	
2 HIST electives	HIST 109 The United States: Colonial America to 1865 (recommended)* HIST 110 The United States: 1865 to Present (recommended)*
IS 134	MS Windows and Office Applications*
IS 214	Technology in Education
IS 300	Emerging Technologies for Schools

MATH elective (4 credit)

MATH 132
MATH 140
PHIL 420
PHSCI elective

Add'l PHSCI or BIO Lab elective
PSY 206
PSY 330

MATH 121 College Algebra (recommended)*

Mathematics for Teachers*
Basic Statistics*
Philosophy of Education*
PHSCI 110 Foundations of Physics (recommended)*

PHSCI 151 Principles of Earth and Field Science (recommended)*
Child Development*
Educational Psychology

Early Childhood Education: Liberal Arts and Technology Other Options

Minor:

A minor in early childhood education: liberal arts and technology is not available at this time.

Elementary Education: Liberal Arts and Technology

Elementary Education: Liberal Arts and Technology Program Description

Stevenson University offers a bachelor's degree program in elementary education: liberal arts and technology (grades 1-6). Courses in this program provide candidates with the knowledge, skills, and dispositions to be successful elementary teachers. The curriculum is designed to provide a strong foundation in liberal arts, mathematics and science, technological competency, and a thorough understanding of child development and its impact on educational practices. The curriculum includes an integration of theory, practice and mentoring, and includes field experiences from the third semester in the program. Candidates complete an internship in a Professional Development School that extends for two consecutive semesters. Candidates who successfully complete this program, including achieving passing scores on Praxis I (or meeting the requirements of 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. The elementary education: liberal arts and technology program is approved by the Maryland State Department of Education. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Elementary Education: Liberal Arts and Technology Program Outcomes

Upon completion of the Bachelor of Science in Elementary Education: Liberal Arts and Technology, graduates will be able to

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

Elementary Education: Liberal Arts and Technology Program Policies

Candidates must earn a minimum overall GPA of 2.50 to progress to the sophomore year and a 3.00 to remain in the program, and the lowest acceptable grade is a "C-" in all courses.

Admission into the School of Education. Candidates in the elementary education: liberal arts and technology program apply for admission into the School of Education at the end of their second year and must successfully complete specific requirements in order to progress in the program. Criteria for admission into the School include, but are not limited to the following: 1) achieve a 527 composite score on Praxis I or meet the requirements of the SAT/ACT options, 2) earn an overall GPA of 3.00 or above, 3) earn grades of "C-" or above in all courses; and 4) satisfactorily complete all field experiences.

Admission into an Education Internship. Criteria for acceptance into the internship include, but are not limited to, the following: 1) achieve the composite score for Praxis I or meet the requirements of the SAT/ACT options, 2) attain an overall GPA of 3.00 or above, 3) earn grades of "C-" or better in all courses, 3) obtain the recommendation of the faculty in the School of Education; and 4) satisfactorily complete all education field placements prior to internship. Candidates must also complete a criminal background check. Please see the Unit Assessment Plan: Performance of Graduates on the School of Education website for additional requirements.

Elementary Education: Liberal Arts and Technology Program Requirements

The courses listed below are required for completion of the bachelor's degree in elementary education: liberal arts and technology. Candidates 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:

- ED 220 Language Development in Young Children
- ED 230 Processes and Acquisition of Reading
- ED 270 Curriculum Principles and Practices
- ED 271 Principles of Assessment
- ED 272 Principles of Special Education
- ED 302 Year 3 Seminar
- ED 321 Methods of Teaching Mathematics in Elementary Education
- ED 322 Methods of Teaching Science and Health
- ED 331 Instruction of Reading
- ED 340 Methods for Teaching School Social Studies: Elementary
- ED 365 Materials for Teaching Reading
- ED 410 Assessment for Reading Instruction
- ED 435 Seminar: Issues in Education
- ED 442 Internship I: Elementary Education
- ED 443 Internship II: Elementary Education

Required Field Placements in Year Two - ED 202F and ED203F

Required Field Placements in Year Three - ED 305F and ED 306F

Secondary Requirements:

- | | |
|-----------------------------|--|
| ANTH elective | BIO 104 The Human Body and Contemporary Health Issues (recommended)* |
| BIO elective | CM 101 Public Speaking (recommended)* |
| CM elective | Literary Genres: Youth Literature (Children's Literature)* |
| ENG 282 | ART 242 Creative Development in Elementary Education (recommended)* |
| Fine Arts elective | |
| GEO elective* | |
| 2 HIST electives | HIST 109 The United States: Colonial America to 1865(recommended)* |
| | HIST 110 The United States: 1865 to Present (recommended)* |
| IS 134 | MS Windows and Office Applications* |
| IS 214 | Technology in Education |
| IS 300 | Emerging Technologies for Schools |
| MATH elective (4 credit) | MATH 121 College Algebra (recommended)* |
| | |
| MATH 132 | Mathematics for Teachers* |
| MATH 140 | Basic Statistics* |
| PHIL 420 | Philosophy of Education* |
| PHSCI elective | PHSCI 110 Foundations of Physics (recommended) |
| Add'l PHSCI or BIO elective | PHSCI 151 Principles of Earth and Field Science (recommended)* |
| PSY 206 | Child Development* |
| PSY 330 | Educational Psychology |

Elementary Education: Liberal Arts and Technology Other Options

Minor:

A minor in elementary education: liberal arts and technology is not available at this time.

Middle School Education: Liberal Arts and Technology

Middle School Education: Liberal Arts and Technology Program Description

Stevenson University offers a bachelor's degree program in middle school education: liberal arts and technology (grades 4-9). Candidates complete an area of concentration in either mathematics and science or English/language arts and social studies. Courses in both areas of concentration provide candidates with the knowledge, skills, and dispositions to be successful teachers. The curriculum is designed to provide a strong foundation in liberal arts, math and science, technological competency, and a thorough understanding of child and young adolescent development and its impact on educational practices. The sequence of courses is based on an integration of theory and practice, and includes field experiences from the third semester in the program. Candidates complete an internship in a Professional Development School that extends for two consecutive semesters. Candidates who successfully complete either area of concentration, 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. The middle school

education program is approved by the Maryland State Department of Education. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Middle School Education: Liberal Arts and Technology Program Outcomes

Upon completion of the Bachelor of Science in Middle School Education: Liberal Arts and Technology, graduates will be able to

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

Middle School Education: Liberal Arts and Technology Program Policies

Students must earn a minimum overall GPA of 2.50 to progress to the sophomore year and a 3.00 to remain in the program, and the lowest acceptable grade is a "C-" in all courses.

Admission into the School of Education. Candidates in the middle school education: liberal arts and technology program apply for admission into the School of Education at the end of their second year and must successfully complete specific requirements in order to progress in the programs. Criteria for admission into the School include, but are not limited to, the following: 1) achieve a 527 composite score on Praxis I or meet the requirements for the SAT/ACT options, 2) earn an overall GPA of 3.00 or above, 3) earn grades of "C-" or above in all courses; and 4) satisfactorily complete all field experiences.

Admission into an Education Internship. Criteria for acceptance into the internship include, but are not limited to, the following: 1) achieve the composite score for Praxis I or meet the requirements for the SAT/ACT options, 2) attain an overall GPA of 3.00 or above, 3) earn grades of "C-" or better in all courses, 3) obtain the recommendation of the faculty in the School of Education; and 4) satisfactorily complete all education field placements prior to internship. Candidates must also complete a criminal background check. Please see the Unit Assessment Plan: Performance of Candidates on the School of Education website for additional requirements.

Middle School Education: Liberal Arts and Technology Program Requirements

English/Language Arts and Social Studies Area of Concentration

The courses listed below are required for completion of the bachelor's degree in middle school education: liberal arts and technology in the English/language arts and social studies area of concentration. Candidates 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:

ED 266	Reading in the Content Areas I
ED 270	Curriculum Principles & Practices
ED 271	Principles of Assessment
ED 272	Principles of Special Education
ED 302	Year 3 Seminar
ED 362	Methods of Teaching English/Language Arts
ED 363	Methods of Teaching Social Studies
ED 367	Reading in the Content Areas II
ED 435	Seminar: Issues in Education
ED 444	Internship I: Middle School Education
ED 445	Internship II: Middle School Education

Required Field Placements in Year Two - ED 202F and ED203F

Required Field Placements in Year Three - ED 305F and ED 306F

Secondary Requirements:

Anthropology elective	
Communication elective	
EC 201/202	Principles of Economics: Macro/Micro
ENG 222	Writing and Education
ENG 282	Literary Genres: Youth Literature (Young Adolescent Literature)

English elective

Fine Arts elective

Elective (Recommended subjects are English, History, or Spanish)

Geography elective*

HIST 105	World History I
HIST 106	World History II
HIST 109	United States History: Colonial America to 1865
HIST 110	United States History: 1865 to Present*
IS 134	MS Windows and Office Applications*
IS 214	Technology in Education
IS 300	Emerging Technologies for Schools
MATH 121	College Algebra*
PHIL 420	Philosophy of Education*
Political Science elective	
PSY 206	Child and Early Adolescent Development*
PSY 330	Educational Psychology
Science elective	
Science/Math elective	

Math and Science Area of Concentration

The courses listed below are required for completion of the bachelor's degree in middle school education: liberal arts and technology in the mathematics and science area of concentration. Candidates 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:

ED 266	Reading in the Content Areas I
ED 270	Curriculum Principles and Practices
ED 271	Principles of Assessment
ED 272	Principles of Special Education
ED 302	Year 3 Seminar
ED 360	Methods of Teaching Science: Middle School
ED 361	Methods of Teaching Math: Middle School
ED 367	Reading in the Content Areas II
ED 435	Seminar: Issues in Education
ED 444	Internship I: Middle School Education
ED 445	Internship II: Middle School Education

Required Field Placements in Year Two - ED 202F and ED203F

Required Field Placements in Year Three - ED 305F and ED 306F

Secondary Requirements:

BIO 113	General Biology I: Cell and Genetics
BIO 113L	General Biology I: Cell/Genetics Lab
CHEM 115	General Chemistry I
CHEM 115L	General Chemistry I Lab
CHEM 115S	General Chemistry I SoLVE
Communication elective	
ENG 222	Writing and Education
ENG 282	Literary Genres: Youth Literature (Young Adolescent Literature)
Fine Arts elective	
Focused elective	
History elective	
History elective	
IS 134	MS Windows and Office Applications*
IS 214	Technology in Education
IS 300	Emerging Technologies for Schools
MATH 121	College Algebra*
MATH 140/210	Statistics and Probability*
MATH 201	The Nature of Mathematics
MATH 218	Geometry
MATH 301	Mathematical Structures
PHIL 420	Philosophy of Education*
PHSCI 110	Foundations of Physics*
PHSCI 151	Principles of Earth & Field Science*
PSY 206	Child and Early Adolescent Development*
PSY 330	Educational Psychology
Social Science Elective	

Middle School Education: Liberal Arts and Technology Other Options

Minor:

A minor in middle school education: liberal arts and technology is not available at this time.

Education Course Descriptions

ED 108 Learning Experiences for Young Children 3 credits, Spring

Focuses on curriculum development and the design of activities for young children. This course includes activities that foster physical well-being, emotional health, social development, creativity, and language and cognitive skills. Teacher candidates observe, participate, and teach in preschool classrooms one morning per week (ED 108F).

Prerequisite(s): None

ED 208 Learning Experiences for Young Children 3 credits, Fall

Focuses on acquiring the knowledge and skills required for the development, delivery and implementation of quality learning experiences for young children in a variety of settings. This course explores a range of issues related to curriculum development, activity design, instructional delivery and management of individual and group behavior.

Prerequisite(s): None

ED 220 Language Development in Young Children 3 credits, Fall and Spring

Focuses on the development of speech and language learning in children. This course presents techniques and materials used to stimulate and develop speaking and listening skills.

Prerequisite(s): None

ED 230 Processes and Acquisition of Reading 3 credits, Fall

Provides teacher candidates with an understanding of the reading acquisition process through observation and analysis of reading and written language development and the study of current issues in reading research. The course is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures, including spoken syllables, phonemes, graphemes, and morphemes is included in this course.

Candidates apply knowledge of the core areas of language to reading acquisition in terms of first and second language learners, typical development and exceptionalities. Candidates are introduced to current scientific research. Candidates observe, participate, and teach in school classrooms one half day per week.

Prerequisite(s): None

ED 266 Reading in the Content Areas I: Middle School 3 credits, Fall

Focuses on the reading process, including comprehending, analyzing and extending meaning from texts. Candidates examine the factors that affect reading performance and review the strategies and materials appropriate for each of the purposes of reading. Candidates study the frameworks for planning instruction that prepare students for the reading task, assist in monitoring while reading, and engage students in appropriate follow-up activities. Candidates observe, participate, and teach in school classrooms one half day per week (ED 203F).

Prerequisite(s): None

ED 270 Curriculum Principles and Practices 3 credits, Fall

Provides theoretical and practical introduction to an understanding of the teaching-learning process. The topics discussed in this course include the role of teacher, planning, and classroom management. Teacher candidates observe, participate, and teach in school classrooms one morning per week (ED 202F).

Prerequisite(s): ENG 151

ED 271 Principles of Assessment 3 credits, Spring

Introduces principles and practices of educational assessment. Teacher candidates examine a variety of assessments, with an emphasis on performance-based assessment. Candidates observe, participate, and teach in school classrooms one morning per week (ED 203F).

Prerequisite(s): None

ED 272 Principles of Special Education**3 credits, Spring**

Provides background in special education principles for the classroom teacher. This course includes information on the requirements of specific disabilities, and how to adapt the curriculum and environment to meet the needs of children with special needs. Teacher candidates examine state and federal legislation and survey-related services and resources. Candidates observe, participate, and teach in school classrooms one morning per week (ED 203F).

Prerequisite(s): None

ED 302 Year 3 Seminar**3 credits, Fall and Spring**

Assists candidates in developing a portfolio to highlight candidates' knowledge, skills and dispositions related to the InTASC Standards and the Charlotte Danielson Framework. Includes practice sessions on interview techniques.

Prerequisite(s): None

Concurrent course(s): ED 305F (fall), ED 306F (spring)

ED 318 Methods of Teaching Mathematics in Early Childhood Education**3 credits, Fall**

Focuses on methods, materials, and activities for teaching mathematical concepts in early childhood. This course emphasizes developing concrete experiences to introduce and reinforce concepts and developing activities to enhance higher order thinking. Teacher candidates observe, participate, and teach in school classrooms one day per week (ED 305F).

Prerequisite(s): ED 271

ED 319 Methods of Teaching Science in Early Childhood**3 credits, Spring**

Focuses on methods, materials, and activities for teaching science in early childhood. This course emphasizes developing sensory experiences to introduce and reinforce concepts and developing activities to enhance higher order thinking. Teacher candidates observe, participate, and teach in school classrooms one day per week (ED 306F).

Prerequisite(s): ED 271 and ED 272

ED 321 Methods of Teaching Mathematics in Elementary Education**3 credits, Spring**

Focuses on methods, materials, and procedures to help children learn arithmetic meanings and relationships. This course examines organization of subject matter, lesson preparation, and the use of instructional materials that help children understand the number system and mathematical concepts. Candidates observe, participate, and teach in school classrooms one day per week (ED 306F).

Prerequisite(s): ED 271

ED 322 Methods of Teaching Science and Health**3 credits, Fall**

Focuses on methods, materials, and activities for teaching science, health, and safety. Emphasis is on developing instructional techniques, hands-on investigations, and field experiences that help students understand and inquire into the processes and concepts of physical, life, earth, and space sciences; principles of physical and mental health needed to maintain a healthy life style; and environmental factors that impact the quality of one's life. The relationship among these areas of science is stressed. Includes introduction to the science standards of national professional organizations, state curricula, professional literature, and planning for classroom

activities. Candidates observe, participate, and teach in school classrooms one day per week (ED 305F).

Prerequisite(s): ED 271

ED 331 Instruction of Reading**3 credits, Spring**

Focuses on the fundamentals of research-based best practices and provides familiarity with a representative array of instructional techniques and strategies in the area of reading. Teacher candidates learn instructional routines and techniques to address the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups. Attention is given to differentiated instruction to meet the needs of diverse learners.

Prerequisite(s): ED 365

ED 340 Methods for Teaching Social Studies:**Elementary****3 credits, Fall**

Prepares teacher candidates to become effective social studies educators capable of teaching elementary students the content knowledge, intellectual skills, and civic values necessary for fulfilling the responsibilities of citizenship in a participatory democracy. In this course, special attention is given to effective teaching strategies and to addressing the individual and cultural diversity of all learners.

Prerequisite(s): None

ED 360 Methods of Teaching Science: Middle School**3 credits, Fall**

Includes an in-depth study of the philosophy, resources, curriculum, instructional strategies and assessment practices necessary to design a learning environment focused on the developmental characteristics of young adolescents. The course emphasizes state and national science standards, science process skills and the major concepts of life, earth, physical and environmental sciences. Candidates engage in constructivist teaching methods including: collaboration, 5 E cycle, investigation, inquiry, discovery and project-based learning. The importance of creating and maintaining a safe and supportive science classroom is addressed. Appropriate use of technology and instrumentation to enhance learning is identified. Strategies to make reading in the science classroom purposeful are investigated. Assessment of science processes and content lead candidates to explore a variety of assessment strategies appropriate to the diverse needs of young adolescent learners. Candidates observe, participate and teach in school classrooms one day per week (ED 305F).

Prerequisite(s): None

ED 361 Methods of Teaching Math: Middle School**3 credits, Spring**

Includes an in-depth study of the philosophy, resources, curriculum, instructional strategies and assessment practices necessary to design a learning environment focused on the developmental characteristics of young adolescents. This course emphasizes the National Council of Teachers of Mathematics standards and state standards. Candidates engage in constructivist teaching methods including problem solving, collaboration, investigation, inquiry, discovery and project-based learning. This course includes investigation and application of number sense, ratio, proportion, percent, number theory, data analysis, patterns, and connections to algebra and geometry topics in the context of the middle school mathematics curriculum. Appropriate use of technology, including graphing calculators and software, is identified and explored.

Prerequisite(s): None

ED 362 Methods of Teaching English/Language Arts: Middle School

3 credits, Fall

Examines middle level curriculum and instruction in the areas of English/language arts. Teacher candidates develop an understanding of state and national standards to design developmentally appropriate English/language arts programs to meet the varying abilities and learning styles of young adolescents. This course addresses the following topics: 1) Composing in a variety of modes for a particular audience and purpose, 2) Responding to text by employing personal experiences, 3) Evaluating the content, organization and language of text, and 4) Applying the conventions of Standard English in writing and speaking. Candidates observe, participate, and teach in school classrooms one day per week (ED 305F).

Prerequisite(s): ENG-152

ED 363 Methods of Teaching Social Studies: Middle School

3 credits, Spring

Prepares teacher candidates to become effective social studies educators capable of teaching middle school students the content knowledge, intellectual skills, and civic values necessary for fulfilling the responsibilities of citizenship in a participatory democracy. Special attention is given to effective teaching strategies and to addressing the individual and cultural diversity of all learners.

Prerequisite(s): ED 262

ED 365 Materials for Teaching Reading

3 credits, Fall

Assists teacher candidates in the selection and evaluation of materials for teaching reading and related skills that are consistent with the findings of scientifically based reading research. Candidates demonstrate an understanding of research-supported programs, approaches and methods, and address different levels of reading proficiency within a classroom to enable students to become strategic, fluent, and independent readers. Candidates are prepared to involve parents and members of the school and surrounding community to promote daily reading inside and outside of school. Candidates observe, participate, and teach in classrooms one day per week.

Prerequisite(s): None

ED 367 Reading in the Content Areas II: Middle School

3 credits, Fall

Focuses on the implementation of a coherent literacy program for young adolescents that supports content area learning. Teacher candidates use a variety of strategies to promote student independence in content area reading. Candidates incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language (dialect and ESOL), disabilities, and giftedness. Candidates teach lessons in the content areas focused on text-based concept development. Candidates observe, participate and teach in school classrooms one day per week.

Prerequisite(s): ED 266

ED 410 Assessment for Reading Instruction

3 credits, Fall

Assists teacher candidates in becoming proficient consumers and users of classroom-based assessments and assessment data. In this course, instruction focuses on building a knowledge of how to administer and use several valid, reliable, research-based formal and informal assessments of reading and related skills. Teacher candidates also learn how to effectively interpret the results of assessments, and how to

communicate assessment results in a variety of contexts. Candidates demonstrate that they can use assessment data to guide instructional decisions.

Prerequisite(s): ED 331

ED 435 Seminar: Issues in Education

3 credits, Fall and Spring

Synthesizes contemporary issues in education and the theory and practice of teaching, with emphasis on classroom management, communication, curriculum planning, assessment, and special education.

Prerequisite(s): ED 331

ED 440 Internship I: Early Childhood

5 credits, Fall

Includes responsibility for implementing an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of individual students. Internship I includes two days in a Professional Development School.

Prerequisite(s): Submission of a satisfactory Year 3 portfolio, permission of the Dean

ED 441 Internship II: Early Childhood

12 credits, Spring

Continues and builds upon Internship I. This course includes responsibility for all aspects of teaching, including planning and implementing the curriculum on both a long-term and daily basis. Internship II includes full-time classroom experience in an early childhood classroom in a Professional Development School.

Prerequisite(s): ED 440

ED 442 Internship I: Elementary

5 credits, Fall

Includes responsibility for implementing an integrated curriculum, assessing learning, and adapting the curriculum to meet the needs of individual students. Internship I includes two days in a Professional Development School.

Prerequisite(s): Submission of a satisfactory Year 3 portfolio, permission of the Dean

ED 443 Internship II: Elementary

12 credits, Spring

Continues and build upon Internship I. This course includes responsibility for all aspects of teaching, including planning and implementing the curriculum on both a long-term and daily basis. Internship II includes full-time classroom experience in an elementary classroom in a Professional Development School.

Prerequisite(s): ED 442

ED 444 Internship I: Middle School

5 credits, Fall

Provides opportunities for teacher candidates to integrate theory and practice. Candidates demonstrate their ability to effectively implement an integrated curriculum, assess student learning, and adapt the curriculum to meet the needs of young adolescent students. Internship I includes two days in a Professional Development School.

Prerequisite(s): Submission of a satisfactory Year 3 portfolio, permission of the Dean

ED 445 Internship II: Middle School

12 credits, Spring

Continues and builds upon Internship I. This course includes responsibility for all aspects of teaching, including planning and implementing the curriculum on both a long-term and daily basis. Internship II includes full-time classroom experience in a middle school classroom in a Professional Development School.

Prerequisite(s): ED 444

English Language and Literature

School of Humanities and Social Sciences
Department of English
Department Chair: Joseph Marshall, Ph.D.

Dedicated to the belief that language and literature form the foundations of our community and culture, the Stevenson University Department of English fulfills its responsibilities to its majors and to the general student population through course offerings that prepare students to read closely, to think critically, to write clearly, and to understand literature as art and as a record of their cultural heritage.

English Language and Literature Program Description

The English language and literature program allows students considerable flexibility in planning their course work and pursuing their career goals. The program possesses four sequences of courses: career development, literature, creative writing, and professional writing.

Career Development: The four courses in the career development sequence are required of all English language and literature majors. These classes gradually develop the knowledge and skills essential to integrating academic experience with career preparation. Students learn how to become self-improving and self-assessing learners capable of creating career goals and making informed academic and career choices based upon those goals.

Literature: The seven courses required in the literature sequence offer far more choice. To learn the critical thinking skills associated with the study and creation of literature, all students must take two specific courses: *Critical Approaches to Literature I* and *Critical Approaches to Literature II*. The refinement of these skills takes place in the five literature electives that each major chooses based upon his or her career goals and personal preferences.

Creative Writing: Participation in the creative writing sequence is purely voluntary. The eight courses in the sequence offer students the opportunity to develop the critical and creative skills essential to writing poetry, fiction, and/or nonfiction. The sequence begins with an introductory course that exposes students to all three forms. Then, students choose how, or if, they will progress through the study of writing in these three forms. Some may stop after the introductory course, others may focus on a specific form such as poetry, and others may study more than one form.

Professional Writing: Participation in the professional writing sequence is also voluntary. The seven courses in this sequence offer students the opportunity to develop the critical and creative skills essential to journalism and/or public relations writing. This sequence begins with an introductory course in journalism. Students then choose how, or if, they will progress through the study of feature writing, magazine writing, and/or public relations writing.

The English language and literature program includes four English electives that majors may use to maximize their ability to achieve their career goals. Each student must decide whether the electives will be used for more literature courses, for creative writing courses, for professional writing courses, or for a combination of any of these types of courses.

English Language and Literature Program Outcomes

Upon completion of the Bachelor of Arts in English Language and Literature, graduates will be able to

1. Solve problems by thinking creatively and critically.
2. Read and interpret texts using critical theory and language arts.
3. Use research resources.
4. Write academic, professional, and/or creative texts.
5. Communicate orally and nonverbally.
6. Negotiate personal values in relation to the values of others.
7. Apply academic preparation to professional and cultural experiences beyond the classroom.
8. Make informed academic and career choices based on self-determined goals.

English Language and Literature Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "D" in major courses. Once students have declared their intentions to major in English language and literature, they are required to take all major courses at Stevenson University. Students must complete two semesters in a foreign language at the intermediate level or above. Full-time students interested in languages other than French and Spanish are eligible to participate in the Baltimore Student Exchange program with area colleges and universities. Contact the Registrar's Office for information on this program.

English Language and Literature Program Requirements

The courses listed below are required for completion of the bachelor's degree in English language and literature. Specific pre- and co-requisites for each course are provided in the course descriptions section of this catalog.

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

Major Requirements:

(Note: Some courses may be repeated for credit when focus or topic changes. Check the course descriptions following this section to identify these courses.)

Required Courses

ENG 230	Critical Approaches to Literature I
ENG 231	English: Forms and Functions
ENG 331	Design Your Career
ENG 332	Critical Approaches to Literature II
ENG 420	English Capstone: Internship

Five Literature Electives

Two courses at the 200-level
Two courses at the 300-level
One course at the 400-level

Four English Electives

One course at the 200-level
One course at the 300-level
One course at the 400-level
One course at the 200-level or above

Secondary Requirements:

Two semesters of a foreign language at the 200-level or above*

EDCP 100 EN1 First Year Seminar

English Language and Literature Other Options

Minor:

A minor is available in English, requiring six courses at the 200-level or beyond. At least three courses for the minor must be taken at Stevenson. Minors are eligible to take courses restricted to English if they have the prerequisites. Please see an academic advisor for more information. For specific information regarding minor requirements, please consult the minors section of the catalog.

English Course Descriptions

Note: SAT verbal scores, college placement tests, and high school transcripts determine a student's first semester English requirements. Advanced placement and credit may be given based on the Advanced Placement tests given by the College Entrance Examination Board. (See "placement" in the admissions section of this catalog.) All students must establish evidence of writing competence by achieving a minimum grade of "C" in ENG 151 or HON 171 or presenting AP credit before proceeding to other English courses or graduating from the University. Except in the case of students who enter as transfers with writing and literature course credits from previous semesters, all writing courses must be taken at Stevenson University.

ENG 148 Introduction to Composition

3 credits, Fall, Spring, and Summer

Focuses on the fundamentals of writing unified, coherent, fully developed paragraphs and short essays. Students will review grammar and practice sentence and paragraph construction.

Note: Students are placed into this course on the basis of standardized test scores and/or placement test results. Students must receive a "C" or better in DEVR 106# and ENG 148 before continuing to ENG 151.

General Education: Does not satisfy the writing skills requirement

ENG 151 Composition & Writing from Sources

3 credits, Fall, Spring, and Summer

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

Prerequisite(s): Placement (see above) or a grade of "C" or better in ENG 148 and DEVR 106#

General Education: A grade of "C" meets university writing competency requirement and qualifies students to proceed to ENG 152.

ENG 152 Writing About Literature

3 credits, Fall, Spring, and Summer

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

Prerequisite(s): A grade of "C" or better in ENG 151 or HON 171

General Education: Writing skills requirement

ENG 172H Writing Literary Interpretation

3 credits, Spring

Emphasizes academic writing and critical thinking skills. Through close reading of poetry, drama, and prose fiction, this course develops interpretative skills, an appreciation of literature, and an understanding of literary terms and traditions.

Prerequisite(s): HON 171 or Honors Program member or grade of "B" or better in ENG 151 with the recommendation of instructor

General Education: Writing skills (honors)

ENG 222 Writing and Education

3 credits, Fall

Provides study and practice in advanced academic writing and in peer editing. Students read texts that focus on education and that present problems associated with writing and the teaching of writing. Students will write essays that respond to these problems. They will then peer edit these essays to gain experience with the acts of assessment and the acts of communication essential to the teaching of writing.

Prerequisite(s): A "C" or better in ENG 152 or equivalent

General Education: 200-level writing skills course for select majors

ENG 224 Introduction to Creative Writing

3 credits, Fall and Spring

Introduces students to basic literary techniques in poetry, fiction, and non-fiction and to their use. Students will compose brief original texts in each genre and critique them in group workshops.

Prerequisite(s): A grade of "C" or better in ENG 152 or equivalent

General Education: 200-level writing skill core requirement

ENG 230 Critical Approaches to Literature I

3 credits, Spring

Introduces critical methodologies that focus on text, reader, or context. Students develop interpretive skills through application of approaches such as Formalist, Rhetorical, Reader-Response, and Historical/Cultural. **Restricted to English language and literature majors and minors and interdisciplinary studies majors with English as one of their disciplines.**

Prerequisite(s): A grade of "C" or better in ENG 152 or equivalent

ENG 231 English: Forms and Functions

3 credits, Fall and Spring

Examines the English language as a medium of communication dependent upon linguistic structures that can produce a wide range of verbal expression. Students will acquire a working knowledge of the linguistic structures of the English language. They will also examine the relation between linguistic choices and academic, creative, and journalistic styles. **Restricted to English language and literature majors and minors and interdisciplinary studies majors with English as one of their disciplines.**

Prerequisite(s): A grade of "C" or better in ENG 152 or equivalent

ENG 240 Historical Perspectives

3 credits, Fall and Spring

Studies selected works of British, American, or World literature that illustrate an aesthetic and/or cultural change from one literary period to another. Students read texts closely and analyze them as representative samples of the aesthetic and/or cultural values across literary periods. This course may be repeated for credit if the topics are different.

Prerequisite(s): A grade of "C" or better in ENG 152 or equivalent

General Education: Humanities

ENG 253/CM 253 Journalism I

3 credits, Fall

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. ***Restricted to business communication and English language and literature majors.***

Prerequisite(s): A grade of "C-" or better in ENG 152 or equivalent.

ENG 254/CM 254 Journalism II

3 credits, Spring

Continues the theory and practice of journalism composing 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. ***Restricted to business communication and English language and literature majors.***

Prerequisite(s): A grade of "C-" or better in ENG 253.

ENG 281 Topics in Literature

3 credits, Fall and Spring

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

Prerequisite(s): A grade of "C" or better in ENG 152 or equivalent

General Education: Humanities

ENG 282 Literary Genres: Youth Literature

3 credits, Fall and Spring

Introduces students to a range of literature written for children or for young adolescents and to the critical approaches appropriate to interpreting these works. Students examine the contributions this literature can make to the development of young readers through its ability to dramatize the essential conflicts of childhood and adolescence, to build a knowledge base of historical and cultural information, and to introduce and describe the values and customs of other cultures.

Restricted to education majors or by permission of the English department chair.

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, Fall and Spring

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

ENG 287 Literary Genres: Poetry

3 credits, Fall and Spring

Studies the development and/or form of poetry. 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

ENG 288/THEA 288 Literary Genres: Drama

3 credits, Fall

Explores the elements of drama (plot, character, dialog, theme, and staging) using examples from world literature. Students study plays from different periods of theatre history representing the basic types of drama. Students examine various approaches to the analysis and interpretation of plays and develop skill in writing responses to scripts and live productions.

Prerequisite(s): A grade of "C" or better in ENG 152 or equivalent

General Education: Humanities

Fee: Theatre tickets

ENG 289 Literary Genres: The Novel

3 credits, Fall and Spring

Studies the development and/or form of the novel. 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

ENG 303/CM 303 Feature Writing

3 credits, Fall

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/CM 253 or permission of the instructor

ENG 304/CM 304 Magazine Writing and Publishing

3 credits, Spring

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/CM 254 or ENG 303/CM 303 or permission of the instructor

ENG 305/CM 305 Journalism Practicum

1.5 or 2 credits, Fall and Spring

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. This course may be repeated for credit.

Prerequisite(s): A grade of "C-" or better in ENG 254 or permission of instructor

ENG 314/CM 314 Public Relations Writing

3 credits, Fall and Spring

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, students 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/CM 254 and CM 275

ENG 324 Creative Writing: Non-Fiction**3 credits, Fall and Spring**

Examines a range of forms, devices, and strategies in non-fiction writing, drawing upon the work of historical and contemporary authors. Students compose original non-fiction texts, shared in group workshop critiques that emphasize processes of close reading and revision.

Prerequisite(s): A grade of "C-" or better in ENG 224, ENG 286, or ENG 289

General Education: 200-level writing skills course for select majors

ENG 325 Creative Writing: Fiction**3 credits, Fall and Spring**

Examines a range of forms and strategies in fiction writing, drawing upon the work of historical and contemporary authors. Students compose original short stories, shared in group workshop critiques that emphasize processes of close reading and revision.

Prerequisite(s): A grade of "C-" or better in ENG 224, ENG 286, or ENG 289

General Education: 200-level or higher writing skills course for select majors

ENG 326 Creative Writing: Poetry**3 credits, Fall and Spring**

Examines a range of poetic forms and strategies, drawing upon the work of historical and contemporary authors. Students compose original poems, shared in group workshop critiques that emphasize processes of close reading and revision.

Prerequisite(s): A grade of "C-" or better in ENG 224 or ENG 287

General Education: Core Elective; Does NOT satisfy the core curriculum requirement for humanities or writing

ENG 331 Design Your Career**3 credits, Fall and Spring**

Guides students in designing their careers. Students will explore a variety of career options, assess their current skills, and identify skills they need to acquire to be successful applicants for internships, jobs, or graduate school. Students will also prepare a plan for attaining the skills they lack, focusing on future coursework and internship opportunities; they will additionally consider volunteer work, club activities, publishing, and other professional experiences. **Restricted to English language and literature majors.**

Prerequisite(s): A grade of "C-" or better in ENG 231.

ENG 332 Critical Approaches to Literature II**3 credits, Fall and Spring**

Builds on the methodological skills of *ENG 230: Critical Approaches to Literature I*. Students focus on application of broader ideological approaches, such as New Historicist, Structuralist, Poststructuralist, Marxist, Psychoanalytic, Feminist, Postcolonial, Queer, Gender, and Race. **Restricted to English language and literature majors and minors and interdisciplinary studies majors with English as one of their disciplines.**

Prerequisite(s): A grade of "C-" or better in ENG 230 and two 200-level literature courses

ENG 334 Advanced Non-Fiction Workshop**3 credits, Fall and Spring**

Acts as an advanced workshop in non-fiction writing. Students learn to use and evaluate a range of nonfiction prose forms, genres, and strategies, drawing upon the work of historical and contemporary authors. They compose original essays and other creative nonfiction texts, shared in workshop critiques that emphasize processes of close reading and revision.

Prerequisite(s): A grade of "C-" or better in ENG 324

General Education: 200-level or higher writing skills course for select majors

ENG 335 Advanced Fiction Workshop**3 credits, Fall and Spring**

Acts as an advanced workshop in fiction writing. Students produce original fiction and self-assess goals for further creative writing projects, researching literary markets for publication opportunities, formulating publication strategies, extending revision techniques, and appraising issues of literary voice, thematic articulation, reflexivity, and narrative design. By practicing collaborative critique, students revise work to a professional standard and develop story sequences and/or novel chapters, submitted in course portfolios.

Prerequisite(s): A grade of "C-" or better in ENG 325

ENG 336 Advanced Poetry Workshop**3 credits, Fall and Spring**

Acts as an advanced workshop in poetry writing. Students produce original poetry and self-assess goals for further creative writing projects, researching literary markets for publication opportunities, formulating publication strategies, extending revision techniques, and appraising issues of literary voice, thematic articulation, and formal design. By practicing collaborative critique, students revise work to a professional standard and develop poems or poem sequences, submitted in course portfolios.

Prerequisite(s): A grade of "C-" or better in ENG 326

ENG 340 Period Studies**3 credits, Fall and Spring**

Examines a select group of texts representative of the discourse of a particular place at a particular time. Students will analyze texts as responses and contributions to the historical context of the period and the culture. This course may be repeated for credit if the topics are different.

Prerequisite(s): A grade of "C" or better in one 200-level literature course

General Education: Humanities

ENG 381 Themes in Literature**3 credits, Fall and Spring**

Examines a select group of texts that focus upon a significant theme whose problematic nature has drawn attention across time and/or across cultures. Students will analyze texts as literary responses to and/or influences upon that problematic theme. This course may be repeated for credit if the topics are different.

Prerequisite(s): A grade of "C" or better in one 200-level literature course

General Education: Humanities

ENG 385 Literary Genres: Special Topics**3 credits, Fall and Spring**

Examines a select group of texts that represent a type of literature that may exist within a formal genre or across several genres. Students will analyze these texts as examples of the conventions of form and/or content that define the type. This course may be repeated for credit if the topics are different.

Prerequisite(s): A grade of "C" or better in one 200-level literature course

General Education: Humanities

ENG 401 Major Author**3 credits, Fall and Spring**

Explores the aesthetic, cultural, and/or historical reasons for a writer's valuation as a major author. Students select their own criteria for evaluating the author's status and integrate critical

theory and secondary sources into their final analysis. This course may be repeated for credit if the topics are different.

Prerequisite(s): A grade of "C-" or better in two 300-level literature courses and ENG 332

ENG 402 Major Work

3 credits, Fall and Spring

Explores the aesthetic, cultural, and/or historical reasons for a text's valuation as a major work of art. Students select their own criteria for evaluating the text's status and integrate critical theory and secondary sources into their final analysis. This course may be repeated for credit if the topics are different.

Prerequisite(s): A grade of "C-" or better in two 300-level literature courses and ENG 332

ENG 403 Creative Writing Capstone

3 credits, Spring

Acts as the culminating course for students pursuing academic and professional interests in creative writing. Students will synthesize their knowledge and practice of literary techniques, genres, and forms, in preparation for success in the next stage of their academic and professional careers.

Prerequisite(s): A grade of "B-" or better in any two 300-level writing courses

ENG 404 Professional Writing Capstone

3 credits, Spring

Acts as the culminating course for students pursuing academic and professional interests in journalism. By producing and submitting articles for publication, students synthesize their knowledge of journalistic writing, practice, and publication strategies in preparation for success in the next stage of their academic and professional careers.

Prerequisite(s): A grade of "C-" or better in ENG 303 and in either ENG 304 or ENG 314

ENG 420 English Capstone: Internship

3 credits, Fall and Spring

Acts as the capstone course for the major. Students demonstrate their status as self-improving and self-assessing learners by defining, acquiring, completing, and evaluating an internship experience and by integrating this experience into an evaluation of their preparedness for graduation, for the beginning of their careers, and for an active life of learning beyond the classroom.

Prerequisite(s): A grade of "C-" or better in ENG 331 and senior status

Environmental Science

School of the Sciences

Department of Biological Sciences

Associate Dean and Chair: Meredith Durmowicz, Ph.D.

Environmental Science Program Description

The Environmental Science Program is designed to prepare students to address the integral relationship between humankind and the environment. There is a growing recognition of the impact of humans on organisms, landforms, the atmosphere, and ecosystems. This program will engage students in a study of the principles, methodologies, and practices of the life, physical, and mathematical sciences as they relate to the environment. The foundational concepts of human systems, such as businesses, governments, and communities, and their impact on the environment will also be studied. An emphasis on experiential and lifelong learning will also prepare graduates to meet the needs of today's society.

Environmental Science Program Outcomes

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

1. Solve environmental problems by integrating knowledge from the natural and social sciences.
2. Evaluate the effects of humans on the biosphere.
3. Apply field and laboratory research skills and techniques to the investigation of scientific questions.
4. Evaluate environmental issues and advances using scientific literature.
5. Communicate scientific findings in written and oral formats appropriate to the specific audience.
6. Conduct himself or herself in a manner consistent with the professional and ethical standards of the discipline.
7. Practice environmental stewardship.
8. Apply academic preparation to professional experiences outside the classroom.

Environmental Science 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 and secondary science and math required courses. Please see the specific program requirements for a listing of the required courses.

No student, regardless of major, will be permitted to take a science or math course unless a grade of "C" or better is earned in all prerequisite courses. A student may not earn a grade of "C-" or lower in any science or math course more than three times during the program. If a fourth grade of "C-" or lower is earned in any science or math course, the student will be automatically dismissed from the biology major.

Probation: The student who earns any combination of two grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Final Probation: The student who earns any combination of three grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair that he or she is on final probation. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair and/or the Dean of the School of the Sciences.

Dismissal: If a fourth grade of "C-" or lower in any science or math course is earned, the student will automatically be dismissed from the major.

Environmental Science Program Requirements

The courses listed below are required for completion of the bachelor's degree in Environmental Science. 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:

BIO 113	General Biology I: Cell Biology and Genetics
BIO 113L	General Biology I: Cell Biology and Genetics Laboratory
BIO 114	General Biology II: Structure and Function of Organisms
BIO 114L	General Biology II: Structure and Function of Organisms Laboratory
BIO 115	General Biology III: Ecology and Evolution
CHEM 115	General Chemistry I
CHEM 115L	General Chemistry I Laboratory
CHEM 115S	General Chemistry I SoLVE
CHEM 116	General Chemistry II
CHEM 116L	General Chemistry II Laboratory
CHEM 116S	General Chemistry II SoLVE
ENV 201	Environmental Chemistry ~
ENV 201L	Environmental Chemistry Laboratory ~
ENV 225	Techniques in Environmental Science ~
ENV 275	Environmental Science (see BIO 275 for description)

Senior Capstone Experience (Select ONE of the six):

- ENV 450, 460 or 460H Senior Research Capstone (see BIO450, 460 or 460H for description)
- ENV 455, 465 or 465H Senior Internship Capstone (see BIO 455, 465, or 465H for description)
- ++ Students selecting one of the 9 credit senior capstone options can take one less upper level Group 2 elective.

Electives (Students may choose to take up to two biology and/or chemistry courses to fulfill ENV electives):

Biology Electives:*Group 1 (Select THREE):*

ENV 213	Ecology (see BIO 213 for description)
ENV 215	Evolution and Biodiversity ~
ENV 270	Animal Behavior (see BIO 270 for description)
ENV 260	Forestry ~
ENV 280	Soil Sciences ~

Group 2 (Select THREE):

ENV 307	Marine Biology (see BIO 307 for description)
ENV 360	Wildlife Ecology and Management (see BIO 360 for description)
ENV 310	Aquatic Ecology ~
ENV 330	Conservation Biology ~
ENV 340	Landscape Ecology ~
ENV 410	The Chesapeake Bay Ecosystem ~
ENV 420	Restoration Ecology ~
ENV 430	Ecosystem Delineation and Mitigation ~

Group 3: Any ENV elective

Group 4: Any ENV elective

Secondary Requirements:

PHYS 210 or	General Physics I* or
PHYS 215	General Physics I with Calculus*
PHYS 211 or	General Physics II* or
PHYS 216	General Physics II with Calculus *
MATH 220	Calculus I*
MATH 235	Statistical Methods
SCI 100	School of the Sciences New Student Seminar
GEO 330	Geographical Information Systems

Select ONE of the following two-course sequences:

EC 202	Principles of Economics: Introduction to Microeconomics
EC 440	Environmental Economics

OR	
POSCI 102	American Government: Political Institutions and Procedures
LAW 375	Environmental Law
OR	
PHIL 215	Ethics
PHIL 3xx	Environmental Ethics ~
OR	
POSCI 102	American Government: Political Institutions and Procedures
POSCI 3xx	Environmental Policy ~
~Course under development	

Environmental Science Other Options**Biology Department Honors Requirements:**

Eligible students majoring in environmental science may elect to pursue honors within the biology department. The intention to pursue biology department honors must be declared no later than the end of the first semester of the junior year. To declare the intent to pursue departmental honors, a student must have earned a science GPA of 3.50 or higher.

Students graduating with biology department honors will have this distinction noted on their official university transcript. In order to graduate with departmental honors, the following requirements must be met:

- Completion of a 400-level capstone experience with a grade of "B" or better
- Completion of BIO 440 Seminar Topics in Biology with a grade of "B" or better
- Completion of an Honors Contract Project in an upper-level biology course. A grade of "B" or better must be earned in the course in which an Honors Contract Project is completed. The student must submit a contract project proposal to be approved by department faculty before beginning the project. The final project must be approved by department faculty in order to receive honors credit.
- A science GPA of 3.50 or higher at the time of graduation

Environmental Science Course Descriptions**ENV 201 Environmental Chemistry**

This course is under development

ENV 201L Environmental Chemistry Laboratory

This course is under development.

ENV 213 Ecology

See BIO 213 in the biology section of this catalog for a course description.

ENV 215 Evolution and Biodiversity

This course is under development.

ENV 255 Techniques in Environmental Science

This course is under development.

ENV 260 Forestry

This course is under development.

ENV 270 Animal Behavior

See BIO 270 in the biology section of this catalog for a course description.

ENV 275 Environmental Science

See BIO 275 in the biology section of this catalog for a course description.

ENV 280 Soil Sciences

This course is under development

ENV 307 Marine Biology

See BIO 307 in the biology section of this catalog for a course description.

ENV 310 Aquatic Ecology

This course is under development.

ENV 330 Conservation Biology

This course is under development.

ENV 340 Landscape Ecology

This course is under development.

ENV 360 Wildlife Ecology and Management

See BIO 360 in the biology section of this catalog for a course description.

ENV 410 The Chesapeake Bay Ecosystem

This course is under development.

ENV 420 Restoration Ecology

This course is under development.

ENV 430 Ecosystem Delineation and Mitigation

This course is under development.

ENV 450 Senior Research Capstone

See BIO 450 in the biology section of this catalog for a course description.

ENV 455 Senior Research Capstone

See BIO 455 in the biology section of this catalog for a course description.

ENV 460 Senior Research Capstone

See BIO 460 in the biology section of this catalog for a course description.

ENV 460H Senior Research Capstone

See BIO 460H in the biology section of this catalog for a course description.

ENV 465 Senior Research Capstone

See BIO 465 in the biology section of this catalog for a course description.

ENV 465H Senior Research Capstone

See BIO 465H in the biology section of this catalog for a course description.

Fashion Design

School of Design

Department of Fashion Design

Program Coordinator: Sally DiMarco, M.Ed.

Fashion Design Program Description

The Fashion Design degree curriculum synthesizes the individual esthetic of the designer with an understanding of

the market, historical context of fashion and costume, consumer psychology, materials, and techniques of apparel construction.

The major's curriculum focus is primarily on studio work and other discipline-specific course work central to its mission of developing the student's individual design voice and vision while developing their potential as practicing technical fashion design professionals.

Fashion Design Program Outcomes

Upon completion of the Bachelor of Science in Fashion Design, graduates will be able to

1. Apply the skills, concepts, methodologies, and behaviors to be practicing technical fashion design professionals.
2. Execute sophisticated rendering, design, and computer skills to illustrate concepts, communicate design development ideas, create effective presentations, and translate into technical specifications.
3. Demonstrate competence in visual expression of garment design from experience of the human form through life drawing and fashion drawing conventions to represent the clothed figure.
4. Create a fashion portfolio of finished art, collections, and work and presentation boards expressing a personal voice and vision.
5. Employ concepts of sustainability in global environmental, social and economic contexts as fundamental characteristics of comprehensive design strategies in the fashion industry.
6. Articulate the history of fashion and costume design in a context of applied research and analysis.
7. Integrate fashion design in the business context and use research to discern consumer psychology, markets, and trends to create strategically targeted product lines.
8. Actively collaborate with design, merchandising, management, and specialty groups to make informed garment design decisions.

Fashion Design 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 and secondary art and photography courses. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s).

Fashion Design Program Requirements

The courses listed below are required for the completion of the degree in fashion design. 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:

FDES 100	First-Year Fashion Design Seminar
FDES 200	Introduction to Textiles
FDES 201	Fashion Design I
FDES 202	Fashion Design II
FDES 203	Garment Construction Studio
FDES 205	Computer-Aided Pattern Design I
FDES 210	Fashion Illustration I
FDES 274	History of Fashion
or	
FDES 280	Fashion Design Study Abroad
FDES 301	Fashion Design III
FDES 302	Fashion Illustration II

FDES 303	Fashion Design IV
FDES 305	Computer-Aided Pattern Design II
FDES 401	Fashion Design V: Senior Studio I
FDES 403	Fashion Design VI: Senior Studio II
FDES 404	Fashion Design VII: Product Development~
FDES 417	Fashion Design Internship
MKT 206	Principles of Marketing

Secondary Requirements:

ART 106	Introduction to Art History*
ART 110	Fundamentals of Design I
ART 113	Fundamentals of Design II
ART 116	Drawing I
ART 117	Drawing II
ART 217	Figure Drawing
ART 315	Surface Design
IS 125	Fundamentals of Digital Media*
MATH 140	Basic Statistics*
MGT 210	Business Writing*
PHOTO 141	Basic Digital Photography*
PHOTO 242	Fashion and Portrait Photography

~Course under development

Fashion Design Other Options

Minor:

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

Fashion Design Course Descriptions

FDES 100 First-Year Fashion Design Seminar

1 credit, Fall or Spring

Provides fashion design majors with the opportunity to learn more about the technical aspects of the fashion industry and the requirements of the major. Activities may include familiarizing themselves with the industrial equipment used in the fashion design studio, participating in a field trip, attending a guest lecture on a fashion design topic, and exploring careers in the field.

Prerequisite(s): None

FDES 200 Introduction to Textiles

3 credits, Fall and Spring

Introduces students to the materials, processes, and manufacture of textiles and how they are created from fiber to the finished fabric. Students will explore the global marketplace, recent innovations, and technological advances in the field. Both fashion design and merchandising majors will acquire a broad and thorough knowledge of textiles used in the apparel industry.

Prerequisite(s): A grade of "C-" or better in ENG 151

FDES 201 Fashion Design I

3 credits, Fall

Introduces the flat pattern design patternmaking system. Students will learn to use a master pattern or sloper and how to manipulate it to create new styles. Through classroom demonstrations, hands-on exercises, and projects, basic patternmaking techniques and skills are acquired. Assignments include developing foundation apparel flat patterns for menswear, women's, and children's garments.

Prerequisite(s): A grade of "C-" or better in ENG 151

FDES 202 Fashion Design II

3 credits, Spring

Introduces the three-dimensional system of creating draped clothing patterns on a dress form. Students learn the foundation of apparel draping, presented in a step-by-step format, supported by classroom demonstrations, hands-on exercises, and projects. Assignments include developing draped patterns for menswear, women's, and children's garments.

Prerequisite(s): A grade of "C-" or better in ENG 151

FDES 203 Garment Construction Studio

3 credits, Fall and Spring

Introduces students to industry clothing construction methods and applications of various categories of apparel. Students reinforce competency levels by assembling garments utilizing professional cutting, sewing, pressing, and finishing techniques. Assignments include constructing menswear, women's, and children's garments.

Prerequisite(s): A grade of "C-" or better in ENG 151

FDES 205 Computer-Aided Pattern Design I

3 credits, Spring

Focuses on developing competencies using computer-aided drafting and design (CADD) technology for producing patterns for apparel. Students learn digitizing, grading, pattern editing, pattern development, marker making, and plotting by employing pattern design software. Assignments include developing a variety of computer-generated patterns of original design for women's wear.

Prerequisite(s): A grade of "C" or better in FDES 201 or permission of instructor

FDES 210 Fashion Illustration I

3 credits, Fall

Introduces the basics of rendering fashion illustrations for men, women, and children. Students learn fashion figure proportions, develop croquis (working sketches), draw technical flats, and capture fabric qualities using various media.

Prerequisite(s): A grade of "C" or better in ART 110, ART 113, ART 116, ART 117 or permission of instructor

FDES 274 History of Fashion

3 credits, Fall and Spring

Introduces fashion history research practices that will instruct students in how to identify contemporary fashion sources. The time period of this course starts with 19th century sources and the emergence of the middle class and extends to 21st century fashion culture. In the study of fashion history students will practice and develop their critical thinking processing: comparing and contrasting any given fashion object's form and use over time; identifying a fashion object's aesthetic qualities; evaluating why consumer culture has a desire for and ineffable connections to fashion icons; and exploring examples in fashion history that modified cultural values.

Prerequisite(s): A grade of "C-" or better in ENG 151

FDES 280 Fashion Design Study Abroad

3 credits, Spring

Introduces students to the global fashion market by integrating formal classroom learning with an overview of the apparel industry and then focusing on a specific fashion capital selected for study abroad. Under faculty supervision, students will have the opportunity to travel internationally and visit textile plants, manufacturing facilities, design houses and showrooms, flagship stores, museums, and other sites of cultural and fashion interest.

Prerequisite(s): A grade of "C-" or better in ENG 151 or permission of the Program Coordinator

FDES 301 Fashion Design III**3 credits, Spring**

Focuses on developing flat pattern design and clothing construction techniques. Students create a variety of original styles and tailored looks by rendering working sketches, developing and grading flat patterns, constructing prototypes, selecting fabrics, and constructing garments for menswear, women's, and children's apparel.

Prerequisite(s): A grade of "C" or better in FDES 201 and FDES 203 or permission of the instructor

FDES 302 Fashion Illustration II**3 credits, Spring**

Introduces the basics of rendering fashion illustrations for men, women, and children in Photoshop. Students learn to draw detailed and precise technical sketches of various garments and fabric patterns using Illustrator. Students are guided to create a digital fashion portfolio using Photoshop.

Prerequisite(s): A grade of "C" or better in ART 110, ART 113, ART 116, ART 217, FDES 210, or permission of instructor

FDES 303 Fashion Design IV**3 credits, Fall**

Focuses on developing draping and clothing construction techniques. Students create a variety of original soft styles, redesigned looks, and specialized designs. Course work includes rendering working sketches, developing draped patterns, constructing prototypes, selecting fabrics, and constructing couture garments for menswear, women's, and children's apparel.

Prerequisite(s): A grade of "C" or better in FDES 202 and FDES 203 or permission of the instructor

FDES 305 Computer-Aided Pattern Design II**3 credits, Fall**

Focuses on developing competencies using advanced computer-aided drafting and design (CADD) technology for producing patterns for apparel. Students learn digitizing, grading, pattern editing, pattern development, marker making, and plotting by employing pattern design software.

Assignments include developing a variety of computer-generated patterns of original design for menswear and children's wear.

Prerequisite(s): A grade of "C" or better in FDES 205 or permission of the instructor

FDES 401 Fashion Design V: Senior Studio I**3 credits, Fall**

Focuses on conceptualizing an original line of clothing by addressing design topics dealing with creativity, sustainability, socially conscious design, color, and fabric. Students identify a target market and they develop a coherent thematic strategy. The students create a portfolio of original technical sketches, fashion illustrations, and storyboards that includes color stories and fabric swatches to express the collection.

Prerequisite(s): A grade of "C" or better in FDES 200, FDES 201, FDES 202, FDES 203, FDES 274, FDES 301, FDES 302, FDES 303, and FDES 305 or permission of the instructor

FDES 403 Fashion Design VI: Senior Studio II**3 credits, Spring**

Focuses on creating the fashion design collection developed in FDES 401 Fashion Design V: Senior Studio I. Using a combination of patternmaking techniques, the students develop patterns, construct garment prototypes, select fabrics, and execute the collection in fashion fabric. The clothing line represents the culmination of the students' design process development and technical applications.

Prerequisite(s): A grade of "C" or better in FDES 401 or permission of the instructor

FDES 404 Fashion Design VII: Product Development

This course is under development.

FDES 417 Fashion Design Internship**3 credits, Fall and Spring**

Places students who will perform a minimum of 120 hours of supervised and approved internship experience in an external setting through the course of one semester. The internship faculty director and the Office of Career Services provide assistance to the students in locating the internship. Students will be required to keep a daily working journal, develop an employment portfolio, write a reflective essay evaluating the position and experience as a potential career, and participate in a final presentation.

Prerequisite(s): Junior or senior status, site approval, FDES 100 and a grade of "C" or better in FDES 200, 201, 202, 203, 205, 210 and 274 or permission of the Program Coordinator

Fashion Merchandising

Brown School of Business and Leadership
Department of Business Administration
Department Chair: Deborah Leather, D.B.A.

Fashion Merchandising Program Description

The fashion merchandising program is designed to provide majors in the program with an understanding of merchandising as it relates to the apparel and retail industries. The focus is on the business and marketing aspects of merchandising, particularly how the production, distribution, and promotion of goods and services in fashion and retail are developed and delivered to the consumers. International emphasis on the industry is provided as there is an increased blending of apparel manufacturing, distribution, and retail from a global framework.

Graduating students can expect to find employment in such positions as fashion and retail planning, buyers, visual merchandising, fashion and retail promotion, product managers, and retail store management.

Fashion Merchandising Program Outcomes

Upon completion of the Bachelor of Science in Fashion Merchandising, graduates will be able to

1. Analyze, develop, construct, and execute effective marketing strategies for a specific fashion or retail operation.
2. Demonstrate a thorough understanding of consumer behavior and choose appropriate professional techniques in the display and sales of fashion and retail goods.
3. Identify and interpret style and retail trends as they relate to fashion and retail cycles as well as targeted consumer markets.
4. Interpret, assess, and respond to economic and market factors that affect consumer fashion and retail demand.
5. Select appropriate solutions utilizing a working knowledge of specific areas of domestic and international marketing, management, and law as they relate to the business operations of fashion and retail merchandising.
6. Employ sophisticated personal communication and technology skills to enhance job effectiveness.

Fashion Merchandising 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 and secondary courses except in the art course requirement where the lowest acceptable grade is a "C". When a grade below "C-" (or a "C" for the art course) is earned in a required course, the student must repeat that course. No student will

be allowed to advance to the next course without earning a grade of "C-" (or "C" for art) or better in the prerequisite course(s).

A course may be repeated once without special permission. Fashion merchandising majors must apply in writing to the department chair of business administration 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 "C" for the art) or better after a third attempt will not be allowed to continue in the fashion merchandising program.

Fashion Merchandising Program Requirements

The courses listed below are required for the completion of the bachelor's degree in fashion merchandising. 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:

FMER 223	The Business of Fashion
FMER 320	Fashion Retailing
FMER 323	Fashion Product Merchandising
FMER 360	Visual Merchandising
FMER 417	Senior Business Internship
INBUS 325	International Marketing
MGT 204	Principles of Management
MGT 313	Operations Management
MKT 206	Principles of Marketing
MKT 311	Consumer Behavior
MKT 336	Integrated Marketing Communication

Secondary Requirements:

ACC 215	Financial Accounting
ART 110	Fundamentals of Design I
ART 274	History of Fashion
FDES 200	Introductions to Textiles
EC 201	Principles of Economics: Macroeconomics *
EC 202	Principles of Economics: Microeconomics *
MGT 210	Business Writing*
LAW 208	Business Law
MATH 140	Basic Statistics*

Fashion Merchandising Other Options

Minors:

A minor in fashion merchandising is not available at this time.

Fashion Merchandising Course Descriptions

A complete listing of international business, management, and marketing courses is found under the course descriptions section of the business administration major. Art courses are found under the course descriptions section of the visual communication design major.

FMER 223 The Business of Fashion

3 credits, Spring

Introduces students to the functions of and the careers within the fashion industry. The course examines the independent industry roles of the merchandiser, retailer, and marketer.

Students will learn basic principles governing the fashion movement and how to use industry source information to keep current with changes that affect the trends in fashion.

Prerequisite(s): A grade of "C-" or better in MKT 206

FMER 320 Fashion Retailing

3 credits, Fall

Examines concepts and practices of fashion retail business operations including classification of fashion retailers, organizational structures of fashion retailers, retailing skills, technologies used in this area of the industry, fashion retailing environment, and communication and services in fashion retailing. The course also presents students with a perspective on multi-channel retailing as a major industry approach.

Prerequisite(s): A grade of "C-" or better in MKT 223

FMER 323 Fashion Product Merchandising

3 credits, Spring

Examines the merchandising functions within the fashion goods supply chain. The course will focus on product line development processes and the buying and selling practices of the fashion merchandise industry. Merchandising strategies for types of apparel categories will be compared. Basic mathematical applications will be applied to develop the skills required for pricing and resource planning.

Prerequisite(s): MKT 223

FMER 360 Visual Merchandising

3 credits, Fall

Examines the visual merchandising processes at the retailing stage of the fashion goods supplies chain. This course provides skill development in visual merchandising and a working knowledge of the importance of visual product presentation in a retail setting. Students will identify the stages in visual merchandising processes, compare various theories and approaches, and select the most efficient and effective visual merchandising strategy in a given retailing situation. The use of a particular simulated situation will provide a hands-on demonstration of the theories and processes presented in the course.

Prerequisite(s): A grade of "C-" or better in FMER 223

FMER 417 Senior Business Internship

3 credits, Fall and Spring

Places students in apparel manufacturing, retail organizations, and specialty boutiques that offer professional fashion merchandising experience. A minimum 120 hour on-site is required with additional course support assignments and internship portfolio required.

Prerequisite(s): A grade of "C-" or better in FMER 223, FMER 320, and FMER 323, junior status, minimum 2.50 cumulative GPA

Film, Video, & Theatre

School of Design
Department of Film and Video
Department Chair: Christopher Reed, M.F.A.

School of Humanities and Social Sciences
Department of Theatre
Program Coordinator: Chris Roberts, M.F.A.

Film, Video, & Theatre Program Description

In this program, students acquire a thorough grounding in the liberal arts and an understanding of the art and techniques of creating film, video and theatre. Through extensive, hands-on experiences, students develop and refine their technical production skills, and develop their analytical

and critical skills by studying works of professional and artistic merit.

All students majoring in film, video, and theatre learn the basics of all three disciplines by taking introductory core courses in video production, photography, film, and theatre. In addition, they take Script Writing for Stage and Screen, Directing for Stage and Screen, and an internship that enables them to work with professionals in the field.

Beyond this core of courses, students elect one of the following four tracks: film, video, theatre, or motion graphics. Students take a series of courses specific to that track, culminating in a senior project that provides a capstone experience integrating their aesthetic vision with their technical training.

To help shape this aesthetic vision, all majors will take a series of four electives in the liberal arts. These four liberal arts courses can also be part of an approved university minor. Throughout their course of study, students work cooperatively and creatively in the production of multiple projects that reflect both artistic integrity and technical proficiency, the dual goals of the program.

Film, Video, & Theatre Program Outcomes

Upon completion of the Bachelor of Science in Film, Video, and Theatre, graduates will be able to

1. Demonstrate his or her interdisciplinary theoretical knowledge in the fields of film, video, and theatre.
2. Develop collaborations and leadership skills as a result of experiences provided in structured coursework.
3. Recognize and utilize opportunities to network, communicate and collaborate with peers, professionals, and organizations.
4. Demonstrate effective problem solving skills and creative thinking skills.
5. Demonstrate knowledge and competence of the current state-of-the-art technologies in the fields of film, video, and theatre.

Film, Video, & Theatre Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C" in major courses. When a grade below a "C" is earned in a required major course, the student must repeat that course. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s).

Film, Video, & Theatre Program Requirements

Stevenson offers four tracks through the Department of Film, Video, and Theatre. Each requires an introductory course in film, video, and theatre, as well as at least one course in scriptwriting, basic photography, directing, and four courses in the liberal arts, and an internship outside of the University.

The courses listed below are required for the bachelor's degree in film, video, & theatre. 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 (all students):

FIVTH 220	Script Writing for Stage and Screen
FIVTH 231	Internship
FIVTH 312	Directing for Stage and Screen
FIVTH 400	Arts Management
THEA 121	Introduction to Theatre

VID 107

Fundamentals of Video

Students must also complete the courses for one of the tracks listed below.

Film Track:

FIVTH 320	Advanced Scriptwriting
FIVTH 335	Lighting for the Camera
FIVTH 402	Special Topics
FIVTH 410	Senior Project: Pre-Production
FIVTH 450	Senior Project: Production
FLM 108	Introduction to 16 mm Film Production
FLM 204	History of Film
FLM 254	Basic 16 mm Film Production
FLM 354	Intermediate 16 mm Film Production
FLM 355	Advanced Film Production
PHOTO 240	Intermediate Photography
THEA 215– 218	Theatre Practicum (2 different courses)
VID 220	Field Production and Editing I
VID 222	Field Production and Editing II

Secondary Requirements - Film Track:

Any communication course*
Four courses in the liberal arts
PHOTO 140 Basic Photography*

Theatre Track:

ENG 288	Literary Genres
ENG upper level	300-400 Level Literature covering playwrights or drama
FIVTH 402	Special Topics (2 courses)
FLM 204	History of Film
THEA 103	Beginning Acting
THEA 202	Voice and Movement
THEA 204	Improvisational Theatre
THEA 210	Acting for the Camera
THEA 224	Play Production
THEA 301	Advanced Acting
THEA 420	History of Theatre
THEA 452	Senior Project
THEA 215-219	Theatre Practicum (3 different courses)

Secondary Requirements - Theatre Track:

Any communication course*
Four courses in the liberal arts
IS 124 Introduction to Computer Graphics*
PHOTO 140 Basic Photography*

Video Track:

FIVTH 320	Advanced Scriptwriting
FIVTH 335	Lighting for the Camera
FIVTH 402	Special Topics (2 courses)
FIVTH 410	Senior Project: Pre-Production
FIVTH 450	Senior Project: Production
FLM 108	Introduction to 16 mm Film Production
THEA 215– 219	Theatre Practicum (2 different courses)
VID 220	Field Production and Editing I
VID 222	Field Production and Editing II
VID 321	Sponsored Video
VID 325	Video Production
VID 345	Non-Linear Editing

Secondary Requirements - Video Track:

Any communication course
Four courses in the liberal arts
PHOTO 140 Basic Photography

Motion Graphics Track:

ART 305	Topics in Art History – Moving Images and Art
FIVTH 402	Special Topics
FIVTH 410	Senior Project: Pre-Production
FLM 108	Introduction to 16 mm Film Production
FLM 204	History of Film
FLM 354	Film Production
IS 124	Introduction to Computer Graphics
MOGR 231	Concepts in Motion
MOGR 331	Intermediate Motion graphics
MOGR/ART	Focused elective
THEA 215– 219	Theatre Practicum (2 different courses)

Secondary Requirements - Motion Graphics Track:

Any communication course*

Four courses in the liberal arts

PHOTO 140 Basic Photography*

Students may earn 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.

Film, Video, & Theatre Other Options**Minor:**

A minor in theatre or film and video is also offered to students majoring in other fields. Please see an academic advisor for more information. For specific information regarding minor requirements, please consult the minors section of the catalog.

Film, Video, & Theatre Course Descriptions**Film Courses****FLM 108 Introduction to 16 mm Film Production****3 credits, Spring**

Introduces the components of film—story structure, camera use, editing, sound, movement, music, dialog, and mise-en-scene as students develop an appreciation for film as an art form. This course incorporates the understanding of cinema as a language and of its ability to explore the human condition.

Prerequisite(s): None

General Education: Fine Art

FLM 204 History of Film**3 credits, Fall and Spring**

Examines the artistic development of film through the nineteenth, twentieth, and twenty-first centuries by exploring film genres, aesthetics, methods of analysis, and current trends. Students study the contributions of major directors and their works, both American and foreign.

Prerequisite(s): Film/Video Tracks: A grade of "C" or better in FLM 108. **All others:** ENG 152.

FLM 254 Basic 16 mm Film Production**3 credits, Fall**

Analyzes the basics of 16mm film production, shooting on black and white reversal film (with optional sync. sound) and editing on nonlinear systems or on the 16mm flatbed. Students explore aesthetic and technical issues of filmmaking and produce, in groups, a 5- to 10-minute film in one of three genres.

Prerequisite(s): A grade of "C" or better in FLM 108 and VID 220

FLM 354 Intermediate 16 mm Film Production**3 credits, Fall**

Continues development of skills covered in FLM 254, especially the shooting of 16 mm black and negative film and lighting and introducing Super 16 mm film and synchronous sound. Working in teams of four, students will rotate through each of four major crew positions including Director, Director of Photography, Sound, and Production Designer and will create their own short film productions. The emphasis of the course is technological but aesthetics and technique will also be addressed.

Prerequisite(s): A grade of "C" or better in FLM 254 and VID 222

FLM 355 Advanced Film Production**3 credits, Spring**

Emphasizes the creative aspects of telling a compelling story and introduces advanced techniques of narrative shooting, editing, and production management. Participants work in teams to create one or two short dramatic pieces from screenplays or treatments selected from student submissions. Topics also include budgeting, script development and supervision, storyboarding, casting, dramatic lighting, art direction, and sound track construction.

Prerequisite(s): A grade of "C" or better in FIVTH 335 and FLM 354

Film, Video, & Theatre Courses**FIVTH 220 Script Writing for Stage and Screen****3 credits, Spring**

Develops skill writing documentary treatments and scripts for TV commercials and public service announcements. Students examine the process of dramatic writing, generate and select story ideas, structure action and conflict, build characters, develop a theme, and create dialog. Students write short scenes for the theatre as well as log-lines and outlines for sitcoms and TV dramas, and other short assignments.

Prerequisite(s): ENG 152 or equivalent

General Education: 200-level writing skills course for select majors

FIVTH 231 Internship**3 credits, Fall and Spring**

Includes planning and participation in an internship coordinated by a faculty director. The internship consists of 120 hours in an off-campus professional environment (business, government agency, non-profit organization, etc.) where the student receives practical, career-oriented experience under an on-site supervisor. Placement of the student is arranged by the University. This course meets weekly for one hour and students may begin the internship before the end of the semester in which FIVTH 231 is taken. The internship must be completed by the end of the following semester: if FIVTH 231 is taken in the fall semester, it must be completed by the end of the spring semester; if FIVTH 231 is taken in the spring semester, it must be completed by the end of the summer term before the next fall semester begins. At the conclusion of the internship experience, the student and on-site supervisor evaluate the experience, and a grade is given for the course.

Prerequisite(s): A grade of "C" or better in VID 107, THEA 121, FLM 108, FIVTH 220 and

For video and film track: A grade of "C" or better in VID 222
For theatre track: A grade of "C" or better in THEA 202, THEA 204, THEA 210, and FLM 204

FIVTH 312 Directing for Stage and Screen**3 credits, Spring**

Introduces and practices the basic directing skills of analyzing and interpreting script, determining an appropriate style of

production, blocking the action, establishing rhythm, guiding the actors in creating their characters, and overseeing design elements (set, lighting, sound, costumes). Students apply these skills to directing scenes for both the stage and the camera.
Prerequisite(s): A grade of "C" or better in VID 107, THEA 121, FLM 108 or 204, VID 222 or THEA 210

FIVTH 320 Advanced Scriptwriting

3 credits, Fall

Continues to practice basic script writing strategies and techniques learned in FIVTH 220. Students learn the requirements for competent, complete, and professional scripts for television, motion pictures, and other media in formats such as documentary, commercial, drama, and narrative. Projects include visualization of the subject, research techniques, treatment, and dramatic structure.

Prerequisite(s): A grade of "C" or better in FIVTH 220

FIVTH 335 Lighting for the Camera

3 credits, Spring

Develops skills in using light in a variety of video and film production situations. Students examine the difference in lighting for stills and movement, and the differences between direct and indirect lighting and explore the use of color, temperature, and contrast, using a variety of accessories as needed to provide effective illumination to create the desired mood. This course includes lecture and laboratory.

Prerequisite(s): A grade of "C" or better in VID 222

FIVTH 400 Arts Management for Film, Theatre and Video

3 credits, Spring

Explores the relationship between core artistic values and goals and provides entrepreneurial, arts management strategies for a self-empowered life in theater, film, or television. This course includes writing a mission statement, preparing a budget, understanding business organizations, and studying unions and contracts.

Prerequisite(s): Junior status

FIVTH 402 Special Topic

3 credits, Fall and Spring

Offers different courses each semester in film, video, and theatre which further examine different topics not covered in the required courses. Some examples of the offerings are Sound Design, Advanced Improvisation, Set Design, Films of Alfred Hitchcock, Advanced Movement and Voice, and Women in Film.

Prerequisite(s): Junior status

FIVTH 410 Senior Project: Pre-Production

3 credits, Fall

Prepares students for their senior projects, which will be shot and edited the following semester, in FIVTH450. Each student, working closely with the instructor (individually or in groups), will develop over the course of the semester, either a narrative film script or documentary film treatment, along with a comprehensive budget and schedule for that project. In some cases, students will be permitted to begin developing a feature-length screenplay, which will then be completed the following semester, in FIVTH 450.

Prerequisite(s): A grade of "C" or better in VID 325 or FLM 355, and senior status

FIVTH 450 Senior Project: Production

3 credits, Spring

Guides students through the production and completion of their final Senior Film/Video Project, in order for them to fulfill the graduation requirements of the Department of Film/Video and the Film/Video/Theatre major. Continuing where they left

off in FIVTH 410, students, working closely with the instructor (individually or in groups), will develop, in the first two weeks of the course, a plan of action for the semester. The plan of action will include frequent due dates, that will allow them to finish their projects on time. The project can be a script, documentary, narrative, experimental film, or video. In some cases, students will finish a feature-length screenplay begun in FIVTH 410. This work is expected to incorporate the philosophical, aesthetic, and technical elements of film and video production learned throughout the program.

Prerequisite(s): A grade of "C" or better in FIVTH 410

Motion Graphics

All MOGR course descriptions are listed through the visual communication design program.

Theatre Courses

THEA 103 Beginning Acting

3 credits, Fall and Spring

Develops important performance skills through exercises, improvisations, and scene work. Exercises include work in imagination, concentration, vocal and movement techniques. Analysis of scenes for a character's intentions, obstacles, and tactics is a major part of this course. Students learn to work with scene partners and develop self-confidence in a performance situation.

Prerequisite(s): None

General Education: Fine Art

THEA 115 Stagecraft

3 credits, Fall

Introduces students to the technical elements of modern scenery and lighting practices required to produce a theatrical production. Through a mix of lecture and lab, students develop verbal and visual communication techniques, common construction practices, rigging procedures, material selection and equipment usage along with the rationale of their applications.

Prerequisites: none

THEA 116 Script Analysis

3 credits, Spring

Focuses on the analysis of theatrical scripts in preparation for public performance. Analysis include a thorough understanding of a play's given circumstances, units of action, social-political environment, and use of language, tempos and themes. Students practice reading, researching production styles, and planning their own interpretation of productions based on a variety of important American and international plays.

Prerequisite(s): THEA 121

THEA 121 Introduction to Theatre

3 credits, Fall and Spring

Examines, through readings, 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

THEA 202 Voice and Movement

3 credits, Spring

Studies the full range of expression for the body and the voice. Specific vocal exercises are designed to discover the power of the student's natural voice. A study of various movement techniques helps students discover ways in which their bodies can develop a sense of spontaneity, discipline, agility, openness, precision, and truthful connection. Voice and

movement study allows students to increase their source of creativity both in performance and in their daily lives.

Prerequisite(s): A grade of "C" or better in THEA 103

General Education: Fine Art

THEA 203 Acting II

3 credits, Fall

Introduces various acting styles from different periods of history. Through lecture and performance, students learn changing acting styles and how each style is unique because of historical and social influences. Students learn how and why each style was developed and then apply that style to plays of that period. The course culminates in a final performance in which students choose a style and apply it to a scene of their choice.

Prerequisite(s): THEA 103

THEA 204 Improvisational Theatre

3 credits, Fall and Spring

Stresses cooperation in concept development, acting, individual character development, creative thought, and flexibility through exercises and games to help actors with spontaneity.

Prerequisite(s): A grade of "C" or better in THEA 103

General Education: Fine Art

THEA 210 Acting for the Camera

3 credits, Fall

Develops vocal and physical skills appropriate for performing on camera as well as the basic terminology used in production, while working in a TV studio. Students prepare and present a selection of projects taped live while also learning taped for edit techniques.

Prerequisite(s): A grade of "C" or better in THEA 103

THEA 215 Theatre Practicum: Set Design and Construction

1 credit, Fall and Spring

Introduces the functions of scenery, the elements, principles, and aesthetics of set design, and the working process of the set designer and his or her role in the collaborative dramatic experience. Under faculty supervision, students also learn how to use the tools and equipment in the set shop and construct sets for Stevenson University productions. (45 crew hours)

Prerequisite(s): None

THEA 216 Theatre Practicum: Scene Painting and Props

1 credit, Fall and Spring

Introduces and practices the principles, aesthetics, and techniques of theatrical scene painting. Students learn various techniques for creating texture and design through paint for theatrical sets. (45 crew hours)

Prerequisite(s): None

THEA 217 Theatre Practicum: Stage Lighting and Sound

1 credit, Fall and Spring

Develops an appreciation for the working process of the lighting designer and his or her role in the collaborative dramatic experience. Students learn, through hands-on experience, the functions and objectives and qualities of stage lighting and the types and uses of lighting instruments. Under faculty supervision, students learn how to hang, circuit, gel, and focus lights and how to operate a computerized light board. Students learn the importance of sound in a production and—as needed for Stevenson University productions—develop the ability to reproduce, reinforce, or mix sound, create specific sound effects, and produce audio for the productions. (45 crew hours)

Prerequisite(s): None

THEA 218 Theatre Practicum: Costuming

1 credit, Fall and Spring

Introduces the functions of costumes, the elements, principles, and aesthetics of theatrical costume design, and the working process of the costume designer (including script analysis, research, sketching, and building) and his or her role in the collaborative dramatic experience. Under faculty supervision, students pull from stock and construct and maintain costumes for Stevenson University productions. (45 crew hours)

Prerequisite(s): None

THEA 224 Play Performance

3 credits, Fall and Spring

Involves participation in departmental theatre productions after auditioning and being cast. Students develop roles and explore the script in a production by exploring genre, author, social context, interpretation, and production style. They may also participate in training related to the specific needs of the production, e.g., use of dialect, period movement, dance, choral speaking, or specific acting styles. This course may be repeated for credit.

Prerequisite(s): None

General Education: Fine Art

THEA 275 Theatre Movement

3 credits, Spring

Develops the physical awareness of students as it relates to the individual actor and the ensemble. Students develop strength, flexibility, presence, and coordination through improvisations, presentations, and the creation of original theatre compositions.

Prerequisite(s): THEA 103

THEA 288/ENG 288 Literary Genres: Drama

3 credits, Fall

Explores the elements of drama (plot, character, dialog, theme, and staging) using examples from world literature. Students study plays from different periods of theatre history representing the basic types of drama. Students examine various approaches to the analysis and interpretation of plays and develop skill in writing responses to scripts and live productions.

Prerequisite(s): A grade of "C" or better in ENG 152 or its equivalent

General Education: Humanities

Fee: Theatre tickets

THEA 301 Advanced Acting

3 credits, Fall

Works on scenes from comedies and dramas that are rich in substance and style. Students enhance the acting skills learned in beginning acting. Dramaturgical research helps students to understand "style" as a code of behavior that is implicit in the world of the play, and they are encouraged to create characters that are credible and distinctive vocally and physically.

Prerequisite(s): A grade of "C" or better in THEA 103 or THEA 210

THEA 320 Performing Shakespeare

3 credits, Spring

Explores the works of William Shakespeare from the perspective of the actor in performance. Students read and perform from several plays in Shakespeare's canon through textual analysis, meter/scansion exploration, physical embodiment, and careful character development. Upon completion of this course, students have developed several classical monologues that can be used for audition purposes to obtain employment.

Prerequisite(s): THEA 301

THEA 420 History of Theatre**3 credits, Spring**

Studies masterpieces of Eastern and Western theatre and explores their structure and themes, as well as the historical contexts, performance arenas, acting styles, and staging methods that have given these scripts life. Students examine key figures and trends and discover the ways in which theatre both reflects and affects the society that creates it.

Prerequisite(s): A grade of "C" or better in THEA 121**General Education:** Fine Art**THEA 430 Business of Acting****3 credits, Spring**

Instructs student actors in developing strategic and intelligent career choices. This course emphasizes vital non-performance skills such as calibrating expectations, maintaining financial responsibility, developing professional documents (headshots and resumes) in a digital age, and understanding the roles of agents, managers, and casting directors. Students learn how to apply these skills to obtain employment.

Prerequisite(s): THEA 410**THEA 452 Senior Project: Theatre****3 credits, Spring**

Focuses on developing a recital piece for public performance. Each year students choose, depending on their interest, if they want to perform scenes, monologs, or a play. This is the capstone course of all the performers have learned during their four years of study.

Prerequisite(s): A grade of "C" or better in THEA 301**Video Courses****VID 107 Fundamentals of Video****3 credits, Fall and Spring**

Introduces knowledge of basic video production equipment, crew functions, and techniques. Student learn and practice the foundational vocabulary of digital filmmaking and direct and shoot various short films of their own, working individually and in groups. Students also learn the principles of basic digital editing. This 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**VID 220 Field Production and Editing-I****3 credits, Spring**

Develops skills in shooting video outside the controlled studio environment. Participants design, shoot, edit (using non-linear editing), and evaluate various productions.

Prerequisite(s): A grade of "C" or better in VID 107**VID 222 Field Production and Editing-II****3 credits, Fall**

Builds on skills learned in VID 220. Students further develop these skills in pre-production, production, and post production of several projects. They pay special attention to content, technique, and style, as well as on-location lighting techniques, visual composition, and technically clean edits. Students also develop further knowledge of Final Cut Pro.

Prerequisite(s): A grade of "C" or better in VID 220**VID 321 Sponsored Video****3 credits, Fall and Spring**

Builds on the skills learned in VID 220 and VID 222. Students produce a promotional short film for an outside (corporate or nonprofit) client. After interviewing the client to determine needs, students log and script, then shoot and edit, the final product digitally. This course includes individual and group laboratory hours.

Prerequisite(s): A grade of "C" or better in VID 222 and FIVTH 220**VID 325 Video Production****3 credits, Spring**

Produces a 12- to 15-minute video project, shooting in a three-camera studio setup using special effects and scenery and/or on location with a single camera and post-production editing. This course includes individual and group laboratory hours.

Prerequisite(s): A grade of "C" or better in PHOTO 140, VID 222, and FIVTH 220**VID 345 Non-linear Editing****3 credits, Fall and Spring**

Explores key terms, functions, and concepts of non-linear editing as well as the relationship between linear and non-linear editing. Students develop skill in using the Avid editing system.

Prerequisite(s): A grade of "C" or better in VID 222**Finance**

Brown School of Business and Leadership
Department of Business Administration

Business administration majors may select five finance courses as major electives within their program that will provide the knowledge of finance required to become successful in the financial areas of business, government, and not-for-profit organizations. Stevenson University does not currently offer a bachelor's degree in finance.

Finance Course Descriptions**FIN 300 Principles of Finance I****3 credits, Fall and Spring**

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

Prerequisite(s): ACC 122 with a grade of "C-" or better, MGT 204 and MATH 210

Students who take FIN 402 are not eligible to take FIN 300.

FIN 301 Principles of Finance II**3 credits, Fall and Spring**

Continues the study of financial tools and techniques used in the modern business enterprise. Topics include capital management, capital structure, cash and capital budgeting, and international finance. Students who take FIN 402 are not eligible to take FIN 301.

Prerequisite(s): A grade of "C-" or better in FIN 300**FIN 321/EC 321 Money & Banking****3 credits, Fall**

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, 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**FIN 402 Foundations of Finance****3 credits, Fall**

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.

This course is intended for accounting majors. Students who take FIN 300 or FIN 301 are not eligible to take FIN 402.

Prerequisite(s): ACC 202 with a grade of "C-" or better and MATH 210

FIN 416 International Finance

3 credits, Spring

Examines the operation and financing of businesses and other organizations in the global capital markets. This course will discuss the key differences between domestic and international finance, including exchange rate exposure and management, political risk, international taxation, and international financial instruments.

Prerequisite(s): A grade of "C-" or better in FIN 301 or FIN 402

FIN 417 Finance Internship

3 credits, Fall and Spring

Places students in an external business, government, or not-for-profit organization that offers a well-rounded, supervised, practical career experience in the finance arena. Students will also attend bi-weekly meetings.

Prerequisite(s): A grade of "C-" or better in FIN 300 or FIN 402 and permission of department chair

FIN 420 Market Analysis for Investments

3 credits, Fall

Develops technical ability to define investment objectives consistent with plans and preferences of the investors. This course will also discuss analysis of risks by class of security as well as individual stocks, and development of portfolios based on these criteria with an understanding of the securities markets.

Prerequisite(s): A grade of "C-" or better in FIN 301 or FIN 402

FIN 435 Cases in Corporate Finance

3 credits, Fall

Applies finance theory to a variety of real-world situations faced by firms and investors. Case studies illustrating both domestic and international financing and investing decisions will be considered.

Prerequisite(s): A grade of "C-" or better in FIN 301 or FIN 402

FIN 450 Business Valuation and Security Analysis

3 credits, Fall and Spring

Introduces students to the principles of valuation and security in both public and private firm settings. Major topics covered include the discounted cash flow, income, relative, and asset approaches used in valuations.

Prerequisite(s): A grade of "C-" or better in FIN 301 or FIN 402

Foreign Modern Languages (French, Spanish)

School of Humanities and Social Sciences

Department of English

Stevenson University offers elementary and intermediate level courses in French and Spanish. The intermediate levels of these courses are required for the Bachelor of Arts degree. First-semester foreign languages (101) are not open to native speakers or those with two or more years of language in high school. Placement is required for French or Spanish intermediate levels. See the placement section of this catalog for additional information.

There is no separate major in foreign language. Full-time students interested in languages other than French and Spanish are eligible to participate in the Baltimore Student Exchange program with area colleges and universities. Contact the Registrar's Office for information on this program.

Foreign Modern Languages Course Descriptions

French Courses

FR 101 Elementary French I

4 credits, Fall

Introduces the basics of French communication skills, including speaking, listening, reading, writing, and major grammatical constructions. The course furnishes a basis for the further development of these communications skills in FR 102. A grade of "C-" or better is required to advance to the next level.

Prerequisite(s): Not open to native speakers or students with two or more years of high school French

General Education: Core Elective

FR 102 Elementary French II

4 credits, Spring

Continues the basics of French communication skills covered in FR 101, especially the study of major grammatical constructions, and further develops the skills of reading and writing in preparation for study at the intermediate level.

Prerequisite(s): Placement, two successful years of high school French, or a grade of "C-" or better in FR 101

General Education: Core Elective

FR 201 Intermediate French I

3 credits, Fall

Continues development of the basic communication skills of speaking, listening, reading, and writing, as well as the study of vocabulary and grammar. Students learn to communicate in correct, simple French. This course introduces students to selected works of literature and various aspects of French culture. Class is conducted in French.

Prerequisite(s): A grade of "C-" or better in FR 102, placement (three or more successful years of high school French), or a score of 500+ on the SAT II test

General Education: Core Elective

FR 202 Intermediate French II

3 credits, Spring

Continues development of communication skills, including speaking, listening, reading, and writing. This course also includes an introduction to translation of works of literature and topics of French culture. Students gain further practice in spoken and written language. Students continue the study of French literature and culture. Class is conducted in French.

Prerequisite(s): A grade of "C-" or better in FR 201

General Education: Core Elective

Spanish Courses

SPN 101 Elementary Spanish I

4 credits, Fall

Introduces the basics of Spanish communication skills, including speaking, listening, reading, writing, and major grammatical constructions. The course furnishes a basis for the further development of these communications skills in SPN 102. A grade of at least "C-" or better is required to advance to the next level.

Prerequisite(s): Not open to native speakers or students with two or more years of high school French

General Education: Core Elective

SPN 102 Elementary Spanish II

4 credits, Spring

Continues the study of the basics of the Spanish communication skills covered in SPN 101, especially the study of major grammatical constructions, and further develops the

skills of reading and writing in preparation for study at the intermediate level.

Prerequisite(s): Placement, two successful years of high school Spanish, or a grade of "C-" or better in SPN 101

General Education: Core Elective

SPN 201 Intermediate Spanish I

3 credits, Fall

Continues development of the basic communication skills of speaking, listening, reading, and writing, as well as the study of vocabulary and grammar. This course includes an intensive grammar review with special attention given to conversational and writing skills. This course introduces students to selected works of literature, selected topics of Hispanic culture, and the relations of culture to language development. Class is conducted in Spanish.

Prerequisite(s): A grade of "C-" or better in SPN 102, placement (three or more years of high school Spanish), or a score of 500+ on the SAT II test

General Education: Core Elective

SPN 202 Intermediate Spanish II

3 credits, Spring

Continues grammar review, with an emphasis on translation and reading works of literature in original text. Students gain further practice in spoken and written language and continue the study of Hispanic literature and cultures. Class is conducted in Spanish.

Prerequisite(s): A grade of "C-" or better in SPN 201

General Education: Core Elective

Forensic Sciences

School of the Sciences
Department of Chemistry and
Department of Biological Sciences

Forensic Sciences Option in Chemistry, Biochemistry or Biotechnology Program Description

Stevenson University offers two program options in the study of forensic sciences. One option is a program where students can earn a bachelor's degree in chemistry, biochemistry or biotechnology in four years and a master's degree in forensic sciences in as little as one additional year. For additional information regarding the B.S. degree in chemistry, biochemistry or biotechnology, please see the chemistry, biochemistry and biotechnology sections of this catalog. The other option is a two-year master's degree program, which is described more fully in the *Graduate and Professional Studies Catalog* and on the Stevenson website at stevenson.edu.

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. Graduates of our program will be prepared for employment in local, state or federal government crime laboratories, forensics laboratories, DNA testing facilities, industry, and continued study at the doctoral level.

Our forensic sciences program is the only one of its kind to be offered in partnership with the Maryland State Police Forensic Sciences Division. Stevenson's partnership with the Maryland State Police (MSP) means that students in our program are being trained by some of the top experts in the field. On-site, practical training at the state-of-the-art MSP

forensic sciences laboratories and other local forensics laboratories provides an exceptional opportunity for our students to experience "real-life" forensic sciences.

Forensic Sciences Option in Chemistry, Biochemistry or Biotechnology Application Process

Students apply for admission into the BS/MS program during their junior year. Applications will be available on September 1 and February 1. Admission to this program is based upon the following criteria:

- Cumulative and science/math GPA of 2.70 or higher in all work attempted
- Grade of "C" or better in all science and mathematics classes
- Completion of at least 60 credit hours and enrollment in a minimum of an additional 15 credit hours
- Completion of FSCI 101
- Completion of Organic Chemistry II (CHEM 211 and 211L) and enrollment in a minimum of one 300 or 400 level science course
- Submission of a completed *MSFS BS/MS Program Application*, including three letters of recommendation, prior to October 1 and March 1

Once accepted into the program, the undergraduate student may take up to 18 graduate credits beginning in the spring of his/her junior year.

Once accepted into the program, students must submit a *Graduate Application* in the last semester of their undergraduate education. This must be accomplished prior to September 15 for a spring graduate start date and prior to February 15 for a fall graduate start date.

Forensic Sciences Option in Chemistry Program Requirements

The courses listed below are required for completion of the bachelor's degree in chemistry and for entry into the chemistry track or crime scene investigation track of the forensic sciences master's program. Students must also complete the requirements for the Stevenson core curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a core curriculum requirement. Courses with one or more pre-or co-requisites are listed in the course description.

Major Requirements:

CHEM 115	General Chemistry I
CHEM 115L	General Chemistry I Laboratory
CHEM 115S	General Chemistry I SoLVE
CHEM 116	General Chemistry II
CHEM 116L	General Chemistry II Laboratory
CHEM 116S	General Chemistry II SoLVE
CHEM 210	Organic Chemistry I
CHEM 210L	Organic Chemistry I Laboratory
CHEM 211	Organic Chemistry II
CHEM 211L	Organic Chemistry II Laboratory
CHEM 213	Electronic Literature Searching
CHEM 310	Analytical Chemistry
CHEM 310L	Analytical Chemistry Laboratory
CHEM 320	Inorganic Chemistry
CHEM 320L	Inorganic Chemistry Laboratory
BIOCH 327	Biochemistry
BIOCH 327L	Biochemistry Laboratory
CHEM 410	Instrumental Analysis

CHEM 410L	Instrumental Analysis Laboratory
CHEM 431	Physical Chemistry: Quantum Mechanics
CHEM 431L	Physical Chemistry: Quantum Mechanics Laboratory
CHEM 432	Physical Chemistry: Thermodynamics
CHEM 432L	Physical Chemistry: Thermodynamics Laboratory
FSCI 101	Survey of Forensic Science
FSCI 400	Senior Forensic Science Seminar
FSCI 655	Practicum Rotations

One CHEM elective selected from the following list:

CHEM 330 and 330L	Advanced Organic Chemistry and Laboratory
CHEM 340	Medicinal and Drug Chemistry
CHEM 365	Independent Laboratory Research in Chemistry
CHEM 427	Advanced Biochemistry

Secondary Requirements:

ART 540	Forensic Photography*
BIO 113	General Biology I*
BIO 113L	General Biology Laboratory*
MATH 220	Calculus I*
MATH 221	Calculus II*
MATH 140 or MATH 210 or MATH 235	Basic Statistics Statistics and Probability Statistical Methods
PHIL 415	Professional Ethics*
PHYS 215	Physics I with Calculus*
PHYS 216	Physics II with Calculus*
PSY 101	Introduction to Psychology*
SCI 100	School of the Sciences New Student Seminar

Forensic Sciences Option in Biochemistry Program Requirements

The courses listed below are required for completion of the bachelor's degree in biochemistry and for entry into the biology, chemistry or crime scene investigation track of the forensic sciences master's program. Students must also complete the requirements for the Stevenson core curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a core curriculum requirement. Courses with one or more pre-or co-requisites are listed in the course description.

Major Requirements:

BIO 113	Biology I: Cell Biology and Genetics
BIO 113L	Biology I: Cell Biology and Genetics Lab
BIO 230	Genetics
BIOCH 327	Biochemistry
BIOCH 327L	Biochemistry Lab
BIOCH 427	Advanced Biochemistry
CHEM 115	General Chemistry I
CHEM 115L	General Chemistry I Laboratory
CHEM 115S	General Chemistry I SoLVE
CHEM 116	General Chemistry II
CHEM 116L	General Chemistry II Laboratory
CHEM 116S	General Chemistry II SoLVE
CHEM 210	Organic Chemistry I
CHEM 210L	Organic Chemistry I Laboratory
CHEM 211	Organic Chemistry II
CHEM 211L	Organic Chemistry II Laboratory
CHEM 213	Electronic Literature Searching

Elective courses Group 1

Select two from the following list: (Students interested in the chemistry track must choose CHEM 333; students interested in the biology track must choose BIO 310 or BIO 330)

BIO 310	Cell Biology
BIO 330	Molecular Genetics
CHEM 333	Physical Chemistry

Elective courses Group 2

Select three from the following list:

(one must be CHEM, one must be BIO and at least two of the courses must be at the 300 level or higher; advisors help students choose electives based on the desired graduate track):

BIO 203	Microbiology
BIO 255	Techniques in Molecular Biology
BIO 310	Cell Biology (if not used as a group 1 elective)
BIO 330	Molecular Genetics (if not used as a group 1 elective)
BIO 335	Immunology
BIO 355	Advanced Techniques in Molecular Biology
BIO 430	Bioinformatics
BIOCH 365	Independent Research in Biochemistry
CHEM 310/310L	Analytical Chemistry and Analytical Chemistry Lab
CHEM 320/320L	Inorganic Chemistry and Inorganic Chemistry Lab
CHEM 330/330L	Advanced Organic Chemistry and Advanced Organic Chemistry Lab
CHEM 333	Physical Chemistry (if not used as a group 1 elective)
CHEM 340	Medicinal Chemistry
CHEM 410/410L	Instrumental Analysis and Instrumental Analysis Lab
CHEM 431/431L	Physical Chemistry: Quantum Mechanics and Physical Chem: Quantum Mechanics Lab
CHEM 432/432L	Physical Chemistry: Thermodynamics and Physical Chemistry: Thermodynamics Lab
MATH 235	Statistical Methods
MT 325	Physiological Chemistry
MT 425	Clinical Biochemistry

Secondary Requirements:

ART 540	Forensic Photography
FSCI 101	Survey of Forensic Science
FSCI 400	Senior Forensic Science Seminar
FSCI 655	Practicum Rotations
MATH 220	Calculus I*
PHIL 415	Professional Ethics*
PHYS 210	General Physics I* or
PHYS 215	General Physics I with Calculus*
PHYS 211	General Physics II* or
PHYS 216	General Physics II with Calculus*
SCI 100	School of the Sciences New Student Seminar

Forensic Sciences Option in Biotechnology Program Requirements

The courses listed below are required for completion of the bachelor's degree in biotechnology and for entry into the biology track, chemistry track or crime scene investigation track of the forensic sciences master's program. Students must also complete the requirements for the Stevenson core curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions.

Some secondary requirements, which are noted by an asterisk (*) in the list below, can also be used to fulfill a core curriculum requirement. Courses with one or more pre-or co-requisites are listed in the course description.

Major Requirements:

BIO 113	General Biology I: Cell Biology and Genetics
BIO 113L	General Biology I: Cell Biology and Genetics Laboratory
BIO 114	General Biology II: Structure and Function of Organisms
BIO 114L	General Biology II: Structure and Function of Organisms Laboratory
BIO 115	General Biology III: Ecology and Evolution
BIO 115L	General Biology III: Ecology and Evolution Laboratory
BIO 217	Principles of Biochemistry
BT 205	Laboratory Safety and Quality Assurance
BT 255	Techniques in Molecular Biology
BT 355	Advanced Techniques in Molecular Biology
CHEM 310	Analytical Chemistry
CHEM 310L	Analytical Chemistry Laboratory
CHEM 410	Instrumental Analysis
CHEM 410L	Instrumental Analysis Laboratory
FSCI 101	Survey of Forensic Science
FSCI 400	Senior Forensic Science Seminar
FSCI 655	Practicum Rotations

Electives*:

Any two biology or chemistry courses

Any two biology or chemistry laboratory courses

*At least two elective courses must be at the 300-400 level or higher. One biology/chemistry elective is fulfilled by a forensic sciences track course in the master's program.

Secondary Requirements:

CHEM 115	General Chemistry I
CHEM 115L	General Chemistry I Laboratory
CHEM 115S	General Chemistry I SoLVE
CHEM 116	General Chemistry II
CHEM 116L	General Chemistry II Laboratory
CHEM 116S	General Chemistry II SoLVE
CHEM 210	Organic Chemistry I
CHEM 210L	Organic Chemistry I Laboratory
CHEM 211	Organic Chemistry II
CHEM 211L	Organic Chemistry II Laboratory
MATH 220	Calculus I*
MATH 235	Statistical Methods
PHIL 415	Professional Ethics*
PHYS 210 or	General Physics I or
PHYS 215	Physics I with Calculus*
PHYS 211 or	General Physics II or
PHYS 216	Physics II with Calculus*
SCI 100	School of the Sciences New Student Seminar

Forensic Sciences Other Options

Minor:

A minor in forensic sciences is not available at this time

Other Options for Students Interested in Forensic Sciences

Master of Science in Forensic Sciences

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 sciences or forensic sciences. Candidates must meet specific course requirements and prerequisites. For further details, please see the *Graduate and Professional Studies Catalog* or visit the Stevenson website at stevenson.edu.

Forensic Sciences Course Descriptions

ART 540 Forensic Photography

3 credits, Spring

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 are 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. The grade obtained in this course counts towards the student's undergraduate GPA.

Prerequisite for undergraduate students: Must be a junior or senior in the BS (chemistry or biotechnology)/MS (forensic sciences) program

FSCI 100 Introduction to Forensic Science

3 credits, Fall and Spring

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-laboratory Science

FSCI 100L Introduction to Forensic Science with Laboratory

4 credits, Fall and Spring

Introduces the various aspects of forensic investigations in solving crimes and provides hands-on laboratories on the various aspects of these investigations. 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: Laboratory science

FSCI 101 Survey of Forensic Science

3 credits, Spring

Introduces the student interested in a career in forensic sciences to the various scientific disciplines involved in collecting and analyzing evidence. Topics include crime scene investigation, trace evidence analysis, fingerprints, forensic chemistry (drugs and toxicology) and biology (serology and DNA), bloodstain pattern analysis and arson and explosives.

This course is designed for science majors who intend to pursue further study in forensic science. ***Restricted to science majors.***

Prerequisite(s): None

General Education: Non-laboratory Science

FSCI 400 Senior Forensic Science Seminar

2 credits, Spring

Provides an interdisciplinary, comprehensive, and in-depth exploration of the nature and practice of forensic science. Emphasis is on honing oral and written communication skills in the context of scientific inquiry. Skill in reading, analyzing, and interpreting scientific journal articles is refined. Requirements include writing a comprehensive scientific paper, delivering oral presentations and creating and presenting a formal poster. In addition, each student is required to prepare a cumulative and comprehensive academic portfolio. ***Restricted to biotechnology and chemistry majors.***

Prerequisite(s): Must be a junior or senior in the BS (chemistry or biotechnology)/MS (forensic sciences) program; FSCI 655 may be taken concurrently.

Fees: Printing fees may be required.

FSCI 655 Practicum Rotations

3 credits, Fall

Provides a rotation through a minimum of three forensic science disciplines at a local crime laboratory facility or a criminal justice agency. The practicum rotation will provide students with first-hand experience in areas such as ballistics, DNA analysis, forensic chemistry, latent prints, and questioned documents. The variety of opportunities will also foster ideas for the master's research thesis. The grade obtained in this course counts towards the student's undergraduate GPA.

Prerequisite for undergraduate students: Must be a senior in the BS (chemistry or biotechnology)/MS (forensic sciences) program

Fees: Parking fees may be required.

French

French courses are listed under Foreign Modern Languages.

Geography

School of Humanities and Social Sciences

Stevenson University offers a limited number of courses in geography, some of which are required for various majors. There is no major in geography at Stevenson. Course descriptions for geography are listed below.

Geography Course Descriptions

GEO 110 Physical Geography

3 credits, Fall

Introduces the major physical elements of the earth system. This course emphasizes climate, landforms, soils, vegetation, and global environmental problems.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Social Science

GEO 111 World Regional Geography

3 credits, Fall and Spring (offered as needed)

Introduces the physical, political, economic, and cultural elements of the world regions. This course emphasizes the distinctive yet comparative nature of major regions and their impact on current events.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Social Science

GEO 112 Human Geography

3 credits, Spring

Studies the institutions and spatial variations of human society. This course emphasizes understanding human culture in a geographic context.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Social Science

GEO 310 Understanding Home: The Geography of Baltimore and Maryland

3 credits, Fall or Spring (offered as needed)

Studies the physical and human geography of Baltimore and Maryland while focusing on emerging geographic trends and their relevance to economic and social issues.

Prerequisite(s): ENG 152

General Education: Social Science

History

Stevenson University offers a bachelor's degree in public history. Please see the Public History section for complete major, minor, course information and other options.

Honors Course Descriptions

HON 100 Introduction to Honors

1 credit, Fall

Provides incoming honors program students with the foundation for success in the program and at the University. Emphasis is placed on an introduction to interdisciplinary thinking and learning and the building of community through service learning.

Prerequisite(s): Acceptance into the University Honors Program.

HON 171 Honors Effective Writing

3 credits, Fall

Emphasizes the theory and practice of the art of the essay, including the relationship between style and voice and their effects on the reader. Analytical reading and critical thinking are required as well as the use of research methods in writing from sources.

Prerequisite(s): Acceptance into the University Honors Program.

HON 214F Honors Seminar - Fine Arts

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the fine arts and social sciences. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. ***Restricted to SU honors program students.***

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Fine Arts

Fees: Fees may be required for field trips or travel-based learning courses

HON 214S Honors Seminar - Social Science

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the fine arts and social sciences. Course topics will vary and will emphasize integrative and critical thinking and written and oral

communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Social Science

Fees: Fees may be required for field trips or travel-based learning courses

HON 215F Honors Seminar - Fine Arts

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the fine arts and natural or physical sciences, including mathematics. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Fine Arts

Fees: Fees may be required for field trips or travel-based learning courses

HON 215M Honors Seminar - Non-lab Science or Mathematics

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the fine arts and natural or physical sciences, including mathematics. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Non-lab Science or additional Mathematics

Fees: Fees may be required for field trips or travel-based learning courses

HON 216F Honors Seminar - Fine Arts

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the fine arts and humanities. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Fine Arts

Fees: Fees may be required for field trips or travel-based learning courses

HON 216H Honors Seminar - Humanities

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the fine arts and humanities. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Humanities

Fees: Fees may be required for field trips or travel-based learning courses

HON 217M Honors Seminar - Non-lab Science or Mathematics

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the social, natural

and physical science, including mathematics. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Non-lab Science or additional Mathematics

Fees: Fees may be required for field trips or travel-based learning courses

HON 217S Honors Seminar - Social Sciences

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the social, natural and physical science, including mathematics. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Social Science

Fees: Fees may be required for field trips or travel-based learning courses

HON 218H Honors Seminar - Humanities

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the social sciences and humanities. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Humanities

Fees: Fees may be required for field trips or travel-based learning courses

HON 218S Honors Seminar - Social Sciences

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the social sciences and humanities. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Social Science

Fees: Fees may be required for field trips or travel-based learning courses

HON 219H Honors Seminar - Humanities

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the humanities and the natural or physical science, including mathematics. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Humanities

Fees: Fees may be required for field trips or travel-based learning courses

HON 219M Honors Seminar - Non-lab Science or Mathematics

3 credits, Fall and Spring

Provides an opportunity for students to explore varying course topics from the disciplinary perspectives of the humanities and the natural or physical sciences, including mathematics. Course topics will vary and will emphasize integrative and critical thinking and written and oral communication. This course may be team taught. **Restricted to SU honors program students.**

Prerequisites: HON 100 and a grade of "C" or better in HON 171

General Education: Non-lab Science or additional mathematics
Fees: Fees may be required for field trips or travel-based learning courses

Human Services

School of Humanities and Social Sciences
Department of Human Services
Department Chair: John Rosicky, Ph.D.

Human Services Program Description

The human services program is a nationally accredited, multidisciplinary program. Graduates of the program are prepared to take the exam for certification as a Human Services-Board Certified Practitioner (HS-BCP) offered by the Center for Credentialing and Education. Students who choose the addictions counseling track can complete the academic work required for certification as a Certified Associate Counselor-Alcohol & Drug. Students who choose the administration of programs for children track can complete the academic work required for the Child Care Administrator Level 4 Credential.

The program equips students to assume careers in human services, working with a broad range of age groups (from infants to seniors) in many different areas, such as administration, business and industry, child welfare, criminal justice and corrections, developmental disabilities, education, gerontology, health care, higher education, and public welfare. The courses also prepare students to further their education in graduate programs such as human services, school counseling, marriage and family therapy, social work, counseling, and related social science disciplines.

The curriculum focuses on theory, research, and application, with field experience as a crucial part of the courses. Their coursework gives students a strong background in how individuals and families develop and function. Students also acquire the skills necessary to provide services to people in need. Optional tracks are available in addictions counseling, administration of programs for children, and human services administration. The courses within the tracks are open to all students who meet the prerequisites.

Human Services Program Outcomes

Upon completion of the Bachelor of Science in Human Services, graduates will be able to

1. Apply meaningful connections between classroom learning and experience in the field.
2. Demonstrate a professional attitude.
3. Demonstrate sensitivity to diversity when interacting with individuals and families.
4. Display appropriate interpersonal skills.
5. Engage in professional behaviors.
6. Exhibit continuing self-development.

Addictions Counseling Track

The addictions counseling track is for students interested in working with clients who have substance abuse problems and other addiction disorders. This option provides the academic work required by the Maryland Board of Professional Counselors and Therapists as a Certified Associate Counselor-Alcohol & Drug (CAC-AD). Certification requires additional supervised work experience following graduation. Because most clients are affected by addictions even if they, themselves, are not addicts, many human services majors who do not plan to be addictions counselors enroll in the addictions courses.

Addictions Counseling Track Outcomes

Upon completion of the addictions counseling track, graduates will be able to

- Demonstrate knowledge and display ethical behavior regarding personal and professional awareness of values and self-disclosure, ethics of being a two-hatter, self-help fellowship participation, avoiding dual relationships, the relapsing counselor, and confidentiality (areas specified for fulfillment of ethics requirement for certification as a Certified Associate Counselor-Alcohol & Drug).
- Assess clients for addictions.
- Formulate multidimensional treatment plans.
- Analyze theories of counseling related to addictions.
- Critique the process of intervention and various options for intervention.
- Demonstrate counseling competencies (including motivational interviewing and multicultural counseling).
- Demonstrate competency in working with families and significant others affected by addictions disorders.

Administration of Programs for Children Track

This track is for students interested in the administration of programs for young children. Courses in the track will also provide relevant information for students who do not intend to assume management positions but who want to work with young children. This option provides the academic work required for the Child Care Administrator Level 4 Credential issued by the Maryland State Department of Education. Certification may require additional work experience with young children. Graduates may assume positions such as program administrator for young children, Head Start program director, Head Start family and community program manager, child care center director, private nursery school administrator, director of Montessori schools, and child care advocate. Scholarship funds (Childcare Career and Professional Development Fund) may be available through their place of employment for students who are currently employed in child care centers. Interested students should contact their place of employment for more information about these scholarships.

Administration of Programs for Children Track Outcomes

Upon completion of the administration of programs for children track, graduates will be able to

- Apply knowledge about the role of the teacher in creating a stimulating learning environment for young children through effective, developmentally appropriate instructional practices, quality learning experiences and functional room arrangement.

- Compare and contrast programs within the child welfare system (child protective services, family preservation services, foster care, and adoption).
- Interpret the impact of the legal system on the various aspects of the child welfare system.
- Analyze and apply specific strategies for resolving problems and conflicts using effective communication skills.
- Design vehicles for gaining and managing funds (e.g., budgeting, fund raising, grant proposals, lobbying community development) for programs for young children.
- Interpret legal issues involved in managing programs for young children.
- Incorporate strategies to increase the organizational effectiveness of programs for young children (e.g., time management, recruiting, hiring and retaining quality employees, recruiting and managing volunteers, evaluating and supervising staff).

Human Services Administration Track

The human services administration track is intended for students planning to pursue careers in human services administration. These careers include positions in human resources, development, and management.

Human Services Administration Track Outcomes

Upon completion of the human services administration track, graduates will be able to

- Incorporate strategies to increase the organizational effectiveness of human services organizations (e.g., time management, recruiting, hiring and retaining quality employees, recruiting and managing volunteers, evaluating and supervising staff).
- Design vehicles for gaining and managing funds (e.g., budgeting, fund raising, grant proposals, lobbying community development) for human services organizations.
- Interpret legal issues involved in managing human services organizations.
- Access, evaluate, and analyze information appropriate to business documents related to the administration of human services.
- Plan and compose accurate, organized, and concise documents in formats and styles appropriate for communication in human services organizations.
- Describe major organizational behavior theories at the individual, group, and organizational level.
- Explain cause and effect relationships within a human services organization by applying various organizational behavior theories.
- Explain and demonstrate the processes involved in the negotiation and mediation of conflicts in human services organizations.
- Identify and analyze the concepts and practices used in marketing human services organizations.
- Apply marketing theory and practices to actual situations in human services organizations.
- Describe the components of human resource management in human services organizations.
- Analyze human resource management practices in human services organizations.

Human Services Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C-" in major courses. However, in order to advance to the senior practicum, students must have an overall GPA of 2.50. 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).

Human Services Program Requirements

The courses listed below are required for completion of the bachelor's degree in human services. 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:

HSR 101	Family Studies
HSR 201	Introduction to Human Services
HSR 220	Commonalities and Differences in Human Services
HSR 315/515	Group Process and Practice
HSR 340/540	Delivery of Human Services
HSR 360	Counseling Strategies for Individuals
HSR 380	Internship in Human Services
HSR 430	Family Dynamics and Interventions
HSR 440	Practicum in Human Services
HSR 441	Seminar in Human Services

Secondary Requirements:

MGT 210	Business Writing *
	or
SCI 215	Science Writing *
INDSC 224	Introduction to Research Methods
LAW 259	Children and Family Law
MATH 140	Basic Statistics *
PHIL 415	Topics in Professional Ethics *
PSY 101	Introduction to Psychology *
PSY 108	Human Growth and Development *
PSY 215	Psychopathology
SOC 101	Introduction to Sociology *

Five Focused Electives:

See an advisor for the approved list.

Students desiring to complete a track should select from the following focused electives.

Addictions Counseling Track:

All major and secondary requirements and
 HSR 270 Addictions
 HSR 370 Ethics in Addictions Counseling
 HSR 371 Assessment and Treatment of Addictions
 Three additional focused electives

Administration of Programs for Children Track:

All major and secondary requirements and
 ED 208 Learning Experiences for Young Children
 HSR 275 Services for Children and Youth
 PSY 206 Child Development
 Two additional focused electives

Human Services Administration Track:

All major and secondary requirements and
 MGT 210 Business Writing
 LAW 380 Mediation and Negotiation
 MGT 310 Organizational Behavior
 MGT 408 Human Resource Management
 MKT 206 Principles of Marketing
 One additional focused elective

The following courses are recommended but not required:

MGT 316	Principles of Negotiation and Sales
MGT 330	Introduction to Public Administration

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 200-level or above.

Human Services Other Options

Minor:

A minor is available in human services. Please see an academic advisor for more information. For specific information regarding minor requirements, consult the minors section of the catalog.

BS/MS Option:

The BS/MS option is available for students majoring in human services who wish to combine their bachelor's coursework with work for a master's degree in Stevenson's Healthcare Management graduate program. 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.

Articulation Agreements:

Community College Programs

- Anne Arundel Community College – human services program
- Community College of Baltimore County – mental health program
- Frederick Community College - human services program; addictions track, developmental problems track, gerontology track, social work track
- Harrisburg Area Community College – human services program; social services transfer program

Graduate School Programs

- McDaniel College - human services management program; special education

This agreement gives human services majors the opportunity to complete their Bachelor of Science in Human Services from Stevenson University and Master of Science in Human Services Management: Special Education from McDaniel College in 5 years.

Human Services Course Descriptions

HSR 101 Family Studies

3 credits, Fall and Spring

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, Fall and Spring

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

HSR 220 Commonalities and Differences in Human Services

3 credits, Spring

Explores commonalities and differences in contemporary families and individuals. The course examines the culturally competent provision of human services when working with individuals of similar and different races, ethnicities, socio-economic statuses, religions, sexual orientations, and abilities.

Prerequisite(s): A grade of "C-" or better in HSR 101

General Education: Social Science

HSR 224 Introduction to Research Methods

3 credits, Fall and Spring

Introduces social science research methods. Emphasis is on formulating research questions, developing search and data-gathering strategies, and interpreting research in the areas of human services, social work, counseling and psychology. Students analyze current research and present their findings.

Prerequisite(s): Sophomore status and one of the following: HSR 101, PSY 101 or SOC 101, or permission of the program coordinator.

HSR 230 Personal and Family Budgeting and Investing

3 credits, Spring

Explores financial planning for individuals and families throughout all stages of life. The course focuses on such areas as budgeting, managing credit, investing, insuring, retirement, and estate planning.

Prerequisite(s): None

General Education: Social Science

HSR 235 Aging

3 credits, Spring (offered as needed)

Provides the student with an opportunity to learn the effects of a variety of physical, personal, psychological, and social issues faced by older adults and their families. Emphasis is placed on functional health status, social roles, social relationships, family issues, and the impact of these factors on specific services and the community at all levels.

Prerequisite(s): A grade of "C-" or better in HSR 101

General Education: Social Science

HSR 250 Topics in Human Services

3 credits, Fall and Spring

Examines selected issues in human services in depth, stressing relevant theories, research, and application. Rotating topics include Death and Dying, Divorce and Remarriage, and Family Violence. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C-" or better in HSR 101 or HSR 201, depending upon the topic

General Education: Social Science

HSR 270 Addictions

3 credits, Spring

Provides an overview of psychoactive drugs, their effects, and the knowledge and skills needed to deal with the problems of addiction. This course addresses the various models of addiction, progression, diagnosis and dual diagnosis, recovery, relapse, the intervention process, and the effects of addiction on the individual, family, and society.

Prerequisite(s): A grade of "C-" or better in HSR 201 or NURS 337

General Education: Social Science

HSR 275 Services for Children and Youth**3 credits, Fall**

Examines the process of child and youth welfare, focusing on history and current trends. Topics include family preservation services, child and youth protective services, foster care, and adoption.

Prerequisite(s): A grade of "C-" or better in HSR 101

General Education: Social Science

HSR 215/315/515 Group Process and Practice**3 credits, Spring**

Investigates elements of group process and practice. The application of course material to specific groups is highlighted. Students who anticipate continuing their education at the graduate level should register for the 500-level section; however, transferability of these courses to a graduate program is determined by the receiving institution.

Prerequisite(s): A grade of "C-" or better in HSR 201

HSR 260/360 Counseling Strategies for Individuals**3 credits, Fall**

Investigates models and methods for helping individuals in need. Students develop skills through the practice of intervention techniques.

Prerequisite(s): A grade of "C-" or better in HSR 201

HSR 340/540 Administration of Human Services**3 credits, Spring**

Focuses on the skills required for the development, delivery, and administration of human service programs. The course emphasizes organizational and work-related issues in human services including program planning and development, personnel administration, fund raising and budgeting, administrative procedures, and evaluation. Students who anticipate continuing their education at the graduate level should register for the 500-level section; however, transferability of these courses to a graduate program is determined by the receiving institution.

Prerequisite(s): A grade of "C-" or better in HSR 201

HSR 370 Ethics in Addictions Counseling**1 credit, Fall**

Examines ethical practice and decision-making in addictions counseling. Topics include personal and professional awareness of values and self-disclosure, ethics of being a two-hatter, self-help fellowship participation, avoiding dual relationships, the relapsing counselor, and confidentiality (areas specified for fulfillment of ethics requirement for certification as a Certified Associate Counselor-Alcohol & Drug).

Prerequisite(s): A grade of "C-" or better in HSR 270

Corequisite(s): HSR 371

HSR 371 Assessment and Treatment of Addictions**3 credits, Fall**

Prepares students with the knowledge and skills required to effectively assess and treat persons with substance abuse problems and other addiction disorders. Topics include theory and techniques of assessment and counseling approaches for individuals with addiction disorders, working with family and significant others, dynamics of counseling special populations, and case management.

Prerequisite(s): A grade of "C-" or better in HSR 270

Corequisite(s): HSR 370

HSR 380 Internship in Human Services**3 credits, Spring**

Provides students with a hands-on, realistic experience in a community-based agency. Concurrently, students explore professional issues in human services during guided classroom discussions.

Prerequisite(s): A grade of "C-" or better in HSR 220, HSR 315/515, HSR 360, and permission of the instructor

HSR 430 Family Dynamics and Interventions**3 credits, Fall**

Focuses on the dynamics of family relationships. Students analyze and evaluate family counseling interventions.

Prerequisite(s): A grade of "C-" or better in HSR 101 and either HSR 315/515 or HSR 360

HSR 440 Practicum in Human Services**9 or 12 credits, Fall and Spring**

Provides a supervised, practical experience in a community-based agency, where students function as much as possible like entry-level staff.

Prerequisite(s): A grade of "C-" or better in HSR 340/540, HSR 380, HSR 430, and permission of the instructor

Corequisite(s): HSR 441

HSR 441 Seminar in Human Services**3 credits, Fall and Spring**

Eases the transition from academics to work by providing an opportunity for students to discuss and learn more about issues related to the practicum and to the field of human services.

Prerequisite(s): A grade of "C-" or better in HSR 340/540, HSR 380, HSR 430, and permission of the instructor

Corequisite(s): HSR 440

Information Systems

Brown School of Business and Leadership

Department of Information Systems

Department Chair: Lawrence Burgee, Ph.D.

The Department of Information Systems (IS) is dedicated to preparing students for a career as well-rounded technology professionals, able to competently perform career-specific IT tasks in the workplace. The curriculum is designed to provide students with a solid foundation in application, systems, network, and database technologies followed by an in-depth, career-path focus. Graduates will enter the workforce immediately prepared to assume essential duties as productive IT professionals. In addition to mastering technology skills, students will be effective communicators, well-versed in research and analysis, business issues related to IT, business writing, critical thinking, and problem solving.

The IS department is committed to continuous and rigorous curriculum review to ensure that our students are educated in the leading technologies of the day.

The university-wide computer literacy program serves to prepare all Stevenson University students with technology skills that are immediately transferable to the workplace. The IS department and faculty are dedicated to the continued support and management of this program. The information systems faculty members enthusiastically serve as career mentors and work to create a nurturing environment that enables students to discover their talents and interests through experiential learning. We believe that our diverse curriculum prepares students with the ability to take on new challenges and embrace new technology innovations.

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 on 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.

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.

E-Commerce Technology 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.

E-Commerce Technology 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.

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.

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.

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 bachelor'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 121	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

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. 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 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 in their junior year. Once admitted into this program, students develop an education plan in consultation with their undergraduate and graduate advisors.

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.

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 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.

Computer Forensics Track Description

Computer forensics is the use of specialized computer investigation techniques to identify, collect, preserve, examine, and analyze digital evidence for presentation in criminal or civil proceedings. Specialized tools enable the computer forensics investigator to develop timelines reconstructing computer usage across the Internet and corporate local area networks. The CIS computer forensics track offers a solid foundation in computer security culminating with elite skills in computer forensics. With the blend of security and forensics skills, graduates are not only prepared with the knowledge to prevent, detect, and recover from unauthorized malicious intrusions into the organization's infrastructure but also to collect the digital evidence necessary to prosecute the intruders. Many graduates in this track elect to continue their education at the graduate level by pursuing a master's in forensic studies.

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 Description

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

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 Description

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.

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 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.

Computer Information Systems Program Requirements

The courses listed below are required for completion of the bachelor's degree in computer 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

(All students take four of the following six)

IS 301	Principles of E-Commerce
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

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

Software Design Track:

IS 241	C# Object Oriented Programming
IS 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

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

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

Secondary Requirements (all students):

MGT 210 Business Writing*

Select any two of the following courses:

ACC 121	Principles of Accounting I
MGT 204	Principles of Management
MKT 206	Principles of Marketing
One 300-400	Level INBUS, MGT or MKT course

Computer Information Systems Other Options

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. 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 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.

Information Systems Course Descriptions

IS 124 Introduction to Computer Graphics

3 credits, Fall and Spring

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: Restricted to visual communication design majors.

Fall semester: Restricted to business communication, FIVTH and non-art majors.

Prerequisite(s): None

IS 125 Fundamentals of Digital Media

3 credits, Spring

Introduces basic skills and key concepts in computer graphics using industry-standard software. Students develop the ability to create, control, and manipulate digital images for print, interactive, and motion media using a Macintosh platform in a studio environment. In-class demonstrations and exercises are supplemented by research-based projects incorporating historic and contemporary visual culture and digital design references. Students are required to apply the appropriate newly learned tools in the creation of original imagery. Emphasis is placed on selecting and utilizing software and hardware in accordance with professional standards and practices. Course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in ART 110

General Education: Fulfills computer literacy requirement for Visual Communication Design and Fashion Design majors.

IS 134 MS Windows and Office Applications

3 credits, Fall and Spring

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, Fall and Spring

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

IS 140 Information Systems Architecture and Design

3 credits, Fall and Spring

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, Fall and Spring

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

IS 170 Systems Development with UML

3 credits, Fall and Spring

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, Fall and Spring**

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(s): A grade of "C-" or better in IS 135

IS 214 Technology in Education**3 credits, Spring and Summer**

Examines technology and digital media and its implications for education. This course presents a current inventory and assessment of educational software programs and websites as well as procedures for evaluating, incorporating and integrating these technologies into the curriculum. **Restricted to education majors.**

Prerequisite(s): A grade of "C-" or better in IS 134

IS 224 Computer Graphics Practicum**1 credit, Fall or Spring (offered as needed)**

Concentrates on specific software application and related production techniques at both the intermediate and advanced levels for the student who wishes to improve his or her design technology skills. Various software tools and techniques are considered, building on concepts addressed in IS 124. Repeatable for credit

Prerequisite(s): A grade of "C" or better in IS 124

IS 231 Network Technologies**3 credits, Fall and Spring**

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 and IP Communication Protocols for Windows and UNIX**3 credits, Spring**

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, Fall and Spring**

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, Fall and Spring**

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, Spring**

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 & SQL Server**3 credits, Spring**

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 credit, Fall and Spring**

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, Spring**

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

IS 300 Integrating Technology and Digital Media in the Classroom**3 credits, Fall and Spring**

Examines how technology is impacting the digital child and its changes on restructuring education/learning in the classroom. This course presents current technology trends (Web 2.0 tools) and focuses on using digital media software and the Internet

for educational instructional purposes. ***Restricted to education majors.***

Prerequisite(s): A grade of "C-" or better in IS 214

IS 301 Principles of E-Commerce

3 credits, Fall and Spring

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 learn 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, Fall and Spring

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 and IP Routing

3 credits, Fall

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' 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, Fall

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, Spring

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 & Design Technologies

3 credits, Fall

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, Fall

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

Prerequisite(s): A grade of "C-" or better in IS 241 and IS 252

IS 348 Advanced Business Applications

3 credits, Fall

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, Spring

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 350 IS Internship

3 credits, Fall and Spring

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

Prerequisite(s): Junior status

IS 361 E-Collaboration and Social Networking

3 credits, Spring

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, Fall and Spring

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, Fall

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 Business Solutions

3 credits, Fall

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 301

IS 387 Wireless Technology Solutions for the Office

3 credits, Spring

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, Fall

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, Fall

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, Spring

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

Prerequisite(s): A grade of "C-" or better in IS 391 and IS 392

IS 431 Exchange Server & Messaging Systems

3 credits, Fall

Enables students to 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, Fall and Spring

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, Spring

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, Fall

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, Spring**

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, Fall and Spring**

Outlines the legal requirements of businesses to preserve electronic data, insure privacy, protect intellectual property, and insure electronic information is accessible to people with disabilities. A survey of the legislation and the systems used to implement the letter of the law will be covered. Pertinent sections of the federal and state regulations will be examined to determine impact on office procedures and policies.

Prerequisite(s): Senior status

IS 481 Project & Knowledge Management**3 credits, Fall and Spring**

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, a grade of "C-" or better in IS 140, IS 170, and at least two IS courses from track

Interdisciplinary Studies

School of Humanities and Social Sciences
Program Coordinator: Esther Horrocks, Ph.D.

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 area of study.

Appropriate themes for interdisciplinary studies majors may include a set of problems, an idea, or a period study. Suggested themes include American studies, aesthetics and artistic expression, and international and global studies.

Interdisciplinary Studies Program Outcomes

Upon completion of the 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 coordinator each semester to evaluate progress.

Interdisciplinary Studies Program Requirements

Students may request admission into the major after completing the first semester of the freshman year. Students may select either the Bachelor of Science or the Bachelor of Arts degree. The Bachelor of Arts degree requires the completion of a foreign language through at least the intermediate level. 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
HSR 224 (**or** another methods course approved by the program coordinator)

History Course

Interdisciplinary Studies Other Options**Minor:**

There is no minor in interdisciplinary studies.

Interdisciplinary Studies Course Descriptions**INDSC 310 The Beatles: A Musical and Cultural Event**
3 credits

Studies the music of the Beatles in relation to their times and legacy. Students review and appreciate the controversies of this new sound event while developing their own conceptual framework to reflect on the possibilities of an event in their own lives.

Prerequisite(s): ENG 152

INDSC 320 Internship
3 credits, Fall and Spring

Provides opportunity for career-related work experience in a student's area of study. Under faculty supervision, internships are arranged on an individual basis to match students' career goals and interests with employers' needs. Career Services provides assistance in locating internships. Internships require a minimum of 120 hours at the employer's site plus an internship journal and reflective essay evaluating the position and experience. Students should arrange their internship prior to registering for the semester. Grading is pass/fail. Internships may or not be paid depending upon employer policy.

Prerequisite(s): Junior status and other prerequisites may apply. For information, students should contact their department chair or program coordinator.

INDSC 350 Topics in Interdisciplinary Studies
3 credits, Fall and Spring

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 the program coordinator of interdisciplinary studies

INDSC 450 Senior Project: Seminar in Interdisciplinary Studies

3 credits, Fall and Spring

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 of interdisciplinary studies

International Business

Brown School of Business and Leadership
Department of Business Administration

There is no major in international business at Stevenson University; however, a student may choose to minor in international business. A complete listing of international business courses may be found under the course descriptions section of the business administration major. For specific information regarding minor requirements, please consult the minors section of the catalog.

Legal Studies

Brown School of Business and Leadership
Department of Legal Studies

Stevenson University offers a bachelor's degree in paralegal studies. Please see the paralegal studies section for a complete description of this program. A minor in legal studies is available. 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 additional information. For specific information regarding minor requirements, please consult the minors section of the catalog.

Management

Brown School of Business and Leadership
Department of Business Administration

There is no major in management at Stevenson University; however, a minor in management is offered through the business administration department. A complete listing of management courses may be found under the course descriptions section of the business administration major. Please see an academic advisor for more information. For specific information regarding minor requirements, please consult the minors section of the catalog.

Marketing

Brown School of Business and Leadership
Department of Business Administration

There is no major in marketing at Stevenson University; however, a minor in marketing is offered through the business administration department. A complete listing of marketing courses may be found under the course descriptions section of the business administration major. Please see an academic advisor for more information. For

specific information regarding minor requirements, please consult the minors section of the catalog.

Mathematics

School of the Sciences

Department of Mathematics and Physical Sciences

Stevenson University offers a major in applied mathematics. Please see the Applied Mathematics section for complete major and course information. The mathematics department also offers a minor in mathematics. Please see an academic advisor for more information. For specific information regarding minor requirements, please consult the minors section of the catalog.

Medical Technology

School of the Sciences

Department of Biological Sciences

Program Coordinator: Vivi-Anne Griffey, M.S.

Medical Technology Program Description

The mission of the Sinai Hospital/Stevenson University medical technology program is to graduate competent, ethical professionals with the knowledge and skills necessary for entry-level medical laboratory scientists (also known as medical technologists). Medical technology combines the basic sciences of biology and chemistry with medicine and the clinical sciences into a very satisfying professional career.

Medical laboratory scientists develop, perform, evaluate, correlate and assure the accuracy and validity of laboratory tests and collaborate with other health care professionals in the diagnosis and treatment of patients. They work in all areas of the clinical laboratory including microbiology, chemistry, hematology, molecular biology, blood banking and immunology.

The certified medical laboratory scientist is qualified by academic and practical training to work wherever laboratory testing is researched, developed or performed including hospital, private, research, industrial, biomedical and forensic laboratories, pharmaceutical companies and fertility centers. In addition to laboratory positions, medical laboratory scientists also find careers in infection control, marketing, technical sales and services, laboratory information systems, teaching and consulting.

Stevenson University offers a "2+2" baccalaureate program in medical technology consisting of two years of prerequisite courses in the basic sciences and liberal arts, a third year of liberal arts and introductory courses in laboratory medicine, and a fourth year which integrates professional and clinical practicum courses at Sinai Hospital of Baltimore. The clinical practicum provides a bridge between academics and application, allowing students a smooth transition to the workforce as Medical Laboratory Scientists (MLS).

The program includes specialized technical training in test performance, correlation of laboratory data and disease management, and education and practice in problem-solving in the clinical laboratory. In addition, the curriculum includes managerial preparation for its MLS students. No other program in the state offers a management practicum in the senior year. Graduates of our program are equipped to seek career enhancement and pursue management positions and/or graduate studies.

The Medical Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. (NAACLS; 5600 North River Road, Suite 720, Rosemont, IL 60018-5119; 773-714-8880, naacls.org)

Graduates in the medical technology major earn a Bachelor of Science degree and are eligible to take the national certification examination for medical laboratory scientists offered by the American Society of Clinical Pathology Board of Certification (ASCP-BOC).

Students planning to apply to medical or dental school may want to adopt the pre-medical option of the medical technology curriculum. Students adopting this option of the medical technology curriculum will graduate with a Bachelor of Science in Medical Technology and will have fulfilled all requirements for applying to medical or dental schools. These students follow the medical technology curriculum with the following changes: Organic Chemistry II is taken instead of Principles of Biochemistry and two semesters of General Physics.

Freshmen and transfer students enter as medical technology majors. The medical technology program accepts only ten students to continue into the junior year of the medical technology major, and selection is determined by the Medical Technology Admissions Committee.

Medical Technology Program Outcomes

Upon completion of the Bachelor of Science degree in Medical Technology, graduates will be able to

1. Demonstrate proficiency in performing the full range of clinical laboratory tests in the contemporary clinical laboratory.
2. Evaluate test systems and diagnostic algorithms in terms of diagnostic value, compliance outcomes, and cost-effectiveness.
3. Evaluate the results of laboratory analyses for accuracy and validity, and correlate laboratory data to disease processes.
4. Apply the principles and practices of quality assurance/quality improvement as applied to the pre-analytical, analytical, and post-analytical components of laboratory services.
5. Exhibit the ethical and professional behaviors required within the healthcare delivery system.
6. Demonstrate skills in laboratory information systems that will enable timely, accurate, and confidential reporting of laboratory data.
7. Communicate effectively, both orally and in writing, in order to consult with members of the healthcare team, to provide patient education and customer service, and to interact with external parties.
8. Use research design and practice skills to evaluate published studies and investigate clinical laboratory issues and problems.
9. Exhibit an understanding of the concepts and principles of laboratory management such as human resource management, finance, operations, regulatory compliance, performance improvement, critical pathways, and clinical decision-making.
10. Demonstrate understanding of education techniques and terminology to train and educate users and providers of laboratory services.
11. Seek national certification as a Medical Laboratory Scientist.

Medical Technology Program Policies

Students must earn a minimum cumulative GPA of 2.80 to be admitted into the Medical Technology program, and the lowest acceptable grade is a "C" in all major and secondary math and science required courses. Please see the specific program requirements for a listing of the required courses. After admission into the junior year of the program, students must maintain a minimum GPA of 2.50 in the major to remain in good standing and to be eligible for admission to the clinical practicum. A student whose GPA is less than 2.50

will be reviewed by the MT faculty for continuance in the program.

No student, regardless of major, will be permitted to take a science or math course unless a grade of "C" or better is earned in all prerequisite courses.

A student may not earn a grade of "C-" or lower in any science or math course more than three times during the program. If a fourth grade of "C-" or lower is earned in any science or math course, the student will be automatically dismissed from the medical technology major.

Probation: The student who earns any combination of two grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair of biological sciences that he or she is on probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair of biological sciences and/or the Dean of the School of the Sciences.

Final Probation: The student who earns any combination of three grades of "C-" or lower in a science or math course will be notified, in writing, by the department chair of biological sciences that he or she is on final probation in the School of the Sciences. The student's progress will be monitored closely and continuance in the major will be reviewed by the department chair of biological sciences and/or the Dean of the School of the Sciences.

Dismissal: If a fourth grade of "C-" or lower in any science or math course is earned, the student will automatically be dismissed from the major.

Final Exam Policy

A score of 70% must be achieved on the final exam in each senior-level medical technology (MT 4xx) course to be able to proceed to the corresponding clinical practicum course. The student will only be allowed to retake the final exam once. The student must take a new final exam and pass with a score of 70%. However, the original score on the exam will be used to calculate the final grade in the course. If the student fails to attain a 70% the second time, he or she must repeat the course.

Proficiency Exam Policy

1. The minimum passing score for each proficiency exam is determined by each instructor (80-100%).
2. A student who does not achieve the minimum passing score will have a second opportunity to achieve the minimum passing score. However, the score that will be used for the final grade computation will not exceed the minimum passing score, no matter what the score is on the second proficiency exam.
3. If a student fails the proficiency exam a second time, he or she will be counseled by the program director and faculty member, which could result in repeating the entire course.

Medical Requirements

Students enrolled in Medical Technology (MT) courses will have potential exposure to blood-borne pathogens or other potentially infectious materials and may be at risk of acquiring hepatitis B virus (HBV). Also, during the course of the Medical Technology program, students may have direct patient contact. This program requires the student to demonstrate effective vaccinations prior to starting the Medical Technology (MT) courses (except MT 210).

1. All full-time, part-time and categorical certificate students admitted to the junior (3rd) year of the Medical Technology program must submit the following forms (these forms can be printed from the Wellness Center and Medical Technology websites):

- Stevenson University *Student Health Form* to the Wellness Center.
 - *Supplemental Immunization Form for Medical Technology Students* to the Administrative Assistant in the School of the Sciences.
2. Laboratory confirmation of immune status by positive immune titer is required for the following:
 - Measles, Mumps, Rubella (MMR immunity profile)
 - Varicella (Varicella-Zoster Virus IgG antibody)
 - Hepatitis B (Hepatitis B surface antibody = anti-HBs)
 3. You may choose to decline the hepatitis vaccine, but you must sign the *Hepatitis Declination Form* (Appendix A of the ***Exposure Control Plan for the School of the Sciences***) that you understand you will be at risk of acquiring hepatitis B.
 4. Students enrolled in MT courses (except MT 210) must submit documentation of all required immunizations and titers listed in the *Supplemental Immunization Form* by **July 1 for fall courses** and **January 2 for spring courses**. If the documentation of immunizations and titers or signed declination form is not on file by the deadline, the student will be dropped from any registered MT course.
 5. Students entering the senior (4th) year of the program must also present documentation of a negative tuberculosis screening test (PPD or chest x-ray) prior to the start of classes in the fall semester.
 6. It is **strongly recommended** that students maintain personal medical insurance.
 7. Students are financially responsible for any costs incurred due to illness or injury experienced by the student, in conjunction with the student labs and clinical practicum.

Clinical Practicum

1. The clinical practicum is scheduled in the senior year. It is divided into discipline-specific rotations and is scheduled for five days a week, eight hours a day from the first week in January through the first week in May.
2. Students must provide their own transportation to the clinical facilities, which may include paying for parking. Personal protective equipment is provided by the facilities. Liability insurance is purchased by the University to cover students during their clinical practicum.
3. The clinical practicum culminates in a final comprehensive exam as preparation for the national certification examination for Medical Laboratory Scientists.
4. In addition to rotations at Sinai Hospital, the students may also be assigned to clinical departments at the following affiliates:
 - Franklin Square Hospital
 - Greater Baltimore Medical Center
 - Johns Hopkins Bayview Medical Center
 - Johns Hopkins Hospital
 - Northwest Hospital

Program Completion

Upon satisfactory completion of the required program of study, the student will be awarded a Bachelor of Science in Medical Technology. The granting of the degree is not contingent upon passing any external certification examination.

National Certification Examination

Program graduates are eligible to take the national certification examination offered by the American Society of Clinical Pathology Board of Certification (ASCP-BOC).

Program Admission Requirements

Consideration for admission to the medical technology program in the spring semester of the sophomore year is based on the following criteria.

- Minimum cumulative GPA of 2.80 in all university work attempted
- Grade of "C" or better in all prerequisite courses in chemistry, biological sciences and mathematics
- Completion of at least 60 credit hours, including prerequisite courses in biology, chemistry and mathematics by the start of the fall semester of the junior year in the program
- Ability to meet published non-academic Essential Functions
- Submission of a complete application to the program by the established deadline in the spring semester of the sophomore year

Each applicant is reviewed by the program director for admission eligibility to the junior year of the medical technology program. The student's transcript is reviewed for overall grade point average (GPA) in all university work, for GPA in the specific prerequisite courses in biology, chemistry and mathematics, and for potential to successfully complete 60 credit hours towards fulfilling requirements for the degree. To insure that all standards are met and that students have been assessed equitably, the program director reviews the eligibility of all students with the Medical Technology Admissions Committee, which makes the final decision.

All students receive written notification of their acceptance/rejection status prior to registration for the fall semester of the junior year. Students who are not accepted into the medical technology major may be reviewed again the following year, if they so desire, or are counseled about alternative majors (e.g., biology or biotechnology).

In order to participate in the program, students must be able to comply with program-designated Essential Functions or request reasonable accommodations to execute these functions. The Essential Functions are the non-academic requirements of the program comprising the physical, emotional and professional demands of the medical laboratory scientist. To ensure that the decision to pursue a career in medical technology is the correct one for the individual, each applicant is asked to determine if they are able to comply with all of these Essential Functions (see below) by which they will be assessed as a medical technology major.

As stated in the University's non-discrimination policy, the University does not discriminate on the basis of health or disability.

Essential Functions

The medical technology student must

1. Possess visual acuity sufficient to
 - Differentiate colors and color changes in the performance of laboratory tests and procedures. Color blindness, of itself, does not preclude admission.
 - Identify cellular components and microorganisms utilizing a microscope.
 - Read laboratory instrument procedure manuals, standard operating procedures, specimen labels and other pertinent materials for patient care and professional practice.
2. Possess sufficient manual dexterity in order to
 - Process specimens and perform laboratory testing procedures.
 - Lift and handle typical hand-held medical laboratory equipment and tools.
 - Operate clinical laboratory instruments and equipment, including computers.

- Perform delicate manipulations that require good eye-hand coordination.
- 3. Ambulate adequately to collect blood specimens from patients.
- 4. Perform laboratory procedures accurately and within an established time-frame while maintaining efficiency and organization.
- 5. Exercise independent judgment and use critical thinking skills to solve problems.
- 6. Communicate in a professional and positive manner with faculty, classmates, patients, laboratory personnel, and other healthcare and non-healthcare personnel.
- 7. Maintain patient confidentiality and exercise ethical judgment, integrity, honesty, dependability, and accountability in the classroom and clinical laboratory.

This policy shall be interpreted and applied in a manner consistent with the requirements of all state and federal laws concerning education of students with disabilities.

Medical Technology Program Requirements

The courses listed below are required for completion of the bachelor's degree in medical technology. Students must also complete the requirements for the Stevenson University 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:

MT 210	Principles of Laboratory Science
MT 310	Hematology I
MT 310L	Hematology I Laboratory
MT 320	Urinalysis and Body Fluids
MT 320L	Urinalysis and Body Fluids Laboratory
MT 325	Physiological Chemistry
MT 335	Clinical Laboratory Management
MT 338	Molecular and Immunologic Diagnostics
MT 400	Senior Medical Technology Seminar
MT 405	Transfusion Medicine
MT 410	Hematology II
MT 420	Clinical Microbiology
MT 425	Clinical Biochemistry
MT 431	Clinical Chemistry Practicum
MT 432	Clinical Hematology Practicum
MT 433	Clinical Microbiology Practicum
MT 434	Clinical Immunohematology Practicum
MT 435	Management Practicum

Secondary Requirements:

BIO 113	General Biology I*
BIO 113L	General Biology I Laboratory*
BIO 130	Anatomy and Physiology
BIO 203	Microbiology
BIO 217	Principles of Biochemistry
BIO 230	Genetics
BIO 320	Pathogenic Microbiology
CHEM 115	General Chemistry I*
CHEM 115L	General Chemistry I Laboratory*
CHEM 115S	General Chemistry I SoLVE
CHEM 116	General Chemistry II
CHEM 116L	General Chemistry II Laboratory
CHEM 116S	General Chemistry II SoLVE
CHEM 210	Organic Chemistry I
CHEM 210L	Organic Chemistry I Laboratory
MATH 121	College Algebra
MATH 210 or	Statistics and Probability* or
MATH 235	Statistical Methods*
PHIL 415	Professional Ethics *
PSY 101	Introduction to Psychology *

SCI 100

School of the Sciences New Student Seminar

Medical Technology Other Options

Categorical Certificate Training Program:

The Categorical Certificate Training Program is available for students who already have a bachelor's degree in biology, biotechnology, chemistry, or related science. Please see the medical technology website for information, admission requirements and application procedures.

Minor:

A minor is available in medical technology. A student wishing to take any medical technology course for the medical technology minor must meet the prerequisite(s) for the particular course. Students must take six courses that count in the medical technology major. Please see the program coordinator of medical technology for more information. For specific information regarding minor requirements, please consult the minors section of the catalog.

Articulation Agreements:

Community College of Baltimore County, Associate of Applied Science, Medical Laboratory Technology: It is possible for students to transfer 66-69 credits from CCBC that count in the SU core curriculum and the medical technology curriculum.

Anne Arundel Community College, Associate of Applied Science, Medical Laboratory Technology (*under annual review*): It is possible for students to transfer 67-70 credits from AACC that count in the SU core curriculum and the medical technology curriculum.

Medical Technology Course Descriptions

MT 210 Principles of Laboratory Science

3 credits, Spring

Introduces the student to the medical laboratory profession by providing a discussion of the organization of an accredited clinical laboratory and regulatory agencies, principles of laboratory and patient safety, instruction in medical terminology, principles of quality control and quality assurance, professional conduct and ethical considerations relevant to the clinical laboratory, including HIPAA regulations, and instruction in phlebotomy. The student will perform calculations required to prepare laboratory solutions and dilutions, and demonstrate competency making specific dilutions and solutions.

Prerequisite(s): A grade of "C" or better in CHEM 210 and MATH 210; or permission of the medical technology program coordinator

MT 310 Hematology I

3 credits, Spring

Introduces the fundamental concepts in hematology with in-depth study of hematopoiesis, erythropoiesis, anemias, and hemoglobinopathies. Granulopoiesis and qualitative white blood cell abnormalities are introduced. Topics include normal and abnormal hematology, normal physiology and pathophysiology, and the correlation of laboratory data to diagnosis.

Prerequisite(s): A grade of "C" or better in BIO 130 and MT 210 or permission of the medical technology program coordinator

Corequisite(s): MT 310L

MT 310L Hematology I Laboratory**1 credit, Spring**

Emphasizes laboratory procedures in routine hematology and morphologic skills. Students learn to proficiently identify normal and abnormal cellular morphology and inclusions in peripheral blood smears, and correlate abnormal morphology to disease states.

Prerequisite(s): A grade of "C" or better in BIO 130 and MT 210 or permission of the medical technology program coordinator

Corequisite(s): MT 310

MT 320 Urinalysis and Body Fluids**2 credits, Fall**

Applies an in-depth study of the anatomy and physiology of the genitourinary system and the principles and procedures of the complete urinalysis, including physical, chemical, and microscopic examinations. This course also covers other body fluids, including cerebrospinal, synovial, serous, seminal, amniotic, gastric, and fecal analysis. Topics include specimen collection and handling, analyses, and correlation with disease states.

Prerequisite(s): A grade of "C" or better in BIO 130 and MT 210 or permission of the medical technology program coordinator

Corequisite(s): MT 320L

MT 320L Urinalysis and Body Fluids Laboratory**1 credit, Fall**

Emphasizes the physical, chemical, and microscopic examination of urine, and manual and automated chemical dipstick urinalysis. Students also perform analyses of other body fluids, including manual cell counts and cell identification.

Prerequisite(s): A grade of "C" or better in BIO 130 and MT 210 or permission of the medical technology program coordinator

Corequisite(s): MT 320

MT 325 Physiological Chemistry**4 credits, Fall**

Provides a study of the analyses of the chemical constituents of the blood and other body fluids, emphasizing appropriate anatomy and physiology, specimen processing, correlation of normal and pathologic physiology, and diagnostic implications in health and disease. Students learn the applications of UV-visible spectrophotometry, atomic absorption spectrophotometry, potentiometry as applied to ion specific electrodes, and electrophoresis in the clinical chemistry laboratory. Laboratory exercises emphasize analytical accuracy and precision, using both manual techniques and automated laboratory instruments.

Prerequisite(s): A grade of "C" or better in CHEM 211 and CHEM 211L or BIO 217; BIO 130 or BIO 222; and MT 210, or permission of the medical technology program coordinator

MT 335 Clinical Laboratory Management**3 credits, Spring**

Provides an introduction and overview of management concepts strategic to the successful operation of a clinical laboratory. Students are introduced to management theory and practice, organizational structures, supervisory and leadership functions, job descriptions, personnel performance management and appraisal, budgeting and financial management, laboratory operations, and computer applications, with additional discussions of current trends in laboratory services. Using a problem-based learning approach, professional responsibility, ethics, problem-solving, team-building, and interpersonal skills are integrated throughout the course content.

Prerequisite(s): Junior year status in the MT program or permission of the medical technology program coordinator

MT 338 Molecular and Immunologic Diagnostics**4 credits, Fall**

Provides the basic skills, concepts and theoretical background needed to work in a clinical immunology and molecular laboratory. Immunology topics include antigens, antibody structure and function, humoral and cellular immune responses, immunodeficiency, autoimmunity, hypersensitivity, and transplantation. Molecular biology topics include analysis of nucleic acids for normal variations, inherited disorders, cancer detection, and infectious diseases. Students gain laboratory experience in molecular, immunological and serological techniques including nucleic acid amplification and electrophoresis, antibody screening, ELISA, and precipitation and agglutination reactions.

Prerequisite(s): A grade of "C" or better in MT 210, BIO 230 and BIO 203, or permission of the medical technology program coordinator

MT 400 Senior Medical Technology Seminar**2 credits, Spring**

Introduces the principles and practices of research design sufficient to evaluate published studies in the field of clinical laboratory sciences such that research results can be applied to practice. Students will understand how a research study is conceptualized, implemented by the researcher, and disseminated in published format to peers. Working collaboratively with a team leader or manager within the clinical laboratory, students perform a literature search and/or research on an assigned study or project, prepare a professional poster, and present their findings in an oral presentation. Because health professionals are also involved in teaching patients, colleagues and/or students, the student will demonstrate an understanding of educational methodologies and their application to clinical education.

Prerequisite(s): Senior status in the medical technology program

MT 405 Transfusion Medicine**3 credits, Fall**

Discusses the theoretical and practical concepts of blood banking and transfusion medicine. Introductory topics include donor screening and selection, basic blood group serology, component processing and therapeutic use, hemolytic disease of the fetus and newborn, adverse reactions to transfusion, and quality assurance in the blood bank. Advanced topics include transfusion therapy, adverse complications of transfusion, blood inventory management, autoimmune hemolytic anemia and regulatory issues in the blood industry. In the laboratory, students perform ABO/Rh grouping, antibody screening, compatibility testing, antibody identification, and component modification.

Prerequisite(s): A grade of "C" or better in MT 310 and MT 338

MT 410 Hematology II**3 credits, Fall**

Continues with the concepts in MT 310, this course is an advanced study of the pathophysiology, laboratory diagnosis, clinical correlation and peripheral blood identification of quantitative and qualitative white cell disorders, acute and chronic leukemias, and myeloproliferative, myelodysplastic, lymphoproliferative and plasma cell disorders. Topics in coagulation cover normal hemostasis and disorders in the clotting mechanism, therapeutic anticoagulants, pathologic inhibitors, and thrombotic disorders. Laboratory exercises concentrate on identification of precursor white cells and white cell disorders in peripheral smears. Students are introduced to

bone marrow evaluation, coagulation testing procedures, automated instrumentation, and flow cytometry.

Prerequisite(s): A grade of "C" or better in MT 310 and MT 338

MT 420 Clinical Microbiology

4 credits, Fall

Emphasizes the correlation of in vitro and in vivo findings in the diagnosis and treatment of infectious diseases using a specimen approach to the study of diagnostic microbiology. The systems of the body will be discussed in terms of normal flora, proper specimen collection and processing, the isolation, identification, and treatment of bacterial pathogens from various body sites, and correlation with infectious diseases. It also includes the detection and laboratory identification of commonly isolated pathogenic fungi, parasites and viruses. Laboratories are designed to simulate a clinical microbiology laboratory experience by having students work with simulated patient cultures.

Prerequisite(s): A grade of "C" or better in BIO 320 and MT 338

MT 425 Clinical Biochemistry

3 credits, Fall

Correlates the appropriate analytes and testing systems of organ function with interpretive algorithms, using a body systems approach. The course emphasizes the relationship of normal and abnormal laboratory data to disease processes and quality control and Six Sigma quality assessment of laboratory processes. It also includes the clinical areas of toxicology, therapeutic drug monitoring, tumor markers, endocrinology, and immunochemistry. Through the use of simulation exercises and team projects, students gain experience in the development of SOPs, reference interval studies, new method or instrument validation studies, and proficiency testing programs.

Prerequisite(s): A grade of "C" or better in MT 325 and MT 338

MT 431, MT 432, MT 433, MT 434 Clinical Laboratory Practicum

12 credits, Spring

Applies laboratory theory and techniques in the major disciplines of a clinical laboratory, including clinical chemistry, urinalysis, hematology, microbiology, immunology, and transfusion medicine through supervised rotations at affiliated hospital laboratories.

Prerequisite(s): A grade of "C" or better in MT 410, MT 405, MT 420, and MT 425

Fee(s): Parking fees may be required for rotations at affiliate hospitals.

MT 435 Management Practicum

3 credits, Spring

Applies management theory to practice in the daily operations of the laboratory through presentations and mentoring by laboratory leaders. The student will have the opportunity to use the problem-solving and critical thinking skills learned in the classroom and gain experience in generic management roles common to all clinical laboratories such as, personnel scheduling, CAP inspection preparation, turnaround time studies, resolution of personnel issues, and competency assessment procedures. Under the guidance of a laboratory supervisor/manager, the student will research, develop and perform an institutional study or project such as, instrument comparison studies, method evaluation studies, or patient case management.

Prerequisite(s): A grade of "C" or better in MT 335 and senior status in the medical technology program

Military Science

Military Science - Air Force ROTC

Stevenson University offers the Air Force Reserve Officers' Training Corps (AFROTC) in conjunction with University of Maryland's Det 330. The Air Force Reserve Officer Training Corps (AFROTC) provides students the opportunity to earn a commission as a second lieutenant in the United States Air Force while completing their undergraduate or graduate degree. It is highly recommended that students seeking a commission contact the AFROTC department for full program details before registering for classes. For more information students can email <afrotcdet330@umd.edu>, call 301.314.3242, or visit the Det 330 Website at afrotc.umd.edu

Program Overview

AFROTC is designed to be a 4-year experience, but the schedule can be compressed (minimum of 3 years) for qualified candidates. A full four-year program is composed of the two-year General Military Course (GMC) and the two-year Professional Officer Course (POC). GMC students receive an introduction to the Air Force and various career fields, and may have a chance to compete for scholarships. Non-scholarship GMC students incur no military service obligation and may elect to discontinue the program at any time. Students wishing to continue in the POC must pass all cadet standards by their last semester in the GMC, successfully compete for acceptance into summer field training course, and complete field training. POC students concentrate on the development of leadership skills and the study of United States defense policy. Additionally, all POC students receive a monthly allowance of \$450-\$500.

If the Air Force is offering scholarships, members of AFROTC in all degree programs are eligible to compete for scholarships based on a competitive selection process. Scholarship recipients receive money for tuition up to \$18,000 per year, a book allowance (currently \$900/year), and a monthly allowance from \$300 to \$500, depending on the student's AFROTC year.

All classes are offered only at the University of Maryland.

Military Science Air Force ROTC Course Descriptions

ARSC 059 Air Force Officer Lab

1 credit, Offered at the University of Maryland

Two hours of laboratory plus one to two hours of physical training per week. This course does not carry credit towards any degree at the University and is open only to AFROTC cadets. Repeatable to 10 credits if content differs. Offers Air Force ROTC cadet officer's practical experience in military leadership, management, organization, and customs. May include visits to military installations, weekend laboratories, and flight orientation.

ARSC 100 The USAF Today I

1 credit, Offered at the University of Maryland

AFROTC cadets must also register for ARSC 059. Freshman course for AFROTC. This course is designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication

studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

ARSC 101 The USAF Today II

1 credit, Offered at the University of Maryland

AFROTC cadets must also register for ARSC 059. Freshman course for AFROTC. This course is a continuation of ARSC 100 for freshmen AFROTC cadets. Topics relate to the Air Force and defense. Focuses on organizational structure and missions of the Air Force; officership and an introduction to both written and oral communication skills are included.

ARSC 200 The Development of Air Power

1 credit, Offered at the University of Maryland

AFROTC cadets must also register for ARSC 059. Sophomore course for AFROTC cadets. This course studies factors contributing to the development of air power from its earliest beginnings through two world wars; the evolution of air power concepts and doctrine; introductory leadership; and assessment of communicative skills.

ARSC 201 The Development of Air Power II

1 credit, Offered at the University of Maryland

AFROTC cadets must also register for ARSC 059 and have taken ARSC 200. This course is a continuation of ARSC 200 for sophomore AFROTC cadets. This course explores the study of historical events, leaders, and technical developments which surrounded the growth of air power; the basics of leadership; environment of an Air Force officer; and concepts of ethical behavior.

ARSC 300 Management and Leadership I

3 credits, Offered at the University of Maryland

Studies leadership and management fundamentals, professional knowledge, Air Force doctrine, and written and oral communication skills. Case studies are used to examine leadership and management situations. This course will satisfy credit towards a minor in military studies.

Corequisite(s): ARSC059 or permission of department. Junior standing.

ARSC 301 Management and Leadership II

3 credits, Offered at the University of Maryland

Continuation of ARSC300. Cadets study leadership and management skills and leadership ethics as well as written and oral communication skills required of Air Force officers.

Corequisite(s): ARSC059 or permission of department. Junior standing.

ARSC 400 National Security Forces in Contemporary American Society I

3 credits, Offered at the University of Maryland

Studies American national security policy and processes to include information and implementation, impact of major national and international actors, and development of major policy issues.

Prerequisite(s): ARSC300 or ARSC301; or permission of department.

Corequisite(s): ARSC059 or permission of department. Senior standing.

ARSC 401 National Security Forces in Contemporary American Society II

3 credits, Offered at the University of Maryland

Examines various subjects including: military law/justice, preparation for active duty, and current issues affecting military professionalism.

Prerequisite(s): ARSC 300 or ARSC 301; or permission of department.

Corequisite(s): ARSC 059 or permission of department. Senior standing.

Military Science - Army ROTC

Military Science - Army ROTC

Stevenson University offers the Army Reserve Officers' Training Corps (ROTC) in conjunction with The Johns Hopkins University's Blue Jay Battalion. The JHU Army Reserve Officers' Training Corps (ROTC) was among the first to be established by Congress in 1916 and is routinely ranked at the top of the nation's 273 programs. More than 3,000 students have received Army officer commissions through the program, with over 40 attaining the rank of general officer. Students can enter the program with as little as two years remaining as an undergraduate or may complete the requirements while pursuing a graduate degree. Upon graduation students are commissioned as a second lieutenant in the U.S. Army. Some are selected to attend a funded law school or several medical programs, while others serve in the Active Army, Reserves, or National Guard. ROTC basic classes are open to all students: The leadership and management class specializes in leader development and is an excellent course for students aspiring to become leaders on campus and beyond. Additional information on military science or ROTC can be obtained by asking a current cadet, and by calling 1-800-JHU-ROTC or 410-516-7474. Additional information can be obtained by emailing <rotc@jhu.edu> or visiting the JHU ROTC website.

Scholarship and Financial Assistance

Army ROTC offers four, three, and two-year scholarships that pay full tuition (or room and board), \$1,200 for books and a \$300 - 500 monthly stipend. For students that join after their freshman year, a one-time \$5,000 incentive bonus may be available and can be coupled with a loan repayment option. Additional incentives include a monthly language stipend (\$100 - 250), a study abroad program (\$6,000), special incentives for nurses, and postgraduate programs for medical and law degrees.

Scholarship opportunities are regularly improved and incentives are added. Applications for scholarships by qualified students are awarded throughout the semester, and may be in some cases retroactive. A non-scholarship program is also available. For health professions and nursing students, ROTC can offer numerous opportunities to achieve specialized education, additional postgraduate scholarships, and accession/graduation bonuses.

Curriculum

The curriculum normally consists of two-year Basic Course (freshmen/sophomores) and a two-year Advanced Course (juniors/seniors). Some modification to this curriculum is common, as with graduate or transfer students. Completing the 30-day Leader's Training Course (LTC) at Fort Knox, Kentucky is equivalent to the Basic Course. Successful graduates of LTC are normally offered ROTC scholarships and an opportunity to enroll in the Advanced Course. Junior-ROTC experience, prior military service, and military academy attendance may also qualify for Basic Course completion.

All Advanced Course students are cadets and have a contractual agreement with the Army. These students attend the National Leadership Development and Assessment Course (LDAC) at Fort Lewis, Washington between the 300- and 400-level courses. This is a core requirement to commission in the Army and cannot be waived.

Army ROTC strives to develop values-based graduates that offer expert leadership to the campus, the community, and the Army. As such, we offer and encourage cadets to participate in: paid leadership and technical internships;

cultural and language immersion programs; a number of Army military school opportunities in Europe, South America, the Republic of Korea, Alaska, Hawaii, and across the continental United States.

Extracurricular activities may also include community assistance, Red Cross blood drives, tutoring for at-risk children, volunteering at the Veterans' Administration and more. Cadets may apply for additional military training such as skydiving, helicopter rappelling, mountaineering, and cold weather training. New and challenging opportunities routinely become available.

Military Science Army ROTC Course Descriptions

374.101 Leadership and Management I

2 credits, Offered at JHU

Introduces basic leadership and management concepts, theories and principles of decision making for application to any professional environment. This course is recommended for those who have leadership aspirations or are currently in student leadership positions. This course is intended to provide a foundation for those desiring to establish and improve their personal leadership philosophy. It establishes a baseline understanding of the US Army's leadership and management principles. This course is taught through a series of lectures and small group discussions. Students are required to conduct research in the areas of leadership and management and present their findings in an oral presentation or written report to their small group. In addition to learning the foundations of leadership, students will learn about the corporate and non-corporate aspects and operations of the US Army, time management, ethics, values, mission statements and goal setting.

Co-requisite(s): 374.110 for ROTC students; none for non-ROTC students.

374.102 Leadership and Management II

2 credits, Offered at JHU

Introduces and applies the five tracks of instruction in leadership, personal development, values and ethics, officership, and tactics. This course is complimentary to 374-101, Leadership and Management I, although either course can be taken independently. This course is recommended for those who want to improve their leadership skills and abilities, whether or not they are currently in leadership positions. This course is intended to provide the student with basic leadership and management tools and abilities that can be applied in any personal or professional endeavor. This course is taught through a series of lectures, small group discussions and practical exercises. Students are required to present information in a verbal briefing, and to apply their leadership and management skills in small group practical exercises. In addition to learning the foundations of leadership students will learn about the corporate and non-corporate aspects and operations of the US Army Organization, time management, ethics and values and mission statements and goals.

Co-requisite(s): 374.120 for ROTC students; none for non-ROTC students.

374.110-120 Basic Leadership Laboratory I, II

1 credit, Offered at JHU

Exposes students in a laboratory environment to practical experiences, challenges and individual learning opportunities in a small group. Students learn the fundamentals of an organization and apply principles of leadership and management at the foundation level. Students develop military courtesy, organizational discipline, communication and basic leadership and management skills. Ultimately, students understand how to facilitate and lead a small group of four to five people as an integral part of a larger organization of

75-100 people through situational training opportunities in a variety of conditions. As a leadership practicum, students have the opportunity to serve in leadership positions and receive tactical and technical training. In addition to learning to lead groups of five to 100 people, students will also be exposed to training on first aid, operating Army equipment, Army activities such as rappelling and drill and ceremony. These laboratories are required for enrolled ROTC participants who desire to be considered for a commission in the Army.

Co-requisite(s): 374.101-102

374.202 Leadership and Teamwork

2 credits, Offered at JHU

Explores how students influence, develop and achieve success as a leader. It examines the challenges of leading small tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders, and examines broader applications of leadership and team development. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Students will assess their own leadership styles and practice communication and team building skills. Several COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

Corequisite(s): 374.220; none for non-ROTC students.

374.201 Leadership and Communication

Focuses on developing leadership and communication skills. Case studies will provide a tangible context for learning and applying aspects of team building, values, the Army Warrior Ethos, and principles of war as they apply in the contemporary operating environment. The key objective of this course is to develop knowledge of the Army's leadership philosophies and integrate this knowledge into personal skills and team development. At the end of this course, students will be able to describe and perform tasks during the four basic phases of team building; demonstrate the types and elements of interpersonal communication; illustrate, explain, and apply the Principles of War; identify and apply problem solving steps, and apply basic leadership procedures in simple and complex situations.

Corequisite(s): 374.210; none for non-ROTC students. 2 credits, Offered at JHU

374.210 Basic Team Leadership Laboratory

1 credit, Offered at JHU

Provides training in leading and assisting 4-5 person teams through a variety of training opportunities. Students learn the troop-leading procedures, basic problem solving, and tactical skills aimed at military leadership and will mentor and assist members of their team with improving their own skills and leadership as well.

Corequisite(s): 374.201

374.220 Intermediate Team Leadership Laboratory

1 credit, Offered at JHU

Develops student leadership, as team leaders of 4-5 other students, during a variety of induced training opportunities. They also begin to lead larger groups, from 9 to 60 people, in a variety of situations designed to challenge emerging leaders. Continued emphasis is placed on troop-leading-procedures and problem solving. Students lead physical fitness training and mentor subordinates in military, academic and extra-curricular activities. Successful completion of this course allows students to progress into ROTC Advanced Courses.

Corequisite(s): 374.202

374.301 Leadership and Tactical Theory I**2 credits, Offered at JHU**

Introduces the tenets of Army leadership, officership, Army values, ethics and personal development. Students will learn the fundamentals of physical training, land navigation, orders production, and small unit tactics at the squad and platoon level. Each student will be given multiple opportunities to plan and lead squad level tactical missions in the classroom and during Leadership Laboratories.

Prerequisite(s): Basic Course completion**Corequisite(s):** 374.310.**374.302 Leadership and Tactical Theory II****2 credits, Offered at JHU**

Builds on the first semester's achievements as students are challenged to study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, and small unit tactics at the squad and platoon level. Each student, by the end of the course, will be capable of planning, coordinating, navigating, motivating and leading in the execution of a tactical mission during a classroom practical exercise, a Leadership Lab, or in a field environment. Students are rotated through a variety of leadership positions that support ROTC events throughout the semester. The student will receive detailed and constructive feedback on their leader attributes and core leader competencies based on Army FM 6-22, Army Leadership. Ultimately, prepares students to excel at the four-week National Leadership Development and Assessment Course at Fort Lewis, WA.

Prerequisite(s): Basic Course and 374.301**Corequisite(s):** 374.320**374.307 Leadership in Military History****2 credits, Offered at JHU**

Provides students with a historical perspective to decisions made by American military leaders: battlefield complexity, resource limitations, and teamwork deficiencies. Students cover major military engagements from the colonial period through the current operating environment. Students examine how leaders motivated their men, devised battle strategies, implemented rules of engagement, and managed supplies, transportation, and logistics for their troops.

Prerequisite(s): Permission of the Director of Military Science**374.310 Basic Tactical Leadership Laboratory****1 credit, Offered at JHU**

Applies what students have learned in the classroom, in a tactical or field environment. Students learn and demonstrate the fundamentals of leadership by planning, coordinating, navigating, motivating, and leading squads in the execution of both garrison and tactical missions. Students are evaluated as part of the Leadership Development Program and FM 6-22, Army Leadership. Ultimately, prepares students to excel at the four-week National Leadership Development and Assessment Course at Fort Lewis, WA.

Corequisite(s): 374.301**374.320 Intermediate Tactical Leadership Laboratory****1 credit, Offered at JHU**

Builds on the first semester's achievements as students further develop their leadership skills by planning, coordinating, navigating, motivating, and leading squads in the execution of both garrison and tactical missions. Students are evaluated as part of the Leadership Development Program and FM 6-22, Army Leadership. Ultimately, prepares students to excel at the four-week National Leadership Development and Assessment Course at Fort Lewis, WA.

Corequisite(s): 374.302**374.401 Adaptive Leadership****2 credits, Offered at JHU**

Assigns the duties and responsibilities of an Army battalion staff officer and must apply the fundamentals of principles of training, the training management, the Army writing style and military decision making to weekly training meetings. Students plan, execute and assess ROTC training and other Mission Essential Tasks. Students will study how Army values and leader ethics are applied in the Contemporary Operating Environment and how these values and ethics are relevant to everyday life. The student will study the Army officer's role in developing subordinates via counseling and administrative actions, as well as managing their own career. Students will be given numerous opportunities to train, mentor and evaluate underclass students enrolled in the ROTC Basic Course while being mentored and evaluated by experienced ROTC cadre.

Prerequisite(s): 374.301-302, 310-320 and the Basic Course**Corequisite(s):** 374.410**374.402 Leadership in a Complex World****2 credits, Offered at JHU**

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Students examine: foreign culture and customs and how they affect military operations; Military Professional Ethics, laws governing war and the Uniform Code of Military Justice; the principles of war in relations to the COE; and rules of engagement in the face of international terrorism. They are also introduced to interacting with non-government organizations, civilians and media on the battlefield and the complexity of host nation support. Ultimately this course provides the final preparations needed to commission and serve as a Second Lieutenant at the Basic Officer Leadership Course's B, as well as in the US Army.

Corequisite(s): 374.420**Prerequisite(s):** 374.301-302, 310-320, 374.401 and Basic Course**374.407 Being a Platoon Leader****1 credit, Offered at JHU**

Prepares cadets for actual challenges not necessarily described in text books that junior officers may face in today's Army. Topics include: serving during war, conflict management, ethical dilemmas, time-constrained planning, and change management. This course also serves as pre-requisite for the Basic Officer Leadership Course "B" phase by providing students with reinforced development on: deployment preparation, the military style of writing, supply management, human resources management, family support and operations management. Students will also learn how the Army's organizational structure and administration affects soldiers across ranks and over time. Finally, students will learn ways to leverage automation to improve their efficiency and effectiveness of records management and developing presentations for superiors.

374.410-420 Advanced Planning and Decision Making Laboratory I,II**1 credit, Offered at JHU**

Develops a semester-long progression of programmed training activates that support completion of the unit's Mission Essential Task List. The laboratory builds from fall to spring semester as students master advanced problem solving, resource synchronization and executive decision making. Students evaluate, mentor and develop subordinate leaders as part of the Leadership Development Program and FM 6-22, Army Leadership. The course serves as the final evaluation and determination on a student's ability to lead Soldier's as a Second Lieutenant in the US Army.

Prerequisite(s): 374.301-302, 310-320 and Basic Course
Corequisite(s): 374.401-402

374.501-502 Independent Study

1-2 credits, Offered at JHU

Prerequisite(s): Permission of the director of military science

374.505-506 Leadership Internship

1-2 credits, Offered at JHU

Prerequisite(s): Permission of the director of military science

Music

School of Design

Stevenson University offers a limited number of courses in music for students interested in learning about music or participating in musical groups at the University. Courses also fulfill the core curriculum requirement in fine art. There is no major or minor in music at Stevenson.

Music Course Descriptions

MUS 102 Chorus

2 credits, Fall and Spring

Provides instruction in the fundamentals of tone production, sight-reading, and diction. Chorus offers laboratory practice for acquiring techniques and skills in singing. Song materials are selected to illustrate a range of vocal variety, problems, and possibilities of artistic performance. Chorus meets three hours weekly.

Prerequisite(s): Previous choral music experience or permission of the instructor

General Education: Fine Art provided students complete two semesters

MUS 105 Orchestra

2 credits, Fall and Spring

Designed for students with a background in instrumental music. This course exposes students to a variety of musical styles and historical periods. The orchestra is augmented with faculty, alumni, and players from the community, so repertoire is generally of a fairly advanced level. It is recommended that students have had previous private instruction. Orchestra meets three hours weekly.

Prerequisite(s): Own or have access to an instrument and previous orchestra experience or permission of the instructor

General Education: Fine Art provided students complete two semesters

MUS 201 Introduction to Music in History

3 credits, Fall and Spring

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 CD's and live performances.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Fine Art

MUS 260 Music Technology I

2 credits, Fall and Spring

Focuses on many aspects of music technology. The course investigates rudimentary principles of sound, acoustics, midi, sequencing, notation, digital audio, the history of electronic music, important composers, and the importance of the composition to the field. The course introduces and explores current software and hardware to compose electronic music.

Prerequisite(s): None

MUS 281 Topics in Music

3 credits, Fall and Spring

Studies selected topics in music.

Prerequisite(s): None

General Education: Fine Art

MUS 290 Marching Band

2 credits, Fall

Provides the student with the opportunity to rehearse and perform literature and choreography written for the University marching band. Students continue to develop both their own instrumental skill and that of an ensemble member. Students are required to attend all home football games, performances, and the required class rehearsals. A required, on-site marching band camp will be held in August.

Prerequisite(s): None

MUS 310 Musical Thought: Sound and Ideas

3 credits, Fall or Spring

Studies music and musicians and the ideas that shaped their development from the 18th century to the concert hall of today. The course examines important composers and compositions in the context of the time and circumstances surrounding them. Students are required to attend three or four live concerts.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

General Education: Fine Art

MUS 320 Topics in Musical Traditions

3 credits, Fall and Spring

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

School of the Sciences

Department of Nursing

Associate Dean: Denise Seigart, Ph.D.

Nursing Program Description

The Stevenson University nursing program is fully accredited by the Commission on Collegiate Nursing Education and approved by the Maryland Board of Nursing. The nursing program prepares graduates with the education to creatively meet the challenges and demands of nursing in the twenty-first century. The goal of the program is to educate nurses who, as members of the health care team, address the varied health concerns of individuals, families, and groups and communities. Nurses practice in a wide variety of settings—clinics, schools, hospitals, businesses, long-term care facilities, community agencies, and urgent care centers. In addition to the very real satisfaction a person gains from helping others in need, the reasons to consider nursing as a profession include intellectual stimulation, continued educational development, and the opportunity to work closely with other allied health professionals. Registered nurses are concerned with the health of the whole person. They care for the sick and injured as well as help people maintain and improve their health. Hospital nurses are an integral part of the interdisciplinary health care team; they collaborate by means of nursing and medical diagnoses and deliver expert, compassionate, and complex holistic care.

A combination of liberal arts and science courses develops the foundation for studying the discipline of nursing. An important feature of this program is the strong clinical experience. Students in this program receive a Bachelor of Science degree with a major in nursing and are prepared to take the licensure examination for registered nurses (National Council Licensure Examination—NCLEX-RN). The nursing program provides an educational foundation for graduate study in nursing as well as the knowledge and experience necessary for advancement within the nursing profession.

The first two years of the nursing curriculum focus mainly on the core curriculum and other requirements that provide the foundation for 3rd and 4th year nursing courses. The nursing program introduces students to the diversity of nursing roles from wellness advocate to bedside caregiver, with the clinical application of these roles in actual health care settings. Courses enable the student to assess clients in a variety of settings and to plan nursing care strategies that meet their needs. Students are given opportunities to provide nursing care to individuals and families from birth to old age. The last year of the nursing curriculum is designed to move the focus of nursing from individuals and families to groups within a larger sociocultural context. Students have the opportunity to practice nursing in complex and diverse settings. As students progress through the program, theory and clinical expectations increase as students move toward their desired goal of becoming competent, knowledgeable and caring practitioners. Throughout the program, clinical experiences may be scheduled for day or evening hours on weekdays or weekends. More detail on clinical requirements is included in the *Nursing Student Handbook*.

Successful completion of high school biology, high school chemistry, and two years of high school algebra provide the best foundation for students who are entering directly from high school. A verbal SAT score of 520 or above, a math SAT score of 500 or above, and a high school grade point average of 3.00 or above have been strongly correlated with student success in the Stevenson nursing program.

Admission to the Nursing program is reserved for applicants who have demonstrated the ability to meet the demands of Stevenson University's bachelor's level nursing curriculum. Please see the University web site for current admissions requirements.

RN to BS and Masters Options

The RN to BS option is designed to allow registered nurses to build upon prior nursing knowledge and to enable them to develop an understanding of new nursing roles for a changing health care environment. Classes are available online and are also offered in partnership with multiple community colleges, hospitals and other settings throughout the state in an online/hybrid format. For more information on this program or the graduate nursing program, including course descriptions for RN to BS, RN to MS, and Masters level courses, see the *School of Graduate and Professional Studies Catalog*.

Nursing Resource Center

The Nursing Resource Center is composed of three skills laboratories to provide nursing students with the opportunity to practice newly learned skills and apply nursing knowledge in a simulated hospital environment. The nursing skills laboratories are each furnished with multiple hospital beds, along with wheelchairs, stretchers, and a host of up-to-date hospital equipment. High fidelity simulation and static mannequins provide the opportunity for students to practice skills in a realistic manner. Computer programs in the lab allow students to work on diverse tasks, such as dosage calculations and licensure examination preparation.

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 nursing program emphasizes the ethic of caring, 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 philosophy of caring. The nursing faculty believes that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ways of being and ways of knowing."

Nursing Program Objectives

The nursing program is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. Program objectives reflect the philosophy and curricular focus, emphasizing the ethic of care, critical thinking, and a spirit of inquiry in education, practice, service and research. Based upon these and other concepts, students are encouraged in practices of caring through interactions and forming of relationships between their patient/clients, peers and faculty. The program has six overall objectives that are delineated into distinct levels which determine course content and progression to more complex learning within the nursing program. These objectives provide the framework for theory and clinical learning experiences throughout the curriculum.

Graduates will be prepared to practice professional nursing. Upon completion of the Stevenson University baccalaureate nursing program, graduates will

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

Nursing Program Policies for Continuance and Progression in the Major

Students must earn a minimum GPA of 3.0 in the major, and the lowest acceptable grade is a "C" in all nursing, math, and science courses.

During the first two years of study, nursing students must successfully complete the required liberal arts, science and nursing courses. These courses provide the foundation needed for the junior and senior level clinical nursing courses. There are specific criteria that must be met to satisfy prerequisite requirements and before students are allowed to progress from one level to the next. These criteria are outlined below.

Progression criteria for students entering sophomore-level course sequence

To progress to NURS-110 and BIO-240 (offered in the sophomore year) students must meet the following requirements:

1. Cumulative GPA of 2.70 or higher
2. Cumulative GPA of 3.00 or higher in all science courses (BIO and CHEM designations.)
3. Achievement of at least a "C" or better in all science and nursing courses
4. Successful completion of recommended first-year courses, including a minimum of two of the prerequisite science courses
5. None or only one repeated science course

Progression criteria for students entering junior-level course sequence

To progress to the 300-level clinical nursing sequence, students must meet the following requirements:

1. Cumulative GPA of 3.00 or higher
2. Cumulative GPA of 3.00 in all science courses
3. Achievement of at least a "C" or better in all science and nursing courses
4. Successful completion of all core and secondary requirements
5. None or only one repeated science or nursing course

Progression criteria for students entering senior-level course sequence

To progress to the 400-level clinical nursing sequence, students must meet the following requirements:

1. Cumulative GPA of 3.00 or higher
2. Achievement of at least a "C" or better in all nursing courses
3. None or only one repeated science or nursing course

Probation:

If a student achieves a grade of "C-," "D+," "D," or "F" in any science or nursing course, the course must be repeated and a "C" or higher must be achieved to satisfy the prerequisite requirements. A maximum of one science or nursing course may be repeated once throughout the nursing program. Additionally, a student who achieves a grade of "C-," "D+," "D," or "F" in any science or nursing course, will be placed on probation in the nursing major for the remainder of the program. Students in the nursing major are not allowed to take science or nursing courses off campus.

Dismissal from the nursing major:

Students who earn a second grade of "C-," "D+," "D," or "F" in either a science or nursing course will be automatically dismissed from the nursing program. Students who are

dismissed from the nursing major are not eligible for readmission to the major

Nursing Program Requirements

The courses listed below are required for completion of the bachelor's degree with a major in nursing for students following the full-time curriculum plan beginning fall, 2013. Students must also complete the requirements for the Stevenson University curriculum. In general, students take lower-level (100- and 200-level) courses in freshman or sophomore years and upper-level (300- and 400-level) courses in junior or senior years. Specific pre- and co-requisites for each course are provided in the course descriptions. Courses in the nursing program are carefully sequenced to provide students with a growing theory base to promote success in subsequent courses. It is critical that nursing students on this plan consult their academic advisor when planning their course schedule.

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:

NURS 102	New Student Seminar-Nursing
NURS 110	Computer Technology in Nursing
NURS 200	Dosage Calculations
BIO 240	Nutrition
NURS 310	Introduction to Clinical Nursing
NURS 311	Communication and Cultural Competency*
NURS 317	Pathophysiology and Pharmacology I
NURS 318	Pathophysiology and Pharmacology II
NURS 330	Health Assessment
NURS 337	Psychiatric and Mental Health Nursing
NURS 338	Care of the Childbearing Family
NURS 360	Medical/Surgical Nursing I
NURS 405	Care of Vulnerable Populations/Community
NURS 409	Care of Children and Families
NURS 435	Professionalism in Nursing
NURS 437	Introduction to Nursing Research
NURS 440	Leadership Practicum
NURS 450	Special Topics
NURS 455	Case Studies and Problems
NURS 460	Medical/Surgical Nursing II
NURS 470	Medical/Surgical Nursing III

Secondary Requirements:

BIO 113	General Biology I: Cell Biology and Genetics
BIO 113L	General Biology I: Cell Biology and Genetics Laboratory
BIO 203	Microbiology
BIO 222	Human Anatomy *
BIO 322	Human Physiology
CHEM 110	Foundations of General, Organic and Biochemistry
CHEM 110L	Foundations of General, Organic and Biochemistry Lab
MATH 140	Basic Statistics*
PHIL 415	Topics in Professional Ethics*
PSY 101	Introduction to Psychology*
PSY 108	Human Growth & Development*
SOC 101	Introduction to Sociology*

Clinical Requirements

Students have clinical experiences in the Nursing Resource Center, hospitals, and community-based settings. As students progress through the program, increasing amounts of clinical experience are included in each year to allow the student to

apply theory content to the clinical setting. By the last semester for the final practicum experience, students work with a preceptor, following a typical nursing schedule with multiple 12-hour experiences each week. Throughout the program, clinical experiences may be scheduled for day or evening hours on weekdays or weekends. More detail on clinical requirements is included in the *Nursing Student Guide*.

1. **CPR**—In order to participate in clinical experiences, students must maintain current certification in the American Heart Association (AHA) Healthcare Provider Course.
2. **Health requirements**—In order to participate in clinical experiences, students must submit results of an annual PPD test and all other supplemental health requirements to the Administrative Assistant in the School of the Sciences by **July 1st**.
3. **Clinical site requirements**—Many hospital and community health facilities require background checks, fingerprinting and drug screens as well as Influenza vaccines (when available) prior to allowing students to participate in clinical experiences. Therefore, all students must complete these requirements prior to the junior year and again senior year to validate eligibility to continue in the nursing program. Students should plan ahead for these extra expenses, as well as the cost of travel to clinical sites. Facility requirements may dictate that students come to the university and/or clinical sites prior to the start of courses to fill out necessary paperwork and complete necessary training. Students are not permitted to arrange their own clinical placements.
4. **Transportation**—Transportation to and from clinical agencies is the responsibility of the student. Some clinical facilities may be a fair distance from Stevenson University, so students should plan for extra time and expenses related to this travel.
5. **Dosage Policy**—Students must meet the requirements for medication administration as outlined in the nursing student handbook and NURS 200

Nursing Other Options

Minor:

A minor in nursing is not available at this time.

Nursing Course Descriptions

NURS 102 New student seminar-nursing

1 credit, Fall

Provides first-year and other new students with a foundation for success both here and after graduation. Topics include a review of school and University policies, tips on how to study at the college level, time management strategies, self-assessment, career options, and networking with upper division students. Students are introduced to the process of *Career Architecture*SM through interactive discussions, self-exploration sessions, and other related activities. The course requires the creation of an academic portfolio as groundwork for the sophomore and junior portfolios and, ultimately, the senior capstone requirement. This is a required course for all first-year and sophomore transfer students majoring in Nursing.

Restricted to nursing majors.

Prerequisite(s): None

NURS 110 Computer Technology in Nursing

3 credits, Fall, Spring, and Summer

Provides an introduction to basic computer concepts and applications in Microsoft Windows and Microsoft Office. This course presents nursing informatics as a combination of

computer science, information science, and nursing science and relates nursing informatics to the management and processing of nursing data, information, and knowledge to support the practice of nursing and the delivery of health care in the nursing roles of provider, designer, and manager of care. This course introduces exploration of the influence of health care technologies and how technology reshapes nursing practice and health care information access.

Prerequisite(s): Must meet progression criteria (2.70. GPA) including a "C" or better in all science courses completed and a 3.00 GPA in the sciences; ENG 152

General Education: Fulfills computer literacy requirement for nursing majors.

NURS 200 Dosage Calculations

1 credit, Fall

Provides students with the opportunity to develop the skills and techniques necessary to accurately calculate and administer medication dosages. This course focuses on the mathematical computation of dosage and the psychomotor skills required for preparing and administering a variety of forms of medications. Simulation is utilized to integrate these techniques and to demonstrate the safe delivery of medication dosages across the lifespan.

Prerequisite(s): Must meet all progression criteria for third year status including a grade of "C" or better in all science courses, NURS 110 and BIO 240, (NURS 310 may be taken concurrently)

NURS 310 Introduction to Clinical Nursing

5 credits, Fall

Develops and builds technical and interpersonal expertise as the student begins to apply the nursing process with individual clients. The nursing process guides the student in providing client-centered care. Based on newly learned foundational and nursing principles, the student learns to synthesize the mastery of psychomotor skills with their ability to care for clients with a focus on wellness, health maintenance, and health promotion. Inpatient settings will be utilized for student clinical experiences as well as simulated clinical situations in the nursing skills lab. Clinical (90 hours)

Prerequisite(s): Must meet all progression criteria for third-year status in the nursing major; and a grade of "C" or better in all sciences, BIO 240 and NURS 110

Fee: \$35

NURS 311 Communication and Cultural Competence in Professional Nursing

4 credits, Fall

This course explores therapeutic communication and cultural competence as integral to the therapeutic interpersonal relationship in professional nursing practice. Therapeutic communication strategies are focused on professional application with individuals in health transitions across the lifespan. Theoretical models and assessment tools are utilized to examine the diversity of cultural beliefs, values and practices that impact the health of individuals, families and groups. Legal and ethical concerns are introduced with regard to cultural diversity, health care disparities, and the roles of the professional nurse.

Prerequisite(s): Must meet all progression criteria for third-year status in the nursing major with a grade of "C" or better in all science courses; NURS 110, BIO 240, and PSY 108

Fee: \$35

General Education: Fulfills communication requirement for nursing majors.

NURS 317 Pathophysiology and Pharmacology I**3 credits, Fall**

Explores the mechanisms, manifestations and processes of disease. Common cellular and biochemical abnormalities and disease states in major body systems are reviewed. Emphasis is placed on the gastro-intestinal, respiratory, and endocrine body systems along with fluid & electrolyte balance and psychiatric disorders. Principals of disease transmission and immunological responses are integrated, as well pharmacokinetics, pharmacodynamics, and pharmacotherapeutics for treatment of respective disease processes across the lifespan in diverse populations. Knowledge gained in this course prepares students to administer pharmacological agents in the provision of nursing care, to monitor their effects in the individual, and to teach clients and families about disease processes and medication regimens. This is the first in a series of two courses.

Prerequisite(s): BIO 322, BIO 240

Corequisite(s): NURS 310, NURS 330

NURS 318 Pathophysiology and Pharmacology II**3 credits, Spring**

Explores the mechanisms, manifestations and processes of disease. Common cellular and biochemical abnormalities and disease states in major body systems are reviewed. Emphasis is placed on cancers, immune disorders, cardio-vascular disorders, hematological disorders, renal, and neurologic disorders. Principals of disease transmission and immunological responses are integrated, as well pharmacokinetics, pharmacodynamics, and pharmacotherapeutics for treatment of respective disease processes across the lifespan in diverse populations.

Knowledge gained in this course prepares students to administer pharmacological agents in the provision of nursing care, to monitor their effects in the individual, and to teach clients and families about disease processes and medication regimens. This is the second in a series of two courses.

Prerequisite(s): NURS 317

Corequisite(s): NURS 360, NURS 337

NURS 330 Health Assessment**3 credits, Fall**

Develops data collection and physical assessment skills across the life span. Clinical application in the clinical lab setting will be emphasized (45 hours).

Prerequisite(s): Must meet all progression criteria for third-year status in the nursing major and a grade of "C" or better in BIO 322, BIO 240 and NURS 110

Fee: \$35

NURS 337 Psychiatric and Mental Health Nursing**4 credits, Spring**

Explores psychiatric and mental health nursing from the perspectives of provider and client. Students engage in self-analysis prior to the study of psychiatric disorders and how these disorders are biologic and/or psychodynamic in nature. The application of neurobiological, psychological, sociological and spiritual theories to the delivery of optimal care is emphasized. Current evidence-based psychiatric nursing practices, the role of the advanced practice psychiatric nurse and ethical/legal implications will be explored. Clinical included (45 hours).

Prerequisite(s): Must meet all progression criteria including a grade of "C" or better in NURS 310, NURS 311, NURS 317, and NURS 330

Fee: \$35

NURS 338 Care of the Childbearing Family**4 Credits, Spring**

Explores the application of the nursing process to families during the childbearing years. The obstetrical health/illness

continuum is explored from a developmental perspective in the classroom and in a variety of inpatient settings. Nursing research and current health issues and trends pertinent to this clinical practice will be examined. Clinical included (45 hours).

Prerequisite(s): Must meet all progression criteria including a grade of "C" or better in NURS 200, NURS 317, NURS 318, NURS 310, NURS 311, and NURS 330

Fee: \$35

NURS 360 Medical/Surgical Nursing I**4 Credits, Spring**

Explores nursing care as it is provided to adults in both inpatient and outpatient environments; the focus of care is on the individual with medical and surgical problems. Knowledge of pathophysiology, pharmacology, and the application of evidenced-based nursing research are incorporated into the planning and implementation of nursing care. Written assignments, classroom interactions, and clinical experiences allow the student to develop meaningful ways to provide care using in-depth critical thinking and planning skills. Clinical included (90 hours).

Prerequisite(s): Must meet all progression criteria including a grade of "C" or better in NURS 200, NURS 310, NURS 311, NURS 317 and NURS 330

Fee: \$35

NURS 365 Independent Research in Nursing**3 Credits, Fall or Spring (offered as needed)**

Provides an opportunity for nursing majors to conduct independent research in nursing on-campus under the supervision of a nursing faculty member. This course may be repeated for credit. This course cannot be used as a substitute for any required course(s) in the nursing program.

Prerequisite(s): Must meet all progression criteria including a grade of "B" or better in 300 level courses, junior standing, permission of the faculty member who will be supervising the research, and permission of the associate dean for nursing education.

NURS 405 Care of Vulnerable Populations in the Community**4 credits, Fall**

Provides an opportunity to apply the nursing process to vulnerable populations in the community. Specific theoretical perspective and unique nursing roles within each specialty in community health will be explored. The course includes community assessment and planning, economic issues in health care, epidemiology, environmental health, health promotion, bioterrorism, and global health. Learning experiences occur in the classroom and in a variety of community settings such as schools, occupational health centers and community-based clinics. Clinical included (90 hours).

Prerequisite(s): Must meet all progression criteria including a grade of "C" or better in all 300-level nursing courses

Fee: \$35

NURS 409 Care of Children and Families**4 credits, Spring**

Provides the opportunity to apply the nursing process to children and their families utilizing a developmental perspective in the classroom and clinical setting. The meaning of caring for children and their families is explored throughout the pediatric health and illness continuum in a variety of inpatient and outpatient settings, as well as through the use of high-fidelity simulations and scenarios. Nursing research and current health issues, ethical dilemmas, and trends pertinent to this clinical practice are examined. Clinical included (45 hours).

Prerequisite(s): Must meet all progression criteria for third year status including a grade of "C" or better in NURS 200, NURS 317, NURS 310, NURS 311, NURS 330, NURS 318
Fee: \$35

NURS 435 Professionalism in Nursing

3 credits, Fall

Examines nursing leadership and management within the United States health care system, including evolving changes in a broad socioeconomic and cultural context. Students will analyze the role of the professional nurse as it relates to that system and its current issues and trends. Application of the nursing process utilized in leadership roles will be explored and impact of professional nursing upon society as a whole will be examined. **Restricted to nursing majors.**

Prerequisite(s): Must meet all progression criteria including a grade of "C" or better in all 300-level nursing courses.

NURS 437 Introduction to Nursing Research

3 credits, Spring and Summer

Introduces students to the research process in nursing. Methods of gathering, analyzing and interpreting data commonly used in nursing research are discussed.

Prerequisite(s): Must meet all progression criteria including a grade of "C" or better in NURS 110, NURS 317, NURS 318, NURS 310, NURS 330, NURS 360, BIO 322, and MATH 140

NURS 440 Leadership Practicum in Contemporary Nursing Practice

4 credits, Spring

Provides students with the opportunity to explore a variety of experiences essential to the transition from nursing student to nursing professional: leadership behaviors, independent clinical practice, and nursing research. Mentored clinical practicum facilitates the application of the leadership theory base to skilled clinical practice. Clinical seminars provide a forum for dialogue, reflection on clinical care, and analysis of experiential learning. Clinical included (135 hours).

Prerequisite(s): Must meet all progression criteria including a grade of "C" or better in all 300-level nursing courses. NURS 440 must be taken by the student during the last semester prior to graduation.
Fee: \$35

NURS 450 Special Topics in Nursing

2 credits, Spring

Explores concepts and issues not covered in depth in other required nursing courses. This elective course builds on the methodological skills of NURS 435. Students focus on deep exploration of issues important in the health care arena and the nursing profession, which may include such topics as peri-operative nursing, alternative health care approaches, women's health issues, variations in healthcare systems, and gerontics. Students must participate at a high level and produce papers and other presentations. **Restricted to nursing majors.**

Prerequisite(s): NURS 460, NURS 405, NURS 435

Corequisite(s): None

NURS 455 Case Studies and Problem Oriented Learning

2 credits, Spring

Combines self-directed learning techniques, problem oriented learning, and faculty- guided instruction to aid senior nursing students in achieving success when taking the NCLEX (RN licensing exam) As active participants in learning, students follow a planned, organized, and step-wise course of study which includes, diagnostic testing in an automated format, focused content review and case studies, test-taking strategies, and simulated NCLEX exams. The course is designed to assist

students with synthesizing nursing knowledge and to prepare students for the rigorous testing and requirements for obtaining licensure. There is also a particular emphasis on test-taking strategies.

Prerequisite(s): NURS 405, NURS 435, NURS 460 and permission of the instructor required

Corequisite(s): NURS 440, NURS 470

NURS 460 Medical/Surgical Nursing II

4 credits, Fall

Explores nursing care as it is provided to adults in inpatient environments; the focus of care is on the individual with acute and emergent medical surgical problems. Knowledge of pathophysiology, pharmacology and the application of evidenced-based nursing research are incorporated in the planning and implementation of nursing care. In-depth critical thinking and judgment skills are demonstrated. Clinical included (45 hours). **Restricted to nursing majors.**

Prerequisite(s): Must meet all progression criteria including a grade of "C" or better in NURS 338, NURS 337 and NURS 360
Fee: \$35

NURS 470 Medical/Surgical Nursing III

6 credits, Spring

Focuses upon individuals and groups of clients experiencing complex medical surgical problems which require skilled and sophisticated nursing care. Student learning opportunities will occur in the classroom and in selected complex care clinical environments. Student learning experiences include guided and independent application of the nursing process as applied to adults with diverse belief systems and cultural backgrounds. Faculty-directed clinical practices focus upon the integration of nursing knowledge and refinement of medical surgical nursing skills, with incorporation of research activities. Clinical included (90 hours). **Restricted to nursing majors.**

Prerequisite(s): Must meet all progression criteria for senior status including a grade of "C" or better in NURS 460, NURS 435, and NURS 405

Fee: \$35

One-Credit Option

Some classes have a one-credit option (OCO) associated with them. If students take this option, they will have the benefit of learning experiences beyond the classroom. These OCO's are faculty-led and are designed and offered in a variety of disciplines.

Paralegal Studies

Brown School of Business and Leadership
 Department of Legal Studies
 Program Coordinator: Hillary Michaud, JD

Paralegal Studies Program Description

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

- Legal research and writing
- Gathering information electronically
- Investigating cases
- Interviewing witnesses

- Drafting pleadings
- Managing trial preparation and litigation support
- Drafting contracts and real estate documents
- Managing estates and guardianships
- Preparing intellectual property applications
- Computing bankruptcy schedules
- Preparing tax returns

The ultimate goal of the paralegal studies program is to prepare highly trained men and women who possess an understanding of the history, principles, and purposes of legal institutions and their operation. Students gain an extensive knowledge of several fields of law and knowledge to enable them to perform detailed work in specific areas. By taking a combination of law and liberal arts courses each semester, students are able to pursue their legal interests immediately and develop skills gradually.

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

The paralegal studies degree may be completed in an accelerated format by qualifying adult learners. This accelerated degree option is offered through the School of Graduate and Professional Studies. See the *School of Graduate and Professional Studies Catalog* for more information about the accelerated degree program and student eligibility requirements.

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. Manage their time and multiple projects and tasks effectively.
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 all LAW courses. When a grade below "C-" is earned in a required major course, the student must repeat that course. Paralegal studies majors who do not successfully complete a LAW course with a grade of "C-" or better after a third attempt will not be allowed to continue in the paralegal program. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C-" or better in the prerequisite course(s).

Paralegal Studies Program Requirements

The courses listed below are required for completion of the bachelor's degree in paralegal studies. Students must also complete the requirements for the Stevenson core curriculum. Specific pre- and co-requisites for each course are listed in the course descriptions. Typically, students will take lower-level (100- and 200- level) courses in their freshman or sophomore years, and upper-level (300- and 400- level) courses in their junior or senior years.

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

Major Requirements:

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

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.

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. Student 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.

Pre-Law Option

Stevenson University has no prescribed pre-law program. Pre-law programs are generally programs of advisement, working with students to select appropriate courses that develop critical thinking and analytical skills. Many students find Stevenson University's paralegal studies program, which is the one law program on campus, to be an excellent pre-law option and many of our graduates each year go on to law school and become lawyers. Paralegal students can combine law classes with a series of designated liberal arts courses that develop critical thinking, writing, and analytical skills. Paralegal studies program faculty are experienced lawyers and judges. Stevenson University has a dedicated pre-law advisor who is an attorney and can guide students in LSAT preparation and law school admissions procedures. An upper-level law elective is available to help prepare students for the LSAT exam.

Paralegal Studies Course Descriptions

LAW 102 Introduction to Legal Studies

3 credits, Fall and Spring

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. This course also examines 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 (may be taken concurrently)

LAW 112 Torts

3 credits, Spring

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 (may be taken concurrently)

LAW 114 Estates and Trusts

3 credits, Fall

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 (may be taken concurrently)

LAW 120 Contract Law

3 credits, Fall

Provides a detailed introduction to the common law of contracts and the Uniform Commercial Code. Examines such

topics as the bases for enforcing promises, the bargaining process, contract formalities, enforcement, breach, defenses, remedies, and assignment and delegation. Drafting skills are introduced and developed.

Prerequisite(s): LAW 102 and ENG 151 (may be taken concurrently)

LAW 125 Legal Research and Writing I

3 credits, Spring

Provides an introduction and overview to the methods of legal research and legal writing. Students will examine the various sources of law and categories of research materials. Students will be introduced to writing citations and learn how to develop a research plan, how to analyze cases and statutes, and how to use the law library. Basic legal writing skills will be covered as well as computer-assisted legal research.

Prerequisite(s): LAW 102 and ENG 151

LAW 130 Business Organizations Law

3 credits, Spring

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.

Prerequisite(s): LAW 102 and ENG 151 (may be taken concurrently)

LAW 204 Constitutional Law

3 credits, Fall or Spring

Introduces the Constitution with an emphasis on the Bill of Rights. Examination of criminal and civil constitutional rights, including the underlying legal principles governing searches and seizures, self-incrimination, due process, and equal protection of the law, will be included.

Prerequisite(s): LAW 102 and ENG 151

LAW 208 Business Law

3 credits, Fall and Spring

Examines the legal aspects of business relationships, contracts, sales and Uniform Commercial Code, agency, and business organizations law. **Restricted to non-paralegal majors.**

Prerequisite(s): None

LAW 210 Legal Research and Writing II

3 credits, Fall

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, Fall or Spring (offered as needed)

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, Spring**

Provides a basic understanding of civil litigation and the functions and operations of the state and federal court systems. Includes selection of the proper court, court jurisdiction, pleadings and other court documents, discovery, rules of evidence, trial tactics, and principles of litigation. Students will study of the rules of procedure for Maryland courts.

Prerequisite(s): LAW 112, LAW 120 and LAW 125

LAW 223 Real Estate Transactions**3 credits, Fall or Spring (offered as needed)**

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.

Restricted to paralegal majors.

Prerequisite(s): LAW 102 and ENG 151

LAW 225 A Internship: Part I**1 credit, Fall**

Constitutes on-campus workshops and seminars in preparation for student workplace internships. **Restricted to paralegal studies majors.**

Prerequisite(s): ENG 151 or HON 171, ENG 152 or ENG 202, and LAW 125

LAW 225 B Internship: Part II**2 credits, Spring**

Consists of 135 hours of supervised work in a law office or legal department as a paralegal. **Restricted to paralegal studies majors.**

Prerequisite(s): LAW 225A, LAW 210, and 15 additional law credits

LAW 256 Domestic Relations**3 credits, Fall or Spring (offered as needed)**

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, Fall or Spring**

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. **Restricted to non-paralegal majors.**

Prerequisite(s): ENG 151

LAW 260 Juvenile Justice**3 credits, Fall or Spring (offered as needed)**

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, Fall or Spring (offered as needed)**

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, Spring (offered as needed)**

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 Fall or Spring (offered as needed)**

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 vary, and will be specified in the class schedule for the term offered. This course may be repeated for credit if topics are different.

Prerequisite(s): LAW 210

LAW 308 Business Law and Legal Responsibilities I**3 credits, Fall**

Covers some legal aspects of business, including an overview of the court system, contracts, agency and sales, property, the Uniform Commercial Code (UCC), and government regulation of business, as well as professional responsibility for accountants. This course helps prepare students for the law portion of the CPA examination. **Restricted to accounting majors.**

Prerequisite(s): ACC 202 (may be taken concurrently)

LAW 309 Business Law and Legal Responsibilities II**3 credits, Spring**

Reviews and further studies contracts, debtor-creditor relationships, agency, the Uniform Commercial Code (UCC), negotiable instruments, commercial paper, business organizations, suretyship, and government regulation of business. Ethics and professional responsibility are emphasized. This course helps prepare students for the law portion of the CPA exam. **Restricted to accounting majors.**

Prerequisite(s): ACC 202 with a grade of "C-" or better and LAW 308

LAW 312 Advanced Business Organizations**3 credits, Fall or Spring (offered as needed)**

Examines the essential documentation of business entity formation and operation including organizational documents, limited partnership agreements, articles of transfer, articles of dissolution, articles of merger, various tax elections, buy-sell agreements, and various types of minutes. Further, students will examine the fiduciary relationships both within various entities and their management's relationships with and duties toward

others, including investors, lenders, employees, the government, consumers and society. Practical and intellectual appreciation of business forms is gained through an approach that considers the impact of current events on public confidence in business organizations and their management.

Prerequisite(s): LAW 130

LAW 315 Advanced Estate Administration

3 credits, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)

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, Fall, Spring, or Summer (offered as needed)

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, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)

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.

Prerequisite(s): LAW 216

LAW 352 Litigation Technologies

3 credits, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)

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, Fall or Spring (offered as needed)

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, is covered. A review of the effect of antitrust legislation on health care business transactions is also included. The laws of birth and death will be examined.

Prerequisite(s): LAW 210

LAW 375 Environmental Law

3 credits, Fall or Spring (offered as needed)

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. Student will discuss 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, Fall or Spring (offered as needed)

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, Fall and Spring

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. This course may be repeated one time for credit.

Prerequisite(s): LAW 225

LAW 404 Advanced Constitutional Law

3 credits, Fall or Spring (offered as needed)

Analyzes the Fourteenth Amendment rights of due process and equal protection. This course also includes examination of principles involving the Commerce Clause and Commercial Free Speech and review of recent decisions by the Supreme Court that significantly impact the major areas of criminal and civil law.

Prerequisite(s): LAW 204

LAW 423 Advanced Real Estate

3 credits, Fall or Spring (offered as needed)

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. Students focus on the distinctions among specific financial institutions, appraisers, real estate agents, and mortgage makers and their roles in the real estate market.

Prerequisite(s): LAW 223

LAW 450 Administrative and Government Law

3 credits, Fall or Spring (offered as needed)

Examines administrative law and policy at the federal and state levels. This course emphasizes how the administrative process functions in theory and in practice from the perspective of the lawyer and the paralegal. This course also 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, Fall, Spring, or Summer (offered as needed)

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 that are clear and unambiguous, 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, Fall or Spring (offered as needed)

Examines various aspects of international business law, including multi-national 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, Fall and Spring

Serves as a capstone course employing a broad range of legal research, legal writing, analytical skills, oral communication skills, and substantive law skills. Students demonstrate mastery of substantive legal skills through completion of a project. Student projects include demonstration of legal research, legal writing, and analytical and oral communication skills through presentation of legal briefs.

Prerequisite(s): LAW 210 and senior status

Philosophy

School of Humanities and Social Sciences

There is no major in philosophy at Stevenson University; however, students interested in pursuing this field of study may do so either by taking a minor in philosophy or by creating a focus in philosophy within interdisciplinary studies. For specific information regarding minor requirements, please consult the minors section of the catalog. For more information on creating a minor, see the humanities & public history department chairperson. For more information on interdisciplinary studies, consult the interdisciplinary studies program coordinator.

Philosophy Course Descriptions

PHIL 101 Introduction to Philosophy

3 credits, Fall and Spring

Explores the nature of philosophical inquiry that underlies all pursuits of knowledge and self-knowledge. In particular, this course will study the thinking of at least three different philosophers and three different branches of philosophy (e.g., metaphysics, ethics, epistemology, or 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, Fall and Spring

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 215 Ethics**3 credits, Fall and Spring**

Surveys historical and contemporary moral problems. Students study several ethical theories developed in response to these problems and analyze these theories in relation to concrete situations.

Prerequisite(s): ENG 152 or equivalent, second-year status or higher, or permission of the instructor

General Education: Humanities

PHIL 220 Applied Philosophy and Community Service**3 credits, Fall or Spring**

Investigates a particular area of applied philosophy in conjunction with some form of community service directly related to that area. Under the guidance of the instructor, students choose service projects along with reading lists of the relevant philosophical literature. A minimum of 30 hours of community service is required, as well as written assignments and a final presentation. The class meets one hour weekly for group discussion of projects. This course may be repeated for credit if the community service projects are different.

Prerequisite(s): ENG 152 or equivalent, second-year status or higher, or permission of the instructor

General Education: Humanities

PHIL 320 Aesthetics**3 credits, Fall and Spring**

Examines and analyzes the historical problems in the philosophy of art. Topics include the nature and function of the artist, the nature of the object of art, aesthetic value, aesthetic experience, aesthetic attitude, and aesthetic judgment (criticism).

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor

General Education: Humanities

PHIL 360 Philosophical Topics**3 credits, Fall or Spring**

Studies specific themes, schools, or problems of philosophical interest. Attention is given to different interpretations and arguments based on major philosophers or contemporary philosophical approaches and different influences of a philosophical school or contrasting solutions to a problem. This course considers the effect of the topics on contemporary thinking. This course may be repeated for credit if topics are different.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor

General Education: Humanities

PHIL 370 Philosophical Figures**3 credits, Fall or Spring**

Studies one or two major figures in the history of philosophy and their primary works. The course discusses the relation of the philosopher(s) to other philosophers, their attempts at explaining or understanding perennial ideas, and their importance and influence on other thinkers. This course may be repeated for credit if figures are different.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor

General Education: Humanities

PHIL 415 Professional Ethics**3 credits, Fall and Spring**

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.

Students who have taken PHIL 416 are not eligible to take PHIL 415.

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, Fall and Spring**

Explores ethical theories, critically and historically, as they relate to contemporary business conduct and issues. Students who have taken PHIL 415 are not eligible to take PHIL 416.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status, or permission of the instructor

General Education: Humanities

PHIL 420 Philosophy of Education**3 credits, Fall or Spring**

Analyzes the philosophic dimensions of the teaching and learning process, with attention to the role of philosophers in classic and contemporary education. This course covers arguments on pedagogic theory from Plato to Dewey, with a focus on the professional relation of teacher and student and the purpose of education in society. **Restricted to education majors.**

Prerequisite(s): ENG 152 or equivalent, fourth-year status, or permission of the instructor

General Education: Humanities

Physical Education

Completing a one-credit physical activity or life skill or wellness learning course is a requirement to earn a bachelor's degree at Stevenson University. Although a student may participate in more than one PE course, only one credit may be counted in a student's total credit count. PE courses are pass/fail. A variety of physical education classes are available. There is no major in physical education. All physical education course offerings are listed below.

PE 101	Aerobics
PE 102	Jogging
PE 105	Body Conditioning and Fitness
PE 106	Golf
PE 107	Circuit Training
PE 108	Fencing
PE 109	Racquetball
PE 111	Yoga
PE 112	Volleyball
PE 114	Tennis
PE 115	Badminton
PE 117	Cooperative Learning/Implementing Adventure Activities
PE 119	Walking for Fitness
PE 121	Physical Activities for Kindergarten - 9th Grade students
PE 123	Coaching Sports
PE 125	Recreational Ice Skating
PE 132	Self-defense
PE 138	Skiing

Physics and Physical Science

School of the Sciences
Department of Mathematics and Physical Sciences
Associate Dean and Chair: Ellen Roskes, Ph.D.

There is no major in physics or physical science at Stevenson University; however, there are a number of courses offered in these areas that are either required by other majors or that can be used as electives to fulfill the core curriculum requirement in mathematics and science.

Physics and Physical Science Program Policies

No student, regardless of major, will be permitted to advance to the next level course without earning a grade of "C" or better in the prerequisite course(s).

Physics and Physical Science Other Options

Minor:

A minor in physics or physical sciences is not available at this time.

Physics and Physical Science Course Descriptions

PHSCI 110 Foundations of Physics

4 credits, Fall and Spring

Introduces the concepts and interactions of matter and energy as they affect mankind and the environment, with an emphasis on the basic concepts of classical physics. Laboratory included.

Prerequisite(s): High school algebra

General Education: Laboratory Science

PHSCI 151 Principles of Earth and Field Science

4 credits, Fall and Spring

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 the concepts. Laboratory included.

Prerequisite(s): None

General Education: Laboratory Science

PHSCI 165 The Science of the Chesapeake

4 credits, Fall and Spring

Focuses on the ecosystems and ecological processes that are important in the Chesapeake Bay. Topics covered include the geological formation of the Bay, basic nutrient and chemical cycles, identifying major ecosystems (wetlands, salt marshes, and deep water) and understanding how all the ecosystems function and interact, the interface between terrestrial and aquatic ecosystems, the importance of watersheds, and priorities for future policy and planning initiatives. Laboratory includes material that introduces or reinforces topics covered in class. Laboratory included.

Prerequisite(s): None

General Education: Laboratory Science

PHSCI 207 Astronomy

4 credits, Fall and Spring

Focuses on an exploration of the universe (planets, stars, galaxies, and the cosmos). Laboratory experiences include in-class exercises as well as day and evening observations. This course emphasizes observation in the development of an understanding of the universe and the physical processes that govern it. Laboratory included.

Prerequisite(s): None

General Education: Laboratory Science

PHSCI 210 Environmental Geology

4 credits, Spring

Studies geologic principles as they relate to human activities. This course examines how geologic processes and hazards influence human activities. The geologic aspects of water pollution, shoreline and coastal processes, the use of mineral and water resources, and the effect of population on the

environment are explored. Emphasis is placed on the Chesapeake Bay. Laboratory included.

Prerequisite(s): None

General Education: Laboratory Science

PHYS 210 General Physics I

4 credits, Fall

Introduces the fundamentals of mechanics and particle dynamics. Topics include the laws of motion, force, energy, principles of mechanics, collisions, and gravitation. Algebra provides the mathematical basis for problem-solving. Laboratory included.

Prerequisite(s): A grade of "C" or better in MATH 121, or placement into MATH 125 or higher

General Education: Laboratory Science

PHYS 211 General Physics II

4 credits, Spring

Introduces the fundamentals of electricity, magnetism, and optics. Topics include electrostatics, Ohm's law, magnetic fields, Faraday's law, AC circuits, Maxwell's equations, wave motion, geometrical optics, diffraction, and interference. Algebra provides the mathematical basis for problem-solving. Laboratory included.

Prerequisite(s): A grade of "C" or better in PHYS 210

PHYS 215 General Physics I with Calculus

4 credits, Fall and Spring

Introduces the fundamentals of mechanics and particle dynamics. Topics include the laws of motion, force, energy, principles of mechanics, collisions, and gravitation. The laboratory stresses experimental physics, including measurement, the analysis of data, and the identification of errors. Laboratory included.

Prerequisite(s): A grade of "C" or better in MATH 220

General Education: Laboratory Science

PHYS 216 General Physics II with Calculus

4 credits, Fall and Spring

Introduces the fundamentals of electricity, magnetism, and optics. Topics include electrostatics, Ohm's Law, magnetic fields, Faraday's Law, AC circuits, Maxwell's equations, wave motion, geometrical optics, diffraction, and interference. Laboratory experiments are related to the lecture series. Laboratory included.

Prerequisite(s): A grade of "C" or better in PHYS 215

General Education: Laboratory Science

Political Science

School of Humanities and Social Sciences

Stevenson University offers a limited number of courses in political science, which may be required for various majors. There is no major in political science at Stevenson. Course descriptions for political science are listed below.

Political Science Course Description

POSCI 102 American Government: Political Institutions and Procedures

3 credits, Fall and Spring

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): ENG 151 or equivalent (may be taken concurrently)

General Education: Social Science

POSCI 205 State & Local Government

This course is under development.

Pre-Professional Studies

Students majoring in School of the Sciences programs are required to take SCI 100 School of the Sciences New Student Seminar in lieu of Freshman Seminar. Students enrolled in SCI 100 will retain an information booklet which includes specified programs of study for a variety of pre-professional health options, including pre-dentistry, pre-medicine, pre-pharmacy, pre-physical therapy, and pre-veterinary medicine. These options are offered specifically within the following majors: biology, biotechnology, chemistry, and medical technology. With careful planning, it is possible to fulfill pre-professional health program requirements in other majors. The booklet will also introduce students to the wide variety of career and graduate study options open to science and applied mathematics majors.

Students interested in going on to law school after obtaining a bachelor's degree should see the pre-law option information in the paralegal studies section of the catalog.

Psychology

School of Humanities and Social Sciences

Department of Psychology

Department Chair: Jeffery Elliott, Ph.D.

Psychology Program Description

The psychology department is a scholarly community committed to helping students increase their scientific understanding of human and animal behavior, use this understanding to help others, learn to conduct research, and prepare thoughtfully and systematically for their careers. To meet these commitments, the psychology department offers its students a broad curriculum, learning experiences and professional activities beyond the classroom, and high levels of student-faculty interaction and collaboration.

The psychology major helps students develop a detailed, integrated, and science-based understanding of behavior, including mental processes. Furthermore, the major promotes the application of this understanding to benefit human welfare.

The psychology major has four components:

1. Students study the content of the major subdisciplines within psychology. Through studying these subdisciplines and their associated theories, research methodologies, and scientific findings, majors learn how behavior is affected by an individual's genetic background, physical state, cognitive and socioemotional processes, and cultural environment.
2. The content of psychology is based on science; therefore, majors begin to understand, evaluate, and apply research. They also have the opportunity to design and participate in research.
3. Majors learn about psychological disorders and the clinical application of psychology. They develop the knowledge and skills to help others solve personal problems, develop professional opportunities, and lead richer, fuller lives.
4. Majors identify their career goals, plan the appropriate career paths to achieve those goals, learn professional ethics, and acquire skills essential to their professional interests. Psychology majors develop the intellectual, interpersonal, and technical skills to obtain employment relevant to their degree or to pursue graduate studies.

Psychology Program Outcomes

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

1. Think critically about major theories, concepts, empirical findings, and historical trends in psychology.
2. Conduct research by choosing appropriate research designs and statistical analyses, interpreting and communicating research results, and applying ethical standards,
3. Help others by using psychological knowledge, counseling theory and skills, and ethical standards.
4. Analyze how sociocultural differences affect their personal and professional interactions.
5. Plan and pursue their ongoing professional development.

Psychology Program Policies

Students must earn a minimum GPA of 2.00 to remain in the major, and the lowest acceptable grade is a "C-" in psychology courses. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C-" or better in the prerequisite course(s).

Psychology Program Requirements

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

PSY 101	Introduction to Psychology
PSY 105	Professional Issues in Psychology
PSY 108	Human Growth and Development
PSY 201	Writing in Psychology
PSY 205	Career Development 1
PSY 215	Psychopathology
PSY 216	Psychopathology in Children and Adolescents
PSY 230	Counseling Skills
PSY 260	Behavioral Approaches to Change
PSY 261	Biological Psychology
PSY 262	Social Psychology
PSY 270	Research Methods and Data Analysis I
PSY 305	Career Development 2
PSY 340	Advanced Counseling Skills
PSY 341	Counseling Theories
PSY 343	Research Methods and Data Analysis II
PSY 380	Tests and Measurement
PSY 405	Career Development 3
PSY 450	Advanced Research Methods
PSY 470	Internship

Three credits of psychology electives from among the following:

PSY 326	Special Topics in Cognitive Psychology
PSY 327	Special Topics in Developmental Psychology
PSY 328	Special Topics in Personality Psychology
PSY 329	Special Topics in Social Psychology
PSY 350-354	Advanced Topics in Applied Psychology

Secondary Requirements:

MATH 140	Basic Statistics*
----------	-------------------

Students may earn 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.

Psychology Other Options

Minor:

A minor in psychology is available. Please see an academic advisor for more information. For specific information regarding minor requirements, please consult the minors section of the catalog. The following courses will not count toward a minor in psychology: PSY 206 and PSY 330.

Psychology Course Descriptions

PSY 101 Introduction to Psychology

3 credits, Fall and Spring

Introduces students to the main theories, methods, and major findings that characterize psychology as a science. The course presents the scientific basis of psychology and asks students to think critically about the various topics presented. The course addresses psychology's application to issues of everyday life.

Prerequisite(s): ENG 151 (may be taken concurrently)

General Education: Social Science

PSY 105 Professional Issues in Psychology

1 credit, Fall and Spring

Examines professional issues underpinning a successful career in psychology. This course introduces students to critical thinking, ethical issues in psychology, multifaceted sociocultural diversity, and careers in basic and applied psychology.

Restricted to psychology majors.

Prerequisite(s): None

PSY 108 Human Growth and Development

3 credits, Fall and Spring

Provides a lifespan perspective on the growth and development of humans from pre-conception until death. This course focuses on stability and change in the whole person, including the biological, cognitive, and socioemotional domains. This course presents major theoretical approaches to development that address innate factors, environmental influences, and their interactions.

Prerequisite(s): A grade of "C-" or better in PSY 101

General Education: Social Science

PSY 201 Writing for Psychology

3 credits, Fall and Spring

Emphasizes the development of reading, writing, and critical thinking skills in psychology. This course provides students with the skills necessary to interpret popular literature in the field of psychology and to write and speak about psychological topics in an accurate, clear and concise manner. Students will also be introduced to the basics of APA style and the parts of an APA research article and taught to effectively search for psychological literature. **Restricted to psychology majors and minors.**

Prerequisite(s): A grade of "C-" or better in ENG 152

General Education: 200-level writing credit

PSY 205 Career Development 1

1 credit, Fall and Spring

Focuses on early planning for a career in psychology. This course introduces students to the education and training required for careers in psychology, employer and graduate school expectations, and extra-curricular experiences fostering career preparation and competitiveness. Students will develop a resume and CV and a professional development plan based on their personal interests, values, and abilities on the academic skills required in upper-division psychology courses and for career development.

Prerequisite(s): A grade of "C-" or better in PSY 105 and second-year status or permission of the instructor

General Education: Social Science

PSY 206 Child Development

3 credits, Fall

Focuses on theories and research, as well as their application to child and young adolescent development from conception to age twelve. Concentrated attention is given to the physical, cognitive, and social/personality areas of growth. This course does not satisfy major or minor requirements in psychology.

Prerequisite(s): None

PSY 208 Human Sexuality

3 credits, Fall and Spring

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, and 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, Fall and Spring

Examines the major mental disorders found in adults. The course examines the symptoms, demographics, causes, and treatment of these disorders. To this examination, the course applies an integrated bio-psycho-social framework.

Prerequisite(s): A grade of "C-" or better in PSY 101

General Education: Social Science

PSY 216 Psychopathology in Children and Adolescents

3 credits, Fall or Spring

Examines the major mental disorders found in children and adolescents. This course examines the symptoms, demographics, causes, developmental trajectories, and treatment of these disorders. To this examination, the course applies an integrated bio-psycho-social and developmental framework.

Prerequisite(s): A grade of "C-" or better in PSY 201 and PSY 215 or permission of instructor

General Education: Social Science

PSY 221 Infant and Child Socioemotional Development

3 credits, Fall or Spring (offered as needed)

Focuses on infant and child socioemotional development. Development from theoretical, scientific, and topical perspectives, beginning with conception and progressing through late childhood are explored. Topics include attachment, child maltreatment, friendship, and self-esteem.

Prerequisite(s): A grade of "C-" or better in PSY 108

General Education: Social Science

PSY 230 Basic Counseling Skills

4 credits, Fall and Spring

Presents basic counseling skills and serves as the first course in a two-course sequence. This course contextualizes these basic skills within an empirically supported, three-stage model of helping. This course addresses the theory and research that supports the use of these skills, discusses the ethical and multicultural issues associated with these skills, and presents the career paths associated with these skills and the field of counseling.

Prerequisite(s): A grade of "C-" or better in PSY 101

General Education: Social Science

PSY 250-254 Topics in Psychology**3 credits, Fall or Spring (offered as needed)**

Studies selected issues in psychology, stressing relevant methodologies and theories. Topics such as forensic psychology, psychology of women, cognitive psychology, and health psychology are rotated. This course may be repeated for credit if the topics are different.

Prerequisite(s): Prerequisites vary based on topic

General Education: Social Science

PSY 260 Behavioral Approaches to Change**3 credits, Fall and Spring**

Examines behavioral approaches to how people change due to their experiences. This course focuses on the fundamentals of the classical and operant conditioning models of learning. It also examines applications of these models to humans and animals.

Prerequisite(s): A grade of "C-" or better in PSY 101

General Education: Social Science

PSY 261 Biological Psychology**3 credits, Fall and Spring**

Examines the biological bases of behavior with an emphasis on how the brain creates the mind and consciousness. Includes a study of brain development, vision, sleep and dreaming, emotions, motivation, the biological basis of learning and memory, and coverage of debates about animal research and other ethical concerns.

Prerequisite(s): A grade of "C-" or better in PSY 101

General Education: Social Science

PSY 262 Social Psychology**3 credits, Fall and Spring**

Investigates how people's thoughts, feelings and actions are affected by the real or imagined presence of others. Major theoretical viewpoints, the importance of scientific methodology, and the influence of culture are stressed.

Prerequisite(s): A grade of "C-" or better in PSY 101

General Education: Social Science

PSY 270 Research Methods and Data Analysis I**4 credits, Fall and Spring**

Introduces the basic principles and methods of research. Students will conduct a basic research study and analyze the data using descriptive and inferential statistics. This course also focuses on ethical considerations in research and writing an APA-style research report.

Prerequisite(s): PSY 201 (may be taken concurrently with permission of the department chair) and a "C-" or better in MATH 140

General Education: Social Science

PSY 305 Career Development 2**1 credit, Fall and Spring**

Focuses on evaluating, revising, and implementing professional development plans. Students will evaluate their professional development plans developed in PSY 205; refine them; identify academic and non-academic experiences consistent with their plans; and engage in job-seeking, graduate program searches, or both, consistent with their career interests. **Restricted to psychology majors.**

Prerequisite(s): A grade of "C-" or better in PSY 205; junior status

PSY 309 Field Placement**3 credits, Fall, Spring, and Summer**

Provides a field experience designed to meet specific academic and professional objectives. This course affords students the opportunity to develop professional experience and to apply the knowledge, theories, and concepts learned in academic

classes to student performance in a professional work setting, with significant supervision. This course is not required, but highly recommended. Forty hours required per credit.

Prerequisite(s): A grade of "C-" or better in PSY 205, PSY 215, PSY 230, and PSY 260, and permission of field placement coordinator.

General Education: Social Science

PSY 325 Personality Psychology**3 credits, Fall or Spring (offered as needed)**

Examines the major personality theories and the research associated with them. This course focuses on factors that distinguish individuals from one another and on conditions that contribute to these distinctions. It also emphasizes research and theory and also addresses practical implications.

Prerequisite(s): A grade of "C-" or better in PSY 108 or PSY 215 and PSY 343 or permission of the instructor

General Education: Social Science

PSY 326 Special Topics in Cognitive Psychology**3 credits, Fall or Spring (offered as needed)**

Examines a specific topic in cognitive psychology in-depth. Students will read, evaluate, and discuss primary sources related to the special topic. In a culminating project, students will investigate a sub-topic, and report in written and oral form on that topic. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C-" or better in PSY 270

General Education: Social Science

PSY 327 Special Topics in Developmental Psychology**3 credits, Fall or Spring (offered as needed)**

Examines a specific topic in developmental psychology in-depth. Students will read, evaluate, and discuss primary sources related to the special topic. In a culminating project, students will investigate a sub-topic, and report in written and oral form on that topic. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C-" or better in PSY 108 and PSY 270

General Education: Social Science

PSY 328 Special Topics in Personality Psychology**3 credits, Fall or Spring (offered as needed)**

Examines a specific topic in personality psychology in-depth. Students will read, evaluate, and discuss primary sources related to the special topic. In a culminating project, students will investigate a sub-topic, and report in written and oral form on that topic. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C-" or better in PSY 270

General Education: Social Science

PSY 329 Special Topics in Social Psychology**3 credits, Fall or Spring (Offered as needed)**

Examines a specific topic in social psychology in-depth. Students will find, analyze, and evaluate, primary sources related to the special topic. In a culminating project, students will investigate a sub-topic, and report in written and oral form on that topic. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C-" or better in PSY 270 and PSY 262

General Education: Social Science

PSY 330 Educational Psychology**3 credits, Fall**

Studies current theory and practice in the teaching/learning process from the perspective of child and young adolescent development. This course includes the dynamics of learning,

environmental and cultural influences in the classroom, learning theory, cognitive mechanisms, classroom dynamics, measurement, and evaluation. This course does not satisfy major or minor requirements in psychology. **Restricted to education majors.**

Prerequisite(s): Third-year education major or permission of instructor

PSY 340 Advanced Counseling Skills

4 credits, Fall and Spring

Presents advanced counseling skills and serves as the second course in a two-course sequence. This course contextualizes these advanced skills within an empirically supported, three-stage model of helping. The course also addresses the theory and research that supports the use of these skills and examines the ethical and multicultural issues associated with these skills and the field of counseling.

Prerequisite(s): A grade of "C-" or better in PSY 230 and junior status

PSY 341 Counseling Theories

3 credits, Fall and Spring

Examines the major counseling theories. This course presents each theory's history, key assumptions, core concepts, goals, procedures and techniques, and empirical status. The course also examines multicultural issues associated with these counseling theories. Finally, the course asks students to compare and contrast these theories and to analyze which counseling theory best provides them with a "home orientation." **Restricted to psychology majors.**

Prerequisite(s): A grade of "C-" or better in PSY 230, PSY 260, and PSY 340

PSY 343 Research Methods and Data Analysis II

4 credits, Fall and Spring

Introduces students to intermediate and complex experimental designs. In small groups, students will conduct a literature review and design an experiment to investigate a research question of their own choosing. Students will prepare the appropriate documents for IRB approval, choose or design their own materials and methods with guidance from the instructor, and execute the study. Students will analyze the data they collect using descriptive and inferential statistics and prepare an APA-style research report and APA-style research poster.

Prerequisite(s): A grade of "C-" or better in PSY 270 and PSY 201

General Education: Social Science

PSY 350 Advanced Topics in Applied Psychology

3 credits, Fall and Spring

Addresses a specific topic in applied psychology in depth. Students will read, evaluate, and discuss primary source materials related to the topic. In a culminating project, each student will develop and answer a question related to the topic and present his or her work in both written and oral form. This course may be repeated for credit if topics are different.

Prerequisite(s): A grade of "C-" or better in PSY 201 and junior status. Prerequisites may vary by topic

General Education: Social Science

PSY 380 Tests and Measurement

4 credits, Fall and Spring

Examines psychological testing and assessment. This course focuses on major types of psychological tests; the psychometric principles underlying testing; the ethical use of tests in educational, clinical, and occupational settings; and the construction of a psychological measure.

Prerequisite(s): A grade of "C-" or better in PSY 270

PSY 405 Career Development 3

1 credit, Fall and Spring

Focuses on activities to secure employment and/or admission to graduate school after graduation. Students will continue to evaluate and implement their professional development plans from PSY 305; refine their resumes/CVs; and complete other professional documents, such as job or graduate school applications and personal statements, consistent with their career interests. **Restricted to psychology majors.**

Prerequisite(s): PSY 305, senior status

PSY 420 History and Systems of Psychology

3 credits, Fall and Spring

Examines the philosophical and scientific foundations of psychology as it has emerged as a field of inquiry, an academic discipline, and a profession. The course provides an overview of the concept of globalization and its impact on postmodern psychology. Restricted to psychology majors in their senior year. **Restricted to psychology majors.**

Prerequisite(s): A grade of "C-" or better in PSY 340, senior status

General Education: Social Science

PSY 450 Internship

3 credits, Fall and Spring

Provides a field experience designed to meet specific academic and professional objectives. This course affords students the opportunity to develop further professional experience and to apply the knowledge, theories, and concepts learned in academic classes to their performance in a professional work setting.

Prerequisite(s): A grade of "C-" or better in PSY 343 or PSY 340, senior status, and permission of field placement coordinator

PSY 470 Advanced Research Methods

4 credits, Fall and Spring

Challenges students to complete an individual research project in psychology. Individually, students will design and conduct an experiment to investigate a research question of their own choosing. Students will prepare the appropriate documents for IRB approval, choose or design their own materials and methods with minimal guidance from the instructor, and execute the study. Students will analyze the data they collect using descriptive and inferential statistics, prepare an APA-style research report and APA-style research poster to submit and present to a national, regional or university wide conference.

Prerequisite(s): A grade of "C-" or better in PSY 343

Public History

School of Humanities and Social Sciences
Department of Humanities and Public History
Department Chair: Glenn Johnston, Ph.D.

Public History Program Description

Students at Stevenson University who wish to concentrate their studies in history should choose the University's public history major, part of the Department of Humanities and Public History at the University. One of the nation's few four-year undergraduate majors in the field, Stevenson's public history major provides students the breadth of a traditional American history major, combined with the opportunity to study and practice the public presentation of history through specialized coursework and internships. Stevenson's major in public history is distinctive because of its strong liberal arts context which provides students the opportunity to examine history from an interdisciplinary

perspective. Students of public history master a body of knowledge about the past, and they also gain the ability to analyze, interpret, and evaluate historical evidence; to apply historical perspective to contemporary issues; and to honor historical interpretation coming from those of diverse cultural traditions and values, all with the goal of conveying historical understanding to members of the general public.

The two primary objectives of the public history program are 1) to lay a solid foundation in general historical knowledge and methodology focused on the United States as part of an undergraduate liberal arts education and 2) to offer public history majors the specialized knowledge, skills, and real-world experience in internships and upper-level public history courses to make a career in public history or a related field a reality. Public history majors can pursue a number of different careers following graduation, such as teaching, museum administration, journalism, film making, law, historical archeology, and government service.

The History Forum (non-credit HIST 100), a frequent gathering of all public history majors and faculty, sponsors special speakers and arranges other enrichment activities to enhance these two primary objectives of the major. Public history majors are required to attend mandatory History Forum meetings. In addition, students who are new to the public history major (traditional University freshmen, transfer students, and students who are declaring a public history major for the first time) are required to complete a special section of the non-credit First Year Seminar that is designed specifically for new public history majors and focuses on strategies for promoting success in the major.

Students interested in majoring in public history should contact the humanities and public history department chairperson.

Public History Program Outcomes

Upon completion of the Bachelor of Science in Public History, graduates will be able to

1. Comprehend historical periods, persons, events, ideas, and themes with a special focus on United States history, as well as the concepts of historical causation, conflict, and change over time underlying all historical study.
2. Master fundamental historical research using both library and Internet resources: locating, reading, interpreting, evaluating, verifying, and documenting primary and secondary sources.
3. Master critical thinking about history: drawing conclusions from readings, applying knowledge to new situations, analyzing and synthesizing secondary and primary sources, evaluating opposing arguments, and understanding how historical interpretations fit into the larger context of historical inquiry.
4. Evaluate the historical significance of race and ethnicity, class, gender and sex, and religion, especially in the development of the United States.
5. Communicate historical knowledge and interpretations to a variety of general public audiences.
6. Analyze and synthesize practical and ethical issues related to communicating history to a variety of general public audiences.
7. Understand career paths related to public history and effectively search for relevant employment opportunities.

Public History Program Policies

Students must earn a minimum GPA of 2.00 in the major and the lowest acceptable grade is a "C" in all history courses (except HIST 100). However, in order to enroll in the required history internship (HIST 450), seniors must have a minimum cumulative GPA of 2.50 and second semester juniors must

have a minimum cumulative GPA of 2.75. When a grade below "C" is earned in any history course (except HIST 100), the student must repeat that course if it is a required core course or substitute another similar course with a minimum grade of "C" if it is an elective course. There is no limit on the number of repeats or substitutions allowed.

Public History Program Requirements

For completion of the bachelor's degree, public history majors are required to complete 45 credits (15 courses) from the courses listed below as indicated. Students must also complete the non-credit HIST 100 every semester while enrolled in the public history program and complete the requirements for the Stevenson core curriculum. In addition, students who are new to the public history major (traditional University freshmen, transfer students, and students who are declaring a public history major for the first time) are required to complete a special section of the non-credit First Year Seminar that is designed specifically for new public history majors. Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

Required Core History Courses

Students are required to take all eight of the following required core history courses. In addition, students must also complete HIST 100 every semester while enrolled in the public history program.

General History Required Core Courses

HIST 105	World History I
HIST 106	World History II
HIST 109	U.S. History I
HIST 110	U.S. History II
HIST 209	Research and Writing in History
HIST 410	The Great Historians

Public History Required Core Courses

HIST 208	Introduction to Public History
HIST 450	Public History Internship

Required Elective History Courses

General history elective courses selected from the following courses (Students are required to take five courses, four courses of which must be at the 300- or 400-level.)

HIST 210	African American History
HIST 220	American History and Community Service
HIST 230	American Women's History
HIST 238	History of Baltimore
HIST 306	History of the Family
HIST 311	Topics in General History
HIST 314	Revolutionary America
HIST 317	The Western Intellectual Tradition
HIST 330	Robbers, Radicals, and Reformers: US, 1877-1920
HIST 336	The American Civil War
HIST 337	The United States: The Sixties
HIST 339	The United States Since 1970
HIST 350	Independent Study
HIST 411	Senior Seminar

Public history elective courses selected from the following courses (Students are required to take two courses.)

HIST 312	Topics in Public History
HIST 331	American Material Culture

Secondary Requirements:

There are no secondary requirements for the public history major. This allows majors to take select courses in related disciplines or minor in a related field to strengthen their marketability upon graduation. For example, a public history major interested in employment at a history museum following graduation would have ample opportunity to take management courses or a management minor at Stevenson.

Public History Other Options

Minor:

Students may minor in history. Any HIST course for which the student has satisfied the prerequisites may count toward a minor except courses restricted to public history majors, such as HIST 100 and HIST 450. For further information on a history minor and to enroll as a history minor, contact the humanities & public history department chairperson. For specific information regarding general minor requirements, please consult the minors section of the catalog.

Public History Course Descriptions

HIST 100 History Forum

0 credits, Fall and Spring

Provides public history majors with the opportunity to learn more about the field of public history and the requirements of their major. Organizations that sponsor public history internships frequently present to the forum. Majors also learn about Stevenson career counseling services and study abroad opportunities. Academic advising is provided as well.

Restricted to public history majors. Required for public history majors every semester they are enrolled in the program.
Prerequisite(s): *None*

HIST 105 World History I

3 credits, Fall

Focuses on the diverse forces that helped shape the world in which we live. This 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, Spring

Focuses on the diverse forces that helped shape the world in which we live. This 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 109 The United States: Colonial America to 1877

3 credits, Fall

Surveys the major events, ideas, and personalities critical to the development of the United States up to 1877. This course will examine the settlement and development of the American colonies, the American Revolution, the Civil War and Reconstruction, and will look at the collision of cultures and ideas that led to the formation of early America.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

HIST 110 The United States: 1877 to Present

3 credits, Spring

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

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

HIST 208 Introduction to Public History

3 credits, Fall

Introduces students to the foundational concepts and methods of public history. This course surveys the basic knowledge required of individuals working in the fields of museum studies, historic preservation, cultural resources management, and related fields and emphasizes the issues related to communicating about history to the general public. This course also explores various careers open to individuals with a strong background in history.

Prerequisite(s): HIST 109 and ENG 152 or equivalent (HIST 109 may be taken concurrently)

General Education: Humanities

HIST 209 Research and Writing in History

3 credits, Spring

Introduces students to the use of the tools and methods of historians used to interpret and evaluate historical sources and to construct narratives based on primary and secondary research. In addition, students will develop skills in presenting history to a variety of general public audiences.

Prerequisite(s): HIST 109 and ENG 152 or equivalent (HIST 109 may be taken concurrently)

General Education: 200-level writing course

HIST 210 African American History

3 credits, Fall (offered as needed)

Traces the struggles, accomplishments, and impact of African Americans through the course of United States history. This course explores the cultural heritage of African peoples, the impact of the slave trade, slavery, and the development of racism. It also traces the struggle for freedom and justice in America from the colonial period to the present.

Prerequisite(s): ENG 152 or equivalent

General Education: Humanities

HIST 220 American History and Community Service

3 credits, Spring

Explores the question "Who are we as Americans?" through a survey of US history in conjunction with a service project in a nonprofit organization. The course topic may rotate occasionally, focusing on one aspect of national identity and perception, for example, the urban present vs. our rural past. In the classroom, students trace the semester's theme over time and in the field complete a service project, reflect upon their experience in light of their academic learning, and use this experience to deepen their understanding of U.S. history.

Prerequisite(s): ENG 152 or equivalent

General Education: Humanities

HIST 230 American Women's History

3 credits, Spring (offered as needed)

Examines the history of women in the United States from the time of the Native Americans in the pre-colonial era to the present. This course explores how women's roles, status, image, and legal rights evolved due to social and economic change and as a result of the activism of reformers and writers.

Prerequisite(s): ENG 152 or equivalent

General Education: Humanities

HIST 238 History of Baltimore**3 credits, Fall**

Introduces students to the history of Baltimore from colonial times to the present. This course examines changes in politics and the economy, in the physical environment, and in the lives of ordinary Baltimoreans. This 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 306 History of the Family****3 credits, Fall (offered as needed)**

Explores the family as the fundamental social unit in nearly every society. This course traces the evolution of the family from the Neolithic era to the present. Students study the impact of geography, economy, religion, and political structures on the variety of family structures in the Western and non-Western worlds.

Prerequisite(s): A 100- or 200-level history class and ENG 152 or equivalent**General Education:** Humanities**HIST 311 Topics in General History****3 credits, Fall and Spring**

Focuses on a particular period or on a specialized topic in general history. This course involves significant analysis of primary sources. Recent topics have been The Age of Shakespeare, Making of the US Constitution, Roaring Twenties & Great Depression, Fifties & Film, Colonial America, Expansion & Explosion, and Modern American Sports History. This course may be repeated for credit if topics are different.

Prerequisite(s): A 100- or 200-level history class and ENG 152 or equivalent**General Education:** Humanities**HIST 312 Topics in Public History****3 credits, Fall and Spring**

Focuses on a specialized topic/field in public history. Recent topics/fields have been: historic preservation, museum studies, historical archeology, archives, and oral history. This course may be repeated for credit if topics/fields are different.

Prerequisite(s): A 100- or 200-level history class and ENG 152 or equivalent**General Education:** Humanities**HIST 314 Revolutionary America****3 credits, Spring (offered as needed)**

Explores the American Revolutionary Era that transformed America and the world in the last half of the eighteenth century. Students will study such topics as the American Revolution as a military and political struggle and as a war of ideas, the writing of the U.S. Constitution, the establishment of political parties and the election to office of Thomas Jefferson. This course will also examine the history of women, Native Americans, and African Americans.

Prerequisite(s): A 100- or 200-level American history class and ENG 152 or equivalent**General Education:** Humanities**HIST 317 The Western Intellectual Tradition****3 credits, Fall (offered as needed)**

Focuses on the role of ideas in the history of Western civilization and will trace the Western intellectual tradition from Plato and Aristotle through the classical, medieval, and modern world. This course will explore the seminal ideas of philosophical, religious, and political leaders. Students will pay

particular attention to the role of ideas as both cause and effect of other social, economic, and historical forces.

Prerequisite(s): A 100- or 200-level history class and ENG 152 or equivalent**General Education:** Humanities**HIST 330 Robbers, Radicals, and Reformers: 1877-1920****3 credits, Fall (offered as needed)**

Examines political, social, economic, and cultural life in the US from 1877 to 1920, the decades in which the country grew from a mostly rural, agrarian society into an urban, industrialized world power. This course will explore themes such as "big business," immigration, labor strife, segregation, progressive reform, and imperialism and their impact on the lives of ordinary Americans.

Prerequisite(s): A 100- or 200-level American history class and ENG 152 or equivalent**General Education:** Humanities**HIST 331 American Material Culture****3 credits, Spring (offered as needed)**

Explores how the objects that we make and use can help us understand the American past and present. Students will study things both large and small, including patterns of land use, historic architecture, tools, furniture, plates, and silverware. This course focuses on both high-style art objects and utilitarian, vernacular objects. This class especially considers the changing roles of class, gender, and race in American material culture.

Prerequisite(s): A 100- or 200-level American history class and ENG 152 or equivalent**General Education:** Humanities**HIST 336 The American Civil War****3 credits, Fall (offered as needed)**

Explores the American Civil War from its root causes to its aftermath. Course topics include the military and political leadership, new and improved technologies, the battles from Fort Sumter to Appomattox, and the impact of the war on the civilian population.

Prerequisite(s): A 100- or 200-level American history class and ENG 152 or equivalent**General Education:** Humanities**HIST 337 The United States: The Sixties****3 credits, Spring (offered as needed)**

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

Prerequisite(s): A 100- or 200-level American history class and ENG 152 or equivalent**General Education:** Humanities**HIST 339 The United States Since 1970****3 credits, Fall (offered as needed)**

Examines life in the US from 1970 to the present. Particular emphasis is devoted to the impact of the following on society: the legacy of the 1960s, the scientific and technological revolution, the changing nature of immigration, and globalization and the role of America in the world.

Prerequisite(s): A 100- or 200-level American history class and ENG 152 or equivalent**General Education:** Humanities

HIST 350 Independent Study**2-3 credits, Fall and Spring**

Provides students with the opportunity to complete a rigorous approved project under close faculty supervision during the course of a semester. The topic of study may not be one covered in an existing HIST course.

Prerequisite(s): A 100- or 200-level American history class and ENG 152 or equivalent. Also, permission of the supervising instructor, the humanities and public history department chair, and the Executive Vice President for Academic Affairs and Dean required.

General Education: Humanities

HIST 410 The Great Historians**3 credits, Fall or Spring**

Examines the nature of historical writing in the ancient world up to the present day. This course will explore the ways in which historical writing has changed over time and has been shaped by historians' preconceptions, moral judgments, political philosophies, and specific historical contexts.

Prerequisite(s): A 100- or 200-level history class and ENG 152 or equivalent

General Education: Humanities

HIST 411 Senior Seminar**3 credits, Fall or Spring**

Provides an academic capstone for public history majors and generally will focus on a specific time period, theme, person, event, or idea. The subject will be investigated thoroughly from a wide variety of perspectives. Emphasis will be placed upon interpreting the subject through the primary written and material record and through contrasting interpretations that illustrate the complexity and depth of the subject and its lasting significance and influence. This course may be repeated for credit if topics are different.

Prerequisite(s): Senior public history major status; a 100- or 200-level history class and ENG 152 or equivalent, or permission of the instructor

General Education: Humanities

HIST 450 Public History Internship**3 credits, Fall and Spring**

Provides an experiential capstone for public history majors. During the internship, students will perform a minimum of 120 hours of career-related work under the guidance of a history faculty mentor and an on-site supervisor from the sponsoring organization. Internships are arranged individually to match students' career goals and interests with sponsors' needs. This course may be repeated for credit under certain circumstances.

Prerequisite(s): Senior or second-semester junior public history major status; at least 24 credits in history, including HIST 208 and HIST 209; and a minimum cumulative 2.50 GPA for seniors and 2.75 GPA for second semester juniors

Religion Course Descriptions**REL 116 Survey of the New Testament****3 credits, Fall or Spring**

Introduces the literature of the New Testament, with appropriate emphasis given to the background, growth, and thematic content of the Biblical materials.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

REL 202 World Religions**3 credits, Fall and Spring**

Surveys the beliefs and practices of selected world religions. This course examines the impact religion has on certain aspects of our lives, such as politics, history, literature, and the arts. This course also seeks to provide the critical tools needed to determine and to evaluate religious influences.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

REL 275 Topics in Religion**3 credits, Fall or Spring**

Offers a variety of topics from among the world's religions. Recent course topics have included religion and community service, Old Testament, peacemaking, Biblical leadership, politics and religion, and sacred humor. This course will allow students the opportunity to look at contemporary as well as past events that shape world religions and influence society. The course may be repeated if topics are different.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Humanities

REL 302 Comparative Religious Thought**3 credits, Fall and Spring**

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, Fall or Spring**

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 305 Topics in Third World Religions**3 credits, Fall or Spring**

Investigates various issues in selected Third World religions. This course places special emphasis on the basic worldviews of a specific culture, such as African or Native American. The topics may include religion and morality, rites of passage, the family, religious symbols and art, sacrifice, religion and medicine, and encounters with foreign religions.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

General Education: Humanities

Religion

School of Humanities and Social Sciences

There is no major in religion at Stevenson University; however, students interested in pursuing this field of study may do so either by taking a minor in religion or by creating a focus in religion within interdisciplinary studies. For specific information regarding minor requirements, please consult the minors section of the catalog. For more information on creating a minor, see the humanities & public history department chairperson. For more information on interdisciplinary studies, consult the interdisciplinary studies program coordinator.

REL 310 Jesus of Nazareth**3 credits, Fall or Spring**

Studies the founder of Christianity, with attention given to the historical and social setting. This course analyzes the portraits of Jesus presented in the four canonical gospels as well as his impact on the subsequent history of world culture.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

General Education: Humanities

REL 405 Seminar in Western Religions**3 credits, Fall or Spring**

Provides a comparative study of the three major Western religions (Judaism, Christianity, and Islam) as well as an in-depth examination of their historical development and resulting implications for contemporary economic, social, and political issues.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

General Education: Humanities

REL 410 Seminar in Eastern Religions**3 credits, Fall or Spring**

Studies the history and thought of one or two South and/or East Asian religions, combining a reading of selected canonical texts, a study of major thinkers, and a discussion of problems, such as the relationship between the religion and society. Specific traditions covered in the seminar may include those of Hinduism, Buddhism, Tantrism, Confucianism, Taoism, and Shintoism.

Prerequisite(s): ENG 152 or equivalent, third-year or fourth-year status or permission of the instructor

General Education: Humanities

Science

School of the Sciences

Science Course Descriptions**SCI 100 School of Sciences New Student Seminar****1 credit, Fall and Spring**

Provides new students, with majors in the School of the Sciences, the foundation for success both here and after graduation. Topics include a review of school and University resources and policies, tips on how to study at the college level, time management strategies and career exploration. An academic portfolio is created, which is continued throughout the years of study in the School of the Sciences. **Restricted to and required for freshmen and transfer students with majors in the School of the Sciences.**

Prerequisite(s): None

SCI 215 Science Writing**3 credits, Fall and Spring**

Develops information literacy and scientific writing with emphasis on developing skills in identifying appropriate search strategies, discipline-specific investigative techniques, and citation devices. Students will learn the principles and practices of research design sufficient to begin to evaluate published studies in their chosen field of study and the mechanics of correct format and styles of writing that would be acceptable in the professional community.

Prerequisite(s): A grade of "C" or better in ENG 152 and a minimum of two science courses

SCI 440 Capstone Practicum**1 credit, Summer**

Provides the opportunity for senior majors in the School of the Sciences to complete the hours for an approved capstone experience during the summer months. Students are held to the requirements of the capstone, including site visits, mentor visits, and documentation. Students who complete SCI 440 must enroll in the capstone course in the fall semester immediately following the summer experience.

Prerequisite(s): Permission of the department chair

Fees: Parking and printing fees may be required.

Sociology

School of Humanities and Social Science

There is no major in sociology at Stevenson University; however, students interested in pursuing this field of study may do so through the flexible major offered in interdisciplinary studies. Students who wish to develop a sociology focus should consult the program coordinator of interdisciplinary studies. Course descriptions for sociology are listed below.

Sociology Course Descriptions**SOC 101 Introduction to Sociology****3 credits, Fall and Spring**

Studies the fundamentals and methods of sociology as a social science. Introduction to sociological perspective and theories on such topics as socialization, social interaction, deviance and social control, family, education, religion, politics, economics, and social change is included.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Social Science

SOC 102 Contemporary Social Problems**3 credits, Fall and Spring**

Examines pressing social problems. Issues considered may include economic inequality, racism, sexism, ageism, environmental abuse, unequal educational opportunities, drug abuse, crime, and others. Application of theory and research findings will focus on strategies for prevention and institutions designed to solve social problems.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

General Education: Social Science

SOC 203 Sociology of Minority Groups**3 credits, Spring**

Explores the consequences of power differentials between special categories of peoples, such as those based on race, ethnicity, religion, sex, gender, and sexual preference. Emphasis is placed on sociological definitions and theories.

Prerequisite(s): ENG 152 and sophomore status

General Education: Social Science

Alternate years: Offered as needed

SOC 206 Sociology of Women**3 credits, Fall (offered as needed)**

Studies women in society. This course explores women's roles in the past and present and considers their possibilities in the future. Applies theory and research findings in examination of gender-role socialization, life cycle roles and changes, feminism, and selected topics.

Prerequisite(s): ENG 152 and sophomore status

SOC 207 Organizations, Work, and Society**3 credits, Fall or Spring (offered as needed)**

Examines functions, structures, and dynamics of organizations. Major theoretical perspectives and research findings provide the foundation for investigating a variety of topics related to human behavior and social roles in organizations, change processes, and integration of organizations into institutional spheres of society. Emphasis is placed on understanding work and the workplace.

Prerequisite(s): ENG 152 and sophomore status

SOC 260 American Popular Culture**3 credits, Fall or Spring**

Examines the interplay of popular arts, mass culture, and American society from the 1890s to the present, with emphasis on the period since World War II. This course draws on approaches of the social sciences and the humanities to gain insight into changing attitudes, values, and beliefs. Students investigate topics of special interest through field and or library research.

Prerequisite(s): ENG 152 and sophomore status

General Education: Social Science

Alternate years: Offered as needed

SOC 304 Topics in Sociology**3 credits, Fall and Spring**

Provides opportunities for advanced students to examine topics of interest through supervised reading, research, and discussion. Themes include communities, sociology of sports, urban problems, and violence and peace. Topics announced each semester. This course may be repeated for credit if topics are different.

Prerequisite(s): ENG 152 and junior status

SOC 355 Sociology of Deviance

This course is under development.

SOC 375 Social Stratification

This course is under development.

Spanish

Spanish courses are listed under Foreign Modern Languages.

Visual Communication Design

School of Design

Department of Art

Department Chair: Amanda Hostalka, M.F.A.

Visual Communication Design Program Description

The Department of Art within the School of Design grants a B.S. or B.A. degree in visual communication design. This major is designed to prepare students for professional practice and graduate study in graphic design, advertising, marketing communications, electronic or print publishing, web and interactive design, digital imaging, motion graphics, or related fields. The program comprises five sequences of courses: materials and methods, art history and visual culture, digital design, communication design, and career development.

Materials and Methods: These seven courses develop students' skills in the creation of visual forms. Five required foundation courses foster the development of design, drawing, composing, and problem-solving capabilities while building material and technical skills. Upon completion, students elect two additional courses to expand their

material knowledge and capabilities based on career goals and personal preference.

Art History and Visual Culture: These three courses develop students' abilities to research, think, and write critically about art history and visual culture. The first course in the sequence, Introduction to Art History, is required and offers a thematic overview of art history. Next, students select a survey course that is more specific in its focus to promote greater depth of research and critical analysis. Finally, students select a third course, which enables them to investigate a historical topic in depth.

Digital Design: These four courses build students' technical skills in designing for print and electronic media. Emphasis is on both developing proficiency in industry-standard tools and learning the theories and standards that underlie their functionality. Students are expected to apply and build upon their technical knowledge in concurrent and subsequent design coursework.

Communication Design: These eight courses provide students with the opportunity to practice design problem solving in progressively challenging contexts working across media. The first two required Communication Design studio courses develop the creative and critical thinking process known as "design thinking," while the third course emphasizes the development of carefully crafted and produced prototypes that result from this process. Two required Typography courses build essential skills in using type to enhance communication. Following these courses, each student has the opportunity to select two studio electives that provide real-world and case study problems and emphasize the development of portfolio-quality solutions. The sequence culminates with a capstone course where students conceive and produce a significant senior project. Upon completion of the communication design sequence, students will exhibit selected works.

Career Development: These eight required career development milestones engage students in the process of *Career Architecture*SM beginning in the first year. The first-year seminar course introduces career possibilities. The second-year internship preparation course enables students to explore career goals further while developing a basic portfolio and preparing to find an internship. While the required internship provides students with hands-on professional experience, the portfolio development course allows students to create professional presentations for entry into the visual communication design field.

Students participate in portfolio reviews. At the end of the first and second year, faculty review portfolios. In the third and fourth year, Art Advisory Board members review portfolios.

To view art department student portfolios go to designatsu.org

Visual Communication Design Program Outcomes

Upon completion of the Bachelor of Science in Visual Communication Design, graduates will be able to

1. Solve communication design problems by thinking creatively and critically.
2. Produce communication design solutions, considering audience, cultural, ethical, human, and market factors.
3. Create, compose, and critique visual forms as well as verbal and nonverbal messages in response to design problems.
4. Acquire material and technical skills necessary to realize designs solutions according to professional standards and practices.
5. Apply art history, visual culture, communication, and design research to visual communication practice.

6. Plan, execute, present, revise, and justify design ideas and solutions independently and as a collaborative team member.
7. Apply academic preparation to professional and cultural experiences both within and beyond the classroom.
8. Exhibit behaviors consistent with the professional and ethical standards of the discipline by producing a design portfolio.

Interactive Design Track

The Interactive Design track within the Visual Communication Design major provides students with a solid foundation and in-depth experience in the theory and practice of producing design solutions for a variety of interactive media platforms including Web, social media, mobile devices, tablets, and emerging interaction technologies. Special emphasis is placed on effective information architecture, user interface, and user experience design, as well as the aesthetic role of quality universal design that impacts visual perception and choice in interactive digital environments.

The Interactive Design track prepares future professionals by exposing them to contemporary and historic visual contexts, real-world projects, and industry-standard software and technologies. Graduates may pursue careers in a range of areas including web design and development, mobile and responsive design, social media strategy, multimedia and streaming media production, electronic publishing, digital prototyping and imaging, online advertising, interactive motion graphics, mobile applications and game design, and other interaction design related fields.

Interactive Design Track Outcomes

Upon successful completion of the interactive design track, graduates will be able to:

1. Apply contemporary and historical design, visual culture, and communication research to interactive communication design practice.
2. Employ web and interaction design terminology when presenting, critiquing, or discussing interactive design ideas and solutions.
3. Apply graphic design and typography principles to digital interactive works.
4. Analyze and organize information to construct usable interactive site architecture and communicate effectively.
5. Create engaging user experiences considering audience, cultural, ethical, human, and market factors.
6. Produce and critique creative interactive design solutions in accordance with professional standards and practices.
7. Design for a variety of interactive media platforms.
8. Demonstrate professional preparedness for an Interactive Design career by producing an online interactive portfolio.

Motion Graphics Track

The visual communication design motion graphics track provides students who are interested in design, animation, and video with a solid foundation in the theory and practice of producing motion graphic design. Motion graphics are visible daily on television, movie screens, the Internet, mobile devices, and location-specific displays. This track prepares future graduates by exposing them to historical contexts, real-world projects, and industry-standard tools (software and equipment). Extra attention is devoted to narrative and visual communication structure through systems of sequence and arrangement. Motion graphics students may pursue a career in diverse areas including: television stations or networks, film production, advertising and design studios,

video post-production, museum exhibition, education, or in-house production at private and public institutions.

Motion Graphics Track Outcomes

Upon completion of the motion graphics track, graduates will be able to

1. Employ the terminology of motion graphic design when presenting, critiquing, or discussing motion graphic design ideas and solutions.
2. Analyze motion graphics in contemporary and historical contexts.
3. Apply graphic design principles to time-based works.
4. Produce motion graphics in a range of professionally-recognized forms.
5. Utilize appropriate content and techniques to tell a story.
6. Compile a portfolio of motion graphic design.

Photography Track

Today's visual communication designers must be creative problem-solvers and image-makers capable of working across a variety of media. Likewise, photographers must not only be able to take compelling images that communicate ideas or tell stories, but must also possess wide-ranging technical skills and the ability to market oneself. The Photography track is designed to expand the Visual Communication Design student's capabilities in photographic processes and digital-imaging techniques. The photography track prepares career-oriented graduates to become professionals in commercial and advertising photography, portrait and fashion photography, photojournalism, graphic design, and image post-production, as well as for graduate study.

Photography Track Outcomes

Upon successful completion of the photography track, graduates will be able to:

1. Operate camera controls and photographic equipment with expert proficiency.
2. Demonstrate the ability to photograph in controlled and uncontrolled environments in both ambient and artificial lighting situations.
3. Produce professional-quality photographic images using industry-standard techniques and software.
4. Synthesize conceptual and technical elements to generate a visually dynamic image that elicits a response from the viewer.
5. Recognize the importance of the development of photographic arts and technology, the history of photography and its impact on society and human communication.
6. Construct and present a portfolio of photographs that demonstrates conceptual thinking and problem-solving abilities while achieving professional results.

Visual Communication Design Program Policies

Students must earn a minimum GPA of 3.00 in the major, and the lowest acceptable grade is a "C" in all ART, IS, MOGR, PHOTO, and VCD courses. Please see the specific program requirements for a listing of the required courses. To remain in the major, students must demonstrate a sustained level of satisfactory performance, as determined by periodic evaluations outlined in the Art Standard below. The Art Standard is distributed to all new students during the First-Year Seminar.

No student, regardless of major, will be permitted to take an art or visual communication design course unless he or she earns a grade of "C" or better in all prerequisite courses.

Art Standard

At the end of the first and second year, student grades and portfolios are reviewed to determine if they are eligible to continue in the visual communication design major.

The review requirements are as follows:

1. 2.50 or higher overall GPA—first year (May) 2.80 or higher overall GPA—remaining years (May)
2. Students must earn a 3.00 or higher GPA in the major, with the lowest acceptable grade of "C-" in required art courses. Students must repeat any required art course in which they receive a "C-," "D" or "F". If a student receives a second "C-," "D" or "F" in that required art course, he/she cannot continue in the visual communication design major.
3. Satisfactory evaluation in required annual portfolio review. If the student does not present a portfolio, he/she will not be eligible to continue in the visual communication design program of study.

In the event that a student does not meet all three of the requirements of the major after the review, the student will be placed on probation. Probationary students will be reviewed again at the end of the fall term.

Visual Communication Design Program Requirements

The courses listed below are required for completion of the bachelor's degree in visual communication design. Visual communication design majors may take the general course of study or may select the interactive design, motion graphics or photography track. 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 (all students):

ART 106	Introduction to Art History
ART 110	Fundamentals of Design I
ART 113	Fundamentals of Design II
ART 116	Drawing I
ART 117	Drawing II
ART 205	Art History Survey Topics
ART 390	Internship I
PHOTO 141	Basic Digital Photography
VCD 208	Web Design I
VCD 210	Communication Design I
VCD 211	Communication Design II
VCD 230	Typography I
VCD 256	The Moving Image
VCD 308	Web Design II
VCD 310	Communication Design III
VCD 410	Portfolio & Professional Development
VCD 450	Senior Capstone

Communication Design electives from among the following. Exact number of credits based on the declared track.

VCD 370	Relationship of Design & Business
VCD 380	Professional Design Studio
VCD 440	Designing for a Target Market
VCD 480	Design Studio: Exhibition Design
VCD 480	Design Studio: Creative Strategies
VCD 480	Design Studio: Packaging Design
VCD 480	Design Studio: Corporate Comm. & Branding
VCD 480	Design Studio: Special Topics

Materials and Methods electives from among the following. Exact number of credits based on the declared track.

ART 215	Painting I
ART 216	Painting II
ART 217	Figure Drawing
ART 219	Printmaking
ART 250	Topics in Alternative Fine Art Processes
ART 315	Surface Design
PHOTO 241	Intermediate Digital Photography
PHOTO 242	Fashion and Portrait Photography
PHOTO 250	Topics in Alternative Photo Processes
PHOTO 341	Advanced Studio Photography
PHOTO 342	Documentary and photojournalism

Secondary Requirements:

ART 256 or	Commercial & Industrial Scriptwriting* (recommended)
CM 233	Writing for the Web* (recommended)
IS 125	Fundamentals of Digital Media*
CM 101	Public Speaking*
CM 211 or	Intercultural Communication*
CM 255 or	Small Group Communication*
CM 270	New Media Communication*
PHIL 320	Aesthetics* (recommended)

Students must also complete the courses for the general program or one of the tracks listed below.

Visual Communication (General Program):

ART 305	Topics in Art History
VCD 330	Typography II
Six credits of Communication Design electives. (See list above)	
Six credits of Materials and Methods electives. (See list above)	

Interactive Design Track:

IAD 380	Advanced Interactive Studio
IAD 381	Mobile and Responsive Design
IAD 480	Interactive Design Special Topics
ART 305	Topics in Art History: History of Moving Images & Art
CM 223	Writing for the Web (secondary requirement)
VCD 330	Typography II
Three credits of Materials and Methods electives. (See list above)	

Motion Graphics Track:

ART 256	Commercial and Industrial Scriptwriting
ART 305	Topics in Art History: Moving Images & Art
MOGR 330	Typography in Motion
MOGR 331	Intermediate Motion Graphics
MOGR 431	Advanced Motion Graphics and Effects
Three credits of Communication Design electives. (See list above)	
Three credits of Materials and Methods courses. (See list above)	

Photography Track:

ART 305	Topics in Art History: Photography
PHOTO 241	Intermediate Digital Photography
PHOTO 341	Advanced Studio Photography
PHOTO 342	Documentary and Photojournalism
PHOTO 480	Photo Studio Special Topics
Three credits of Communication Design electives. (See list above)	

Students may seek a Bachelor of Art 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.

Visual Communication Design Other Options

Minor:

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

Visual Communication Design Course Descriptions

Art Courses

ART 106 Introduction to Art History

3 credits, Fall and Spring

Provides a foundation in art history, introducing issues central to the study and interpretation of visual culture. Through class discussions and assignments emphasizing comparative analysis and writing skills, students will be challenged to think critically about the nature of art and the discipline of art history. This course focuses on "visual literacy" - on building and employing the vocabulary needed to discuss and interpret works of art and architecture.

Prerequisite(s): ENG 151 (may be taken concurrently)

General Education: Fine Art for non-majors

ART 110 Fundamentals of Design I

3 credits, Fall and Spring

Introduces the elements and principles of two-dimensional design, providing an essential foundation for anyone working in visual media. This course familiarizes students with the theory and process of solving visual problems. Basic material, technical, and presentation skills are developed using traditional and digital tools. Art history and visual culture references are incorporated into lectures and projects. Students will practice using design research and creative thinking to generate ideas. Emphasis is placed on planning, executing, and presenting individual solutions. Students will discuss their work and the work of their classmates during faculty-led critiques. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): None

General Education: Fine Art for non-majors

ART 113 Fundamentals of Design II

3 credits, Spring

Expands upon skills using elements and principles of two-dimensional design while introducing three-dimensional design and color theory. This course stresses the theory and process of solving design problems using color and form, essential tools for all designers. This course also builds on material, technical, and presentation skills working with traditional and digital media. Art history and visual culture references are incorporated into lectures and projects. Students practice using design research and creative thinking working independently and in groups to ideate, plan, execute, and present solutions. Students discuss their work and the work of their classmates during small-group and faculty-led critiques. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in ART 110

ART 116 Drawing I

3 credits, Fall and Spring

Explores drawing as a method of representation as well as a means of organizing and expressing ideas. This course introduces basic skills and techniques of drawing from direct observation using subjects such as still life, landscape, and

architecture. Students use the tools of organization, composition, representation, abstraction, value, perspective, rapid visualization, and the focused practice of maintaining a sketchbook. Students work with various traditional and digital media. Students will present and discuss their work and the work of their classmates during faculty-led critiques. Art history and visual culture references are incorporated into lectures and projects. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): None

General Education: Fine Art for non-majors

ART 117 Drawing II

3 credits, Spring

Focuses on drawing as a means of organizing and expressing ideas. This course expands upon basic skills and techniques taught in Drawing I, emphasizing communication and personal expression through use of composition, color theory, and abstraction. Students draw still life, interior, landscape, portrait, and the live model subjects to improve and expand their practice. Emphasis is placed on expressing ideas using a variety of materials and approaches in traditional, digital, and experimental media. Students will present and discuss their work and the work of their classmates during faculty-led critiques. Art history and visual culture references are incorporated into lectures and projects. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in ART 116

ART 205 Art History Survey Topics

3 credits, Fall and Spring

Explores artists, objects, and institutions that shape historical eras of art. Students will classify, organize, and interpret visual and material artifacts in the specified era of study. Students will also examine culturally-determined meanings embedded in art and design production. Emphasis is placed on acquiring research habits and developing verbal, written, and presentation communication skills. Topics include: *Ancient to Gothic, Renaissance to Modern, and Postmodern/Contemporary*.

Prerequisite(s): A grade of "C" or better in ART 106

ART 215 Painting I

3 credits, Fall

Develops techniques and approaches to painting. Emphasis is placed on developing an awareness and control of the media as well as an understanding of the freedom and motion that are present in art. Students work from a variety of subject matters in a creative way with stress on sound design principles. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in ART 113 and ART 116

ART 216 Painting II

3 credits, Spring

Continues engaging students with college-level painting experience. Students' knowledge of the use of paint, color mixing, and composition is expanded. Initial emphasis is on painting what one sees, i.e., the still life, the landscape, or the model. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in ART 215

ART 217 Figure Drawing

3 credits, Fall or Spring (offered as needed)

Continues to provide college-level drawing experience to students who are interested in a focused study of the human form through observational drawing from live models. This

course satisfies either the second drawing course or a focused elective requirement for VCART majors. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in ART 117

ART 219 Printmaking

3 credits, Fall and Spring

Introduces basic printmaking techniques. Relief, intaglio, and planographic processes are introduced. Students are encouraged to combine techniques to create more complex images. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in ART 113 and 117

ART 241 Creative Development in Young Children

3 credits, Spring

Focuses on the nature of artistic and creative development in early childhood. Topics include the nature of creativity, theories of development in the arts, developmental sequence in music, visual arts, dramatic play, and exemplary arts education programs for young children. Students will need to purchase supplies/materials for this course.

Prerequisite(s): PSY 206

General Education: Fine Art for early childhood education: liberal arts and technology majors

ART 242 Creative Development in Elementary Education

3 credits, Spring

Sets forth a foundation for students to understand and nurture the creative development and the creative process. Students will have opportunities to practice integrating the arts into education. Throughout this course, students are encouraged to develop their own creativity and divergent thinking. Students will need to purchase supplies/materials for this course.

Prerequisite(s): PSY 206

General Education: Fine Art for elementary education: liberal arts and technology majors

ART 250 Topics in Alternative Fine Art Processes

3 credits, Fall and Spring (offered as needed)

Explores and practices visual languages that are highly connected to the worlds of fine art alternative process technologies in printmaking and painting. This course includes the study of media innovations and digital imaging applications. Topics may vary each semester. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better ART 117 for printmaking alternative processes; A grade of "C" or better ART 215

ART 256 Commercial & Industrial Scriptwriting

3 credits, Spring (offered as needed)

Develops skills in writing for motion media. Emphasis is on the two-sided script as a standard format for scripts used in the advertising and communication fields. Students examine the co-relationship of images and text, conceive and write a treatment, generate a storyboard, practice writing commercial scripts for radio, TV commercials, PSAs or industrial communication that will fulfill client objectives and direct production teams.

Prerequisite(s): ENG 152 or equivalent

General Education: 200-level writing skills course for select majors

ART 305 Topics in Art History

3 credits, Fall and Spring

Builds 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

ART 315 Surface Design

3 credits

Builds on concepts, tools, and forms explored in foundation art and design courses. Students will study surface design in context, including design approaches, production processes, and applications. Hand-made, digital, and mixed-media designs will be produced. Students who complete this course will have a fundamental understanding of how surface design formats and processes are applied in environmental, fashion, product, and visual communication design production.

Prerequisite(s): IS 125 and a 200-level ART/PHOTO course or FDES 210

ART 365 Art Studio: Independent Study

3 credits, Fall or Spring (offered as needed)

Provides an opportunity for motivated students to explore a self-initiated fine art or VCD project within the structure of a classroom environment. Students will submit a written proposal to the art department chair and faculty member teaching this course that describes the intended project to be completed over the semester. Project content may be fine art or VCD or a combination of the two; it is also possible that a group project may be the focus of the students' course work (i.e. a mural or exhibition). This course includes lecture and studio. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in PHOTO 241, ART 216, ART 219, and VCD 211

ART 390 Internship I

3 credits, Fall and Spring

Explores internship opportunities. Visual Communication Design Internship is a two-part course. Part One is a classroom seminar where students research internship opportunities, organize and write résumés, outline internship goals and objectives and practice interviewing skills. Part Two is an on-site internship that includes a daily journal, self-evaluation, site evaluation and on-site visit from internship coordinator. Students receive credit after both parts are completed. This course includes one-hour lecture each week and a 120-hour internship.

Prerequisite(s): A grade of "C" or better in VCD 230 and VCD 210

ART 465 Art Studio: Independent Study

3 credits, Fall or Spring (offered as needed)

Provides an opportunity for motivated students to explore a self-initiated fine art or VCD project within the structure of a classroom environment. Students will submit a written proposal to the department chair of art and faculty member teaching this course that describes the intended project to be completed over the semester. The ART 465 proposal must include documentation of the student's ART 365 project. Project content may be fine art or VCD or a combination of the two; it is also possible that a group project may be the focus of students' work (i.e. a mural or exhibition). This course

includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 308, VCD 321, and ART 365

ART 490 Internship II

3 credits, Fall and Spring

Builds upon students' ART 390 internship experience. This second VCD internship is an opportunity for the VCD student to further explore their design interests in a professional setting. Students will secure a second internship before enrolling in the course. Once the internship is secured, a meeting with the internship coordinator is required. ART 490 students will mentor Art 390 students through presentations and research assistance. Professional practice topics will also be explored in this class.

Prerequisite(s): A grade of "C" or better in ART 390 and a 120-hour internship

Interactive Design Courses

IAD 380 Advanced Interactive Studio

3 credits, Spring

Builds on web design skills developed in VCD 208 and VCD 308: Web Design I and II. This course covers the utilization of advanced elements of hypertext markup language (HTML), more complex cascading style sheets (CSS), and integrating multimedia and interactive files into web pages. Web analytics, current scripts, plug-ins, and standards-based code validation are incorporated. Students produce multifaceted interactive web solutions for a variety of interactive design challenges and practice using newly published applications. Emphasis is placed on creating and rendering solutions that are portfolio-quality and adhere to professional standards and best practices. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 308

IAD 381 Mobile and Responsive Design

3 credits, Spring

Focuses on mobile and interactive design for new and emerging digital environments. Students develop the skills to use media queries and to create flexible layouts, fluid grids, responsive navigation, and scaling images. Emphasis is placed on designing, developing, and implementing a mobile website, a desktop website, and a single responsive version of a web site that can be shared by multiple digital platforms including tablets. Responsive designs are specifically developed to fit screen size, platform, touch interfaces, and the orientation of each digital device. Design aesthetics and typography principles are utilized in accordance with best practices. In-class demonstrations and lab exercises supplement hands-on research-oriented projects. Students integrate strategies for creating robust interactive solutions based upon peer reviews and critiques. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 308

IAD 480 Interactive Design Special Topics

3 credits, Fall

Provides a variety of experiences that present specific interactive design skill sets and problem-solving methods in a design studio setting. Topics vary according to the latest techniques and software and hardware innovations, as well as contemporary cultural influences. Students synthesize the previous three years of interactive design techniques to research and realize design solutions that adhere to professional standards and best practices. Students produce portfolio-quality interactive work, taking into account audience, cultural, ethical, human, accessibility, and market factors. Since

the interactive design field is continually evolving, students also explore specific career opportunities related to the course topic. This course may be repeated for credit if topics are different. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in IAD 380

Motion Graphics Courses

MOGR 330 Typography in Motion

3 credits, Fall

Investigates principles of animation, motion typography, and sequential visual forms in 2-D time-based media. This course focuses on comprehensive project workflow, incorporating research, writing, storyboarding, designing, animation production, and audio/video compression. Students develop skills in animation practice and production utilizing industry-standard software. Projects highlight typographic and simple graphical elements, encouraging students to create sophisticated solutions using simplified methods. This introduction to the practice of animating graphics is supplemented by screenings of exemplary work in the fields of film title design, experimental animation, and broadcast graphics. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 256 and VCD 230

MOGR 331 Intermediate Motion Graphics

3 credits, Fall (offered as needed)

Presents students with motion design problems to solve in a selection of real-world broadcast forms: PSAs, show openings, network IDs. 2-D motion graphics will be supplemented with live-action video and 3-D animation. Assignments focus on complex project workflow, production technique, variation, thematic concepts, and communication design theory. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in MOGR 330

MOGR 431 Advanced Motion Graphics and Effects

3 credits, Spring (offered as needed)

Offers experienced Motion Graphics students a challenging forum to explore sophisticated motion design issues. Focus is placed on 2-D motion graphics for broadcast, understanding the details of the medium and delivery methods. Students will be encouraged to integrate skills from fine art, print design, web design, and video. Students create highly polished, real-world projects based on film titles, television commercials, PSAs, animated logos, etc. This course covers detailed utilization of expressions and effects in After Effects in addition to techniques for compositing motion graphics with video in After Effects and Final Cut Pro. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in MOGR 331

MOGR 480 Design Studio Special Topics

3 credits, Fall, Spring, and Summer

Provides motion graphics seniors with a variety of design studio experiences that present specific design skill sets and problem-solving methods in a design studio setting. Studios will be taught by a variety of faculty and professional designers whose experiences are relevant to the specific Design Studio topic. Students will synthesize techniques and technologies learned in the major with simultaneous exploration of career opportunities. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in MOGR 331 and VCD 211, or permission of the department chair of art or the department chair of film, video and theatre; prerequisites may vary according to studio topic

Photography Courses

PHOTO 140 Photography

3 credits, Fall, Spring, Summer

Introduces students to the photographic process with emphasis on the technical process of camera control, film processing, and black and white photographic printing in a darkroom. Time is devoted to the aesthetic considerations of photography and to the criticisms of the student's work both technically and aesthetically. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): None

General Education: Fine Art for non-majors

PHOTO 141 Basic Digital Photography

3 credits, Fall, Spring, and Summer

Introduces digital photography including the operation of a DSLR camera and introductory level digital photography techniques. Attention will be given to the technical aspects of manual camera control, editing, digital image processing, inkjet printing, and image presentation. Students will learn exposure, digital image enhancement, and preparation of images for print and online viewing. Aesthetic and creative concerns will be emphasized, using photography as a tool for documentation, communication, expression, and emotional appeal. This course also explores making informed choices in composition, subject matter, and framing.

Prerequisite(s): None

General Education: Fine Art for non-majors

PHOTO 241 Intermediate Digital Photography

3 credits, Spring

Builds upon concepts taught in Photo 141 Basic Digital Photography. Students are introduced to advanced DSLR camera controls and digital post-production editing techniques. Industry-standard post-production software is used to enhance digital workflow. Students practice the use of electronic flash and learn to photograph in a studio and on location, including class field trips. Students apply professional standards and practices including copyright, appropriation, and fair use guidelines. Emphasis is placed on the production of a body of work consisting of an extended, thematically related series of images. Development of proper photographic printing and presentation skills is required. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in Photo 141

PHOTO 242 Fashion and Portrait Photography

3 credits, Spring

Investigates the photographic medium as it relates to the fashion industry. Students use industry-standard techniques when photographing the human form, clothing, and accessories for publishing in advertising, editorial, and catalog formats. Intermediate digital camera, workflow and post-production imaging methods are presented. Emphasis is placed on the application of artificial lightning both in studio and on location. An understanding of the role of an image stylist, the importance of creative direction, brand image, and the function of a creative team are studied. Students are given the opportunity to work with industry professionals. Students apply aesthetic and creative principles while also adhering to copyright and fair use guidelines. Students generate a portfolio of fashion photographs and participate in group critiques and peer evaluations. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in Photo 141

PHOTO 250 Alternative Photographic Processes

3 credits, Fall and Summer

Explores and practices visual languages that are highly connected to the worlds of fine art alternative process technologies in photography, printmaking and painting. This course includes the study of media innovations and digital imaging applications. Topics may vary each semester. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in IS 124 and PHOTO 140

PHOTO 341 Advanced Studio Photography

3 credits, Fall

Emphasizes professional studio photography techniques. This course focuses on individual photographic work while further developing students' technical mastery and aesthetic quality. Students pursue various methods of image making that include editorial, commercial and advertising, and fine art with an emphasis on studio and location lighting techniques and imaging methods. This course further develops students' skills in camera operation, post-production image manipulation, digital and analog printing processes, and professional practices. Medium- and large-format analog film cameras and darkroom techniques are introduced. Students develop a professional quality portfolio for presentation in print and online. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in PHOTO 241 OR PHOTO 242

PHOTO 342 Documentary and Photojournalism

3 credits, Fall

Investigates documentary and photojournalism genres of photography. This course presents an in-depth study of photography as a method of non-fiction story-telling and objective account. Students investigate various methods of impartial short and long form image making with attention given to understanding how the creation of truthful and candid images can inform the viewer, establish a connection to the community and prompt social change. Presents concepts for discussion including methodology, ethics, social, and political significance. Timeliness, objectivity, and the importance of narrative are emphasized. Historically and socially relevant photographers and photographs are analyzed. Students execute an extended series photographic essay in a style of their choosing for presentation in print and electronic formats. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in PHOTO 241 OR PHOTO 242

PHOTO 480 Photo Studio Special Topics

3 credits, Fall, Spring, and Summer

Provides photography seniors with a variety of design studio experiences that present specific design skill sets and problem-solving methods in a design studio setting. Studios will be taught by a variety of faculty and professional photographers whose experiences are relevant to the specific Studio topic. Students will synthesize techniques and technologies learned in the major with simultaneous exploration of career opportunities. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in PHOTO 341 or PHOTO 342, or permission of the department chair of art; prerequisites may vary according to studio topic

Visual Communication Design Courses

VCD 208 Web Design I

3 credits, Spring

Introduces the basic concepts integral to designing websites for interactive media. Students learn interactive design principles and standards-based design practices that underlie digital design production. Using front-end development techniques, students will design wire frames and then implement these creative designs as websites. Emphasis will be on the website development process and workflow including how to create and manipulate both hypertext markup language (HTML) and cascading style sheet (CSS) web pages; designing images and typography for the Web; planning information architecture; and increasing usability, accessibility, and functionality for an enhanced user experience online. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in IS 125 and ART 113

VCD 210 Communication Design I

3 credits, Fall

Emphasizes research, idea generation, and creating solutions to a range of open-ended problems using the process of design thinking. Through broad topics and group projects, students will become familiar with design thinking practices and design terminology. Students will apply creative and critical thinking to develop solutions for communication design problems. Consideration of audience and related design factors will be examined along with historical and contemporary examples of applied design thinking. Computer production techniques, presentation, and critiquing skills will be further developed through practice. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in both ART 113 and IS 125

VCD 211 Communication Design II

3 credits, Spring

Builds on knowledge and skills introduced in VCD 210. Through well-defined problems and with an emphasis on developing independent working methods, students use critical and creative thinking to formulate effective design solutions. With guidance, students will determine their preferred process for conducting research and working through idea development and implementation phases of the design process. Design thinking strategies are applied to produce audience-focused design solutions. Students will determine how design solutions will translate onto multimedia platforms based on research of the end-user. Presentation and critiquing skills will be further developed as students learn to interpret, discuss, and compare visual forms and messages. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 210

VCD 230 Typography I

3 credits, Fall

Provides students with a strong foundation in typography, a fundamental element in communication design. Students acquire an appreciation of type as form and as a communication element, learn to recognize typographic terminology, standards, and historical contexts, while explaining production and layout approaches. Students utilize both hand-skills and industry-standard software techniques to learn and practice the professional standards of typography. These skills will be demonstrated in single and multi-page assignments. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in IS 125 and ART 113

VCD 256 The Moving Image

3 credits, Fall

Investigates the language and craft of motion media through screenings, readings, and production exercises. Students learn to plan, shoot, and edit video using the same professional-quality video cameras and editing software employed in the video industry. Students will be introduced to storyboards and sequential storytelling. Additional emphasis will be given to capturing and editing sound, fully exploring its impact on video. This course focuses on video as an art medium and a communication channel, less on traditional narrative film techniques. Assignments build in complexity from camera exercises to group video productions. Technical skills learned in IS 125 will be expanded. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in IS 125 and PHOTO 140 or PHOTO 141

VCD 270 Introduction to Corporate Communication Design

3 credits, Spring

Builds 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. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Restricted to non-visual communication design majors.

Prerequisite(s): A grade of "C" or better in IS 124

VCD 306 Web Design I

3 credits, Fall

Note: This course will be offered for the last time Fall 2013.

Introduces students to the basic concepts integral to designing for the web. This course emphasizes how web media differs from non-interactive media and the limitations and possibilities inherent in designing for the Internet. Topics include history, HTML coding, using a web editor, FTP, and judging effective web design. Creative use of the HTML scripting language is encouraged. Design aesthetics are discussed related to web design. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 221 and VCD 224

VCD 308 Web Design II

3 credits, Fall*

***This course will be offered in the Spring until 2014.**

Builds on web design concepts, skills, and strategies developed in Web Design I, advancing further the development and implementation of interactive design projects. This course focuses on synthesizing more complex elements of hypertext markup language (HTML) and cascading style sheet (CSS), and introduces students to basic Flash animation and scripting techniques to realize creative design solutions. Intermediate level websites are created for various platforms. Design aesthetics and typography principles are emphasized as applicable to interactive media. Design for mobile devices and small screens, content management systems (CMS), and Search Engine Optimization (SEO) are also addressed. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 208 or VCD 306

VCD 310 Communication Design III**3 credits, Fall**

Builds on problem-solving and creative processes developed in Communication Design II with continued development in the implementation of design strategies. Students solve more complex human-centered design problems using design thinking and professional production practices to create multiple prototypes that function across various media platforms. Students conduct design research, integrate visual culture, demonstrate intermediate level design software knowledge, and practice production techniques. Through research, collaboration, critiques and presentations students solve design problems, formulate solutions, document their findings, and compose visual forms. This course includes studio, lecture, and field trips. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 211**VCD 320 Design Theory III: Client and Audience****3 credits, Fall****Note: This course will be offered for the last time Fall 2013.**

Introduces the problem of designing for an audience, the intersection of promotion, advertising, and client identities. Students explore a variety of design solutions and techniques, examining their effectiveness relative to the chosen audience. Preparing design work for pre-press production using advanced production methods and processes is emphasized. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 221 and VCD 224**VCD 321 Design Theory IV: Media and Message****3 credits, Spring****Note: This course will be offered for the last time Spring 2014.**

Presents advanced VCD problems across media. Emphasis is placed on developing advanced concepts and portfolio-quality solutions. This course explores the dynamics of communicating ideas when solutions emphasize pictures over words, words over pictures, motion over fixed content, and linear vs. non-linear content presentation. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 306 and VCD 320**VCD 325 Typography and Publications****3 credits, Fall and Spring**

Views typography as an art form as well as an element in communication design. Conceptual and practical aspects of publication design are explored. An understanding and appreciation for the limitations of print reproduction, while discovering possibilities within the limitations, is developed. This course includes studio and lecture. This course satisfies a focused elective requirement for visual communication design majors. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 221**VCD 330 Typography II****3 credits, Fall and Spring**

Applies conceptual and practical aspects of typography and publication design while developing an appreciation of the limitations of print and digital environments and discovering the possibilities within these limitations. Students will recognize typography as an art form as well as a crucial element in communication design and study individual characteristics of type, recognizing the effect typography has on the reader.

Emphasis will be placed on taking typography to a professional level through practical assignments with the ultimate goal of constructing portfolio-ready projects. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 230**VCD 356 Video Exploration****3 credits, Fall and Spring****Note: This course will be offered for the last time Spring 2014.**

Explores video production and editing as a fine art medium. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in IS 124 and junior status**VCD 370 The Relationship of Design and Business****3 credits, Fall**

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**VCD 380 Professional Design Studio****3 credits, Spring**

Simulates a professional design studio environment. Students work independently and collaboratively to solve design problems presented by invited guest faculty. With the guidance and mentoring of the guest faculty, students employ professional design standards and practices while building prototypes, implementing production techniques, and evaluating designs in critiques and presentations. Students gain access to a professional network of practicing designers. Through this exposure, students synthesize established and emerging design practices and technologies into coursework. This course includes lecture, studio, and demonstrations. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 310**VCD 410 Portfolio & Professional Development****3 credits, Fall**

Prepares students for entry into the Visual Communication Design profession or related field. Students study the professional standards and practices shared by all Visual Communication Design track areas and integrate best practices relevant to their selected track, motivated strengths, career interests, life values, and stated short- and long-term goals. Students create meaningful and engaging professional identity materials including appropriate portfolios of examples that represent their abilities and experience in multiple contexts and formats. A series of workshops are included to help students navigate the first 3-5 years of professional work life. Evaluation culminates with a review from a professional round table. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 308 and VCD 330**VCD 430 Digital Media/Advanced Web Design and Production****3 credits, Fall**

Builds on techniques, concepts and strategies developed in ART 308, further advancing the construction, development and

deployment of digital design projects, primarily for Web. Conceptual elements of interactive design and skills involved in programming interactive design are explored. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 211 and VCD 308

VCD 440 Designing for a Target Market

3 credits, Fall or Spring (offered as needed)

Focuses on how to research and design for a target market. Students apply research, conceptual problem-solving skills, and elements of visual communication design to case study projects. Emphasis will be placed on methodology for research and idea generation, the ability to design for a specific target market, and the ability to present concepts clearly. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 208 and VCD 211

VCD 450 Senior Capstone

3 credits, Fall, Spring, and Summer

Provides an opportunity for students to prepare a collaborative Design Showcase presenting individual work from senior-level design students in a physical and online presentation. Work can include, but is not limited to, products, objects, designs, interactive experiences, and unique processes. Students work collaboratively to research possible topics and choose a theme. Large-scale ideas tackling cultural, political, social, or economic issues are encouraged. From detailed individual proposals, students spend the spring semester realizing their project. Modeling a professional design student setting, students navigate through the design process technically, conceptually, and socially.

Prerequisite(s): Senior status, and a grade of "C" or better in VCD 310

VCD 480 Design Studio Special Topics

3 credits, Fall, Spring, and Summer

Provides visual communication design seniors with a variety of design studio experiences that present specific design skill sets and problem-solving methods in a design studio setting. Studios will be taught by a variety of faculty and professional designers whose experiences are relevant to the specific Design Studio topic. Students will synthesize techniques and technologies learned in the major with simultaneous exploration of career opportunities. This course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite(s): A grade of "C" or better in VCD 306, VCD 320; prerequisites may vary according to studio topic

Directory

Board of Trustees of Stevenson University

Kevin G. Byrnes

Chair of the Board
Bay Bank, FSB

Henry D. Felton IV

Vice Chair of the Board

Marshall B. Paul, Esq.

Secretary of the Board
Saul Ewing, LLP

Thomas F. Brady

Treasurer of the Board
Corporate Office Properties Trust

Walter G. Amprey, Ed.D.

Amprey & Associates

James T. Brady

Ballantrae International, Ltd.

Eric D. Brotman, CFP®, AEP®, MSFS

Brotman Financial Group

Marc G. Bunting '91

Alpine Bagel Company

Ronald M. Causey, CPA

SC&H Group

Mary Claire Chesshire, Esq. '82

Whiteford, Taylor & Preston, LLP

Samuel M. Dell III

ExxonMobile, Retired

**Michael A. Mandish, CPA, CSEP '92
'93**

*ex officio, Past President, Alumni
Association Board*
SC&H Group

Sheela Murthy, Esq.

Murthy Law Firm

Peter B. Orthwein, Jr.

Spring Capital Partners, LP

T. Scott Pugatch

Greenhill Properties, Inc.

Gary A. Pyne

HMS Insurance Associates, Inc.,
Retired

William T. Riley, Jr., CPA

CohnReznick

Paul Mark Sandler, Esq.

Shapiro Sher Guinot & Sandler

Margaret "Meg" Sheetz

Medifast, Inc.

Anna L. Smith

Wilmington Trust

James B. Stradtner, CFA

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)

*Assistant 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., McMurtry 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 Office

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

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

Jayne 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

Keenan Wade (2012)
Assistant Coach, Baseball
 B.S., Stevenson University

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 Varholý (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 Adjunct 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
B.A., 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., 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 Schuld (2010)
Academic Evaluator and Advisor
B.S., Brigham Young University;
M.S., University of Phoenix

Ann Solan (2013)
Associate Dean, Business Programs
B.S., Nyack College;
M.B.A., Dowling College;
Ph.D., Regent University, Virginia Beach

John J. Tobin, Jr. (1994)
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

Henry Abromson (2013)
Adjunct Professor, Law
B.S., Pennsylvania State University;
M.B.A., J.D., Marquette University

Ebenezer Afful (1985)
Associate Professor, Religion
Dip., University of Ghana;
M.Div., Reformed Theological Seminary

Adriana Ahumada (2012)
Adjunct Professor, Biology
B.S., Mercy College;
Ph.D., New York Medical College

Erica Airing (2010)
Adjunct Instructor, Education
B.S., Stevenson University;
M.Ed., Loyola University Maryland

Reginald Alignay (2012)
Adjunct Instructor, Marching Band

Bernice Alston (2011)
Adjunct Instructor, Business Communication
B.A., North Carolina Central University;
M.A., Bowie State University

Khristine Altizer (2009)
Adjunct Instructor, Medical Technology
B.S., University of Maryland, Baltimore

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

Robert Anson (2011)
Adjunct Professor, Biology
B.A., University of Maryland, Baltimore County;
Ph.D., The Johns Hopkins University

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

Mark Arvisais (2011)
Assistant Professor, Management
B.S., Ithaca College;
M.B.A., Rochester Institute of Technology;
Ph.D., The George Washington University

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

Harold Astrich (2012)
Adjunct Instructor, Cyber Forensics
B.S., Lehigh University;
M.S., The Johns Hopkins University

Paul D. Azzam (1999)
Adjunct Instructor, Art
B.A., Dickinson College

Steven K. Badorf (2004)
Adjunct Instructor, Religion
B.F.A., Kutztown University;
M.Div., Westminster Theological Seminary

Lawrence Baird (2008)
Adjunct Professor, Business Administration
B.A., Loyola University Maryland;
M.B.A., Walden University

Christopher E. Barat (2003)
Associate Professor, Mathematics
B.S., University of Notre Dame;
Sc.M., Ph.D., Brown 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

Katherine Barrett (2011)
Adjunct Professor, Sociology
B.A., Notre Dame of Maryland University
M.S.W., University of Maryland, Baltimore

Kimberly Bartsch (2010)
Adjunct Professor, Chemistry
B.S., Towson University;
Ph.D., University of Maryland, Baltimore

Rachel Bauer (2013)
Adjunct Instructor, Mathematics
B.S., Stevenson University;
M.S., University of Delaware

Robert Bauserman (2011)
Adjunct Professor, Psychology
B.A., University of Pennsylvania;
M.A., Ph.D., Syracuse University

Barbara A. Baxter (2008)
Adjunct Professor, Art
B.A., University of Delaware;
M.A., Harvard University

Jennifer Baxter-Roshek (2011)
Adjunct Professor, Biology
B.S., University of Pittsburgh at Johnstown;
Ph.D., University of Maryland, College Park

Frederick Bealefeld III (2013)
Distinguished Professional in Criminal Justice and Instructor

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

Margaret R. ("Randy") Beckford

(2006),

Adjunct Professor, English

B.A., St. Lawrence University (NY);

M.F.A., University of California, Irvine

Joan P. Beemer (1983)*Assistant Professor, Mathematics*

B.S., Towson University;

M.S., The Johns Hopkins University

Carmela Bell (2006)*Adjunct Professor, Law*

A.A., Stevenson University;

B.A., J.D., University of Baltimore

Leeanne M. Bell McManus (2007)*Associate Professor, Business**Communication*

B.A., University of Pittsburg;

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

Lara Biagiotti (2011)*Adjunct Instructor, Biology*

B.S., University of Maryland,

Baltimore;

M.S., The Johns Hopkins University

Helen Biblehimer, R.N. (2012)*Adjunct Professor, Nursing*

B.S., M.S., Ph.D., Pennsylvania State

University

Theresa M.S. Biddinger (2005)*Adjunct Instructor, Biology*

B.S., University of Maryland, College

Park;

M.S., The Johns Hopkins University

Andrew C. Bilello (2008)*Adjunct Instructor, Business**Administration*

B.S., The Johns Hopkins University;

M.B.A., University of Michigan

Dyer P. Bilgrave (1987)*Professor, Psychology*

B.A., Towson University;

M.P.S., New York Theological

Seminary;

M.A., American International College;

M.F.A., Brandeis University;

M.A., Ph.D., University of Maryland,

Baltimore County

Dennis Bilter (2009)*Adjunct Instructor, Business**Communication*

B.S., United States Military Academy;

M.S., Hofstra University

Bettye Blacks (2011)*Adjunct Instructor, Criminal Justice*

B.S., Mount Senario College;

M.A., Marquette University

Brian Blair (2010)*Adjunct Professor, Biology*

B.S., Syracuse University;

Ph.D., University of California, San

Diego

Jeffrey D. Blake (2007)*Adjunct Instructor, Mathematics*

B.S., Towson University;

M.E.S., Loyola College in Maryland

Sydella A. Blatch (2010)*Assistant Professor, Biology*

B.S., University of Maryland, College

Park;

Ph.D., Arizona 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

John Bodnar (2010)*Adjunct Professor, Biology*

B.S., United States Naval Academy;

M.S., United States Naval

Postgraduate School;

Ph.D., Oregon State University

Fred Bolt (2007)*Adjunct Instructor, Religion*

A.A., Anderson College;

B.A., Southern Wesleyan University;

M.A., The Southern Baptist

Theological Seminary

Sheri Booker (2011)*Adjunct Professor, English*

B.A., Notre Dame of Maryland

University;

M.F.A., Goucher College

Catherine Borg (2013)*Adjunct Professor, Film/Video*

B.A., San Francisco State University;

M.F.A., Rutgers, The State University

of New Jersey

Rhody Bosley (2011)*Adjunct Instructor, Business**Communication*

B.A., M.A., University of Maryland,

College Park

Alexander O. Boulton (1994)*Professor, History*

B.F.A., Maryland Institute College of

Art;

M.A., Ph.D., The College of William &

Mary

Patricia Bozic (2006)*Adjunct Instructor, English*

B.A., Ithaca College;

M.A., Carnegie Mellon University

David Bradnick (2009)*Adjunct Instructor, Philosophy*

B.S., Lee University;

M.A., Lancaster Seminary

Mark Branson (2013)*Assistant Professor, Mathematics*

B.A., University of Oklahoma;

M.Phil., Ph.D., Columbia University

Roger D. Bridges (1985)*Associate Professor, Religion*

B.A., Wake Forest University;

M.Div., D.Min., The Southern Baptist

Theological Seminary

Rose Brister (2012)*Adjunct Professor, English*

B.A., M.A., University of New Orleans

Mark P. Brock-Cancellieri (2007)*Adjunct Professor, English*

B.A., University of Mary Washington;

M.A., University of New Orleans

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

Kathleen T. Brown (1970)*Professor, English*

A.A., Villa Julie College;

B.A., Towson University;

M.L.A., The Johns Hopkins University;

Ph.D., The Catholic University of

America

Ronald Brown (2008)
Adjunct Professor, Religion
B.S., University of Tennessee,
Knoxville;
B.D., The Southern Baptist
Theological Seminary;
Th.M., Duke University;
D.M.I., Chicago Theological Seminary

Virginia E. Brown (2001)
Adjunct Professor, Art
B.S., University of Maryland, College
Park;
M.F.A., Maryland Institute College of
Art

Jennifer Brown-Whale (2013)
Adjunct Instructor, Human Services
B.S., Stevenson University;
M.A.T., Towson University

Robert Bryan (2011)
Adjunct Instructor, Marching Band
B.A., University of Maryland, College
Park

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

Nigel Burdett (2013)
*Adjunct Instructor, Business
Administration*
B.S., University of Maryland;
B.S., University of Maryland;
M.S., The 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

Kelly Burgin (2008)
Adjunct Professor, Mathematics
B.S., M.S., Auburn University;
Ph.D., Carnegie Mellon University

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

Walter Calahan (2010)
Adjunct Instructor, Art
B.S., Syracuse University;
M.A., McDaniel College

Kathryn Callahan (2011)
Adjunct Instructor, Art
B.S., Stevenson University;
M.B.A., University of Phoenix

Jeremy W. Caplan (2007)
*Adjunct Instructor, English and
Business Communication*
B.A., Fort Lewis College (CO);
M.A., University of Colorado, Boulder

Robert Care (2010)
Adjunct Instructor, English
A.A., Allegany College;
B.S., Frostburg State University;
M.A., Towson University

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

Lakeita D. Carter (2009)
Adjunct Professor, Psychology
B.A., Temple University;
M.S., Ph.D., Loyola University
Maryland

Louise Carwell (2009)
Adjunct Professor, Law
B.A., University of Rochester;
J.D., Case Western Reserve University

Adrienne Casalena (2008)
Adjunct Professor, English
B.A., Goucher College;
M.F.A., University of Maryland,
College Park

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

Barry Casey (2010)
*Adjunct Professor, Business
Communication*
B.A., Pacific Union College,
B.A., Pacific Union College;
M.A., Andrews University;
M.A., Ph.D., Claremont Graduate
School

Linda Chambers (2004)
Adjunct Instructor, Theatre

Aaron Chandler (2010)
Assistant Professor, English
B.A., Roanoke College;
M.A., Hollins University;
Ph.D., University of North Carolina,
Greensboro

Pamela R. Chaney (2006)
Adjunct Professor, Law
B.S., Virginia Commonwealth
University;
J.D., University of Maryland, Baltimore

Todd Chason (2009)
*Adjunct Professor, Political Science
and Law*
A.A., B.S., Stevenson University;
J.D., University of Baltimore

Thomas Christianson (2012)
*Adjunct Instructor, Philosophy and
Religion*
M.A., Regent University

Peter Christy (2013)
Adjunct Instructor, Chemistry
B.S., The College of William & Mary;
M.S., University of New Hampshire

Betty E. Ciesla, MT(ASCP)SH (1999)
*Adjunct Professor, Medical
Technology*
B.S., Philadelphia College of
Pharmacy and Science;
M.S., Towson University

Ryan Clark (2010)
Adjunct Professor, Theatre
B.S., Towson University;
M.F.A., Florida State University

Gregory Clarke (2012)
*Adjunct Professor, Developmental
Studies*
B.S., University of the District of
Columbia, Washington, D.C.;
M.S., New Mexico State University;
M.S., Ph.D., The Catholic University of
America

Ellen R. Clayton, R.N. (2006)
Instructor, Nursing
B.S., Towson University;
M.S., University of Maryland

Kate E. Cogswell (2005)
Adjunct Instructor, Art
B.F.A., College for Creative Studies

Darlene Cohen (2004)
*Adjunct Professor, Information
Systems*
B.A., University of Chicago;
M.S., Villa Julie College;
J.D., University of Maryland School of
Law;
L.L.M., The George Washington
University

- Donald Cole** (2009)
Adjunct Instructor, Business Administration
B.A., Stonehill College;
M.B.A., Boston College
- Joanne Cole** (2007)
Adjunct Instructor, Mathematics
B.S., Towson University
- Nathan Cole** (2008)
Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University
- Yaireska Collado-Vega** (2012)
Adjunct Professor, Physical Science
B.S., M.S., University of Puerto Rico;
M.S., Ph.D., The Catholic University of America
- Daniela Coman** (2013)
Adjunct Instructor, Information Systems
B.S., A.I.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
- James L. Condron** (2008)
Adjunct Professor, Art
B.A., Colby College;
M.F.A., Maryland Institute College of Art
- Thomas D. Coogan** (1988)
Chair and Professor, Forensic Studies and Assistant Professor, Law
B.A., 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
- Rodney C. Cook** (1999)
Adjunct Professor, Art
B.A., Trinity College;
M.F.A., Maryland Institute College of Art
- Stuart Coonin** (2010)
Adjunct Professor, English
B.A., University of Maryland;
M.A., Ph.D., Michigan State University
- Jeanne Corbley** (2007)
Adjunct Instructor, Forensic Studies
A.A.S., B.S., Stevenson University
- Carol M. Cornwell** (2005)
Adjunct Instructor, Art
A.A.S., B.S., Frostburg State University
- Russell Cory** (2010)
Adjunct Instructor, Art
Digital Media Degree Program, Full Sail 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
- Elizabeth Crisman** (2011)
Adjunct Professor, Art
B.F.A., Virginia Commonwealth University;
M.F.A., Maryland Institute College of Art
- Tonia Cristino** (2010)
Assistant Director, Recruiting and Admissions and Adjunct Instructor, Information Systems
B.S., Stevenson University
M.S., Stevenson University
- Martha "Temple" Crocker** (2007)
Adjunct Professor, Theatre
B.A., College of Charleston;
M.F.A., Towson University
- Christopher Crostic** (2009)
Technical Director and Assistant Professor, Theatre
B.S., Frostburg State University;
M.F.A., Indiana University
- Alexander Crowley** (2012)
Adjunct Instructor, Marching Band
- William E. Crowther** (1990)
Adjunct Professor, Theatre
B.S., M.F.A., Towson University
- Laura Culbertson, R.N.** (2010)
Adjunct Instructor, Nursing
B.S.N., M.S., University of Maryland, Baltimore
- Andrea Cumbo** (2009)
Adjunct Professor, English
B.A., Messiah College;
M.A., Case Western Reserve University;
M.F.A., Antioch University
- Edward T. Cummins** (2005)
Adjunct Professor, Information Systems
B.A., University of Maryland, Baltimore County;
M.S., Villa Julie College;
M.B.A., University of Baltimore
- James S. Curran** (2006)
Adjunct Professor, English
B.S., Wilmington College;
M.Ed., Towson University
- 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
- Matthew J. D'Amario** (2004)
Adjunct Instructor, Religion and Philosophy
B.A., The Johns Hopkins University;
M.Div., S.T.B., St. Mary's Seminary and University
- Raymond D'Amario** (2005)
Adjunct Instructor, History
B.A., Towson University;
M.Ed., Loyola College in Maryland
- Thairen Dade** (2013)
Adjunct Instructor, Mathematics
B.S., Spelman College;
M.S., Towson University
- Kevin A. Daly** (2006)
Adjunct Professor, Business Communication
B.A., Columbia University;
M.F.A., Florida State University
- Joseph M. Davis, II** (2006)
Adjunct Instructor, English
B.S., M.S., Towson University
- Emmet Davitt** (2005)
Adjunct Professor, Forensic Studies
B.A., University of Virginia;
J.D., University of Maryland, College Park

Patricia Dearing (2011)
Adjunct Instructor, Philosophy
B.F.A., Maryland Institute College of Art;
M.A., Temple University

Pamela Deem-Hergan (2009)
Adjunct Instructor, Business Administration
B.A., St. Mary's College of Maryland;
M.B.A., University of Baltimore

Barbara Deitch (2012)
Adjunct Instructor, Human Services
B.S., University of Georgia;
M.Ed., Georgia State University

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

Rebecca A. Diaz, R.N. (2002)
Instructor, Nursing
B.S., Villa Julie College
M.S.N., Drexel University

Carol A. Dietrich (2001)
Adjunct Professor, Human Services
B.A., McDaniel College;
M.S.W., The Catholic University of America

Sally DiMarco (2011)
Program Coordinator and Associate Professor, Fashion Design
B.F.A., Maryland Institute College of Art;
M.Ed., The Johns Hopkins University

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)
Chair, Accounting, Economics and Finance and Professor, Accounting and Finance
B.A., M.B.A., Loyola College in Maryland;
D.B.A., The George Washington University

Frances A. Dominguez (2007)
Adjunct Professor, Information Systems
B.S., Towson University;
M.S., M.S., The Johns Hopkins University

Lauren Donovan (2010)
Adjunct Instructor, Business Administration
B.S., Mount St. Mary's University;
M.B.A., Saint Joseph's University

Esther "Dzifa" Dordunoo, R.N. (2013)
Assistant Professor,, Nursing
B.S.N., University of Victoria,
Vancouver BC, Canada;
M.S.N., Duke University

Lorraine Doucette (2011)
Adjunct Instructor, Medical Technology
A.A., Catonsville Community College;
B.S., M.S., University of Maryland,
Baltimore

Daniel Dregier, Jr. (2010)
Adjunct Professor, Business Administration and Law
B.A., Loyola University Maryland;
J.D., University of Baltimore, School of Law

David C. Drewer (1996)
Adjunct Professor, Physics
B.A., M.A., Ph.D., The Johns Hopkins University

Christine Drouin (2011)
Adjunct Instructor, Marching Band
B.S., West Chester University of Pennsylvania

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

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

Robert Dugan (2005)
Adjunct Professor, Law
B.A., Washington College;
L.L.B., University of Maryland,
Baltimore

Lynn W. Duncan (1981)
Assistant Professor, Accounting
B.S., University of Oregon;
M.L.A., The Johns Hopkins University

Meredith C. Durmowicz (2002)
Associate Dean and Chair, Biological Sciences and Professor, Biology
B.S., Marquette University;
Ph.D., The Johns Hopkins University

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

Ephraim Eisenberger (2007)
Adjunct Professor, Mathematics
B.S., Brooklyn College;
M.S., New York University;
M.S., University of Southern California, Los Angeles

Jeffrey D. Elliott (2001)
Chair and Professor, Psychology
B.A., M.A., Salisbury State University;
Ph.D., University of Maryland,
Baltimore County

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

Robert A. Ellis (2006)
Adjunct Professor, Business Communication
B.A., Towson University;
M.A., University of Baltimore

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

Kevin L. Ensor (2008)*Adjunct Professor, Human Services*

B.A., Towson University;

M.Ed., Loyola College in Maryland;

Ph.D., University of Maryland, College Park

Roxanne Epps (2011)*Adjunct Professor, Human Services*

B.A., Morgan State University;

M.S.W., Howard University

Jennifer L. Erdman (2007)*Adjunct Professor, History*

B.S., Villa Julie College;

M.A., Morgan State University

Gilbert P. Ermer (1985)*Assistant Professor, Economics*

B.A., University of Maryland,

Baltimore County;

M.S., University of Baltimore

Jennifer D. Fain-Thornton (2007)*Adjunct Professor, Biology*

B.S., Alabama A&M University;

M.S., Ph.D., The Ohio State University

Mohammad "Bagher" Fardanesh

(2012)

*Adjunct Professor, Business**Administration*

B.S., M.A., Ph.D., University of

Colorado

Carin Feldman (2011)*Adjunct Instructor, Education*

B.A., Adelphi University;

M.S., Brooklyn College

Sandra Feldstein (2005)*Adjunct Professor, Developmental Studies*

A.B., Hunter College, The City

University of New York;

M.A., University of Connecticut;

Ed.D., University of Massachusetts

Shannon Fello (2009)*Adjunct Instructor, Education*

B.S., Indiana University;

M.S., Loyola University Maryland

Amy Felton (2009)*Adjunct Instructor, Education*

B.S., Pennsylvania State University;

M.A., Washington College

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

Dina Fiasconaro (2010)*Assistant Professor, Film/Video*

B.S., Syracuse University;

M.F.A., Columbia University

Arthur H. Fifer (2005)*Assistant Professor, Information Systems*

B.S., Towson University;

M.B.A., Loyola College in Maryland

Natalie Finegar (2009)*Adjunct Professor, Human Services*

B.A., Notre Dame of Maryland

University;

J.D., University of Maryland, Baltimore

Amelia M. Fink (2003)*Adjunct Professor, English*

B.S., M.A., The Ohio State University

Lori B. Finkelstein (2008)*Adjunct Professor, History*

B.A., McGill University;

M.A., Ph.D., New York University

Maya August P. Finkenberg (2005)*Adjunct Professor, Education and**Human Services Supervisor II*

B.A., Syracuse University;

M.S.W., University of Maryland,

Baltimore;

Ed.D., Nova Southeastern University

Mark Finn (2008)*Adjunct Instructor, Mathematics*

B.S., M.S., Rensselaer Polytechnic

Institute

Ted Fischer (2004)*Assistant Professor, Education*

B.S., Towson University;

M.Ed., Loyola University Maryland

Michael Fisher (2011)*Adjunct Instructor, Sociology*

B.S., University of Southern California;

M.S., Georgetown University

Stefanie Fisher (2012)*Adjunct Instructor, Biology*

A.A., Community College of

Philadelphia;

B.S., Temple University;

M.S., Thomas Jefferson University

Elizabeth Fitzgerald (2003)*Adjunct Professor, Education and**Education Supervisor II*

B.S., M.S., Towson University

Christine T. Flax (1983)*Director, Academic Link and the PASS Program and Assistant Professor,**Developmental Studies*

B.S., University of Maryland, College

Park;

M.S., The Johns Hopkins University

Arlene Fleischmann (2010)*Adjunct Instructor, Developmental Studies*

B.A., University of Maryland, College

Park;

M.Ed., McDaniel College

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

Brooke Fowler (2012)*Adjunct Instructor, Business**Communication*

B.S., Stevenson University;

M.A., Duquesne University

Stella Francis (2012)*Adjunct Professor, Psychology*

B.A., University of Toledo;

M.Ed., Bowling Green State University;

M.A., Fielding Graduate Institute;

Psy.D., Philadelphia College of

Osteopathic Medicine

Georgia A. Franyo (1989)*Professor, Human Services*

B.A., Smith College;

M.Ed., Harvard University;

Ph.D., University of Delaware

Ora Freedman (2001)*Professor, Economics*

B.A., M.A., Ph.D., State University of

New York, Binghamton

Lisa Fridman (2011)*Coordinator, SOLVE Center, and**Adjunct Instructor, Chemistry*

B.S., Florida Atlantic University;

M.S., Purdue University, Indiana

Michael Gaffney (2007)*Adjunct Professor, Music*

B.A., Loyola University Maryland;

J.D., University of Maryland

Greshen Gaines (2010)
Adjunct Instructor, English
B.A., Saint Mary's College;
M.A., Saint John's College

Clotile S. Galbraith (2002)
Associate Professor, Education
B.S., Pennsylvania State University,
University Park;
Ed.M., Ed.D., Temple University

Philip J.B. Gallagher (2007)
*Adjunct Instructor, Business
Administration and Mathematics*
B.A., M.A., Christ's College, University
of Cambridge

Traci Ganaway (2010)
Adjunct Professor, Psychology
B.A., Hampton University;
M.S.W., Clark-Atlanta University;
Psy.D., Adler School of Professional
Psychology

Robert J. Garbacik (1998)
Adjunct Instructor, Mathematics
B.A., Franklin and Marshall College;
M.Ed., Loyola College in Maryland

Malkeet Gary (2008)
*Adjunct Instructor, Developmental
Studies*
B.S., Towson University;
M.A.T., Goucher College

Rita L. Gaughan (1990)
Adjunct Professor, Mathematics
B.S., Frostburg State College;
M.Ed., Coppin State College

E. Nicholson Gault, Jr. (1994)
Adjunct Professor, Law
B.S., J.D., University of Virginia

Emily Gean (2011)
Adjunct Professor, Psychology
B.A., Ph.D., University of Texas at
Austin

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

James G. Gibb (2006)
Adjunct Professor, History
B.A., State University of New York,
Stony Brook;
M.A., Ph.D., State University of New
York, Binghamton

James H. Gibson (2006)
*Adjunct Professor, Information
Systems*
B.S., Valley Forge Christian College;
M.S., Towson University

Brooke Gingerich-Tyson (2010)
Adjunct Instructor, English
A.A., Howard Community College;
B.A., University of Maryland,
Baltimore County;
M.A., University of Maryland, College
Park

Jennifer Givens (2011)
Adjunct Instructor, Education
B.A., M.A., University of Maryland,
Baltimore County

Rivka L. Glaser (2006)
Adjunct Professor, Biology
B.A., Goucher College;
Ph.D., The Johns Hopkins University

Julie Gleason (2012)
Adjunct Professor, Biology
B.S., West Virginia Institute of
Technology;
Ph.D., University of Maryland,
Baltimore County

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

Leslie Goetsch (2010)
Adjunct Instructor, English
B.A., Duke University;
M.L.A., The Johns Hopkins University

Lauren Gonce (2008)
Adjunct Professor, Psychology
B.A., Goucher College;
M.A., Ph.D., Bowling Green State
University

Carole R. Gonzalez (1996)
Adjunct Instructor, Biology
B.S., Mount St. Mary's College;
M.S., University of Maryland,
Baltimore County

Guillermo Gonzalez (2010)
Adjunct Instructor, Spanish
B.A., Clarion University of
Pennsylvania;
M.A., West Virginia University

Michael Gordon (2011)
Adjunct Professor, Criminal Justice
B.S., Northeastern University;
M.S., Shippensburg University;
D.P.A., University of Baltimore

Raymond Gordon (2002)
Adjunct Instructor, Physical Education

Susan T. Gorman (1991)
*Dean, School of 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

Alicia M. Graham (2002)
Adjunct Instructor, English
B.A., Stockton State College;
M.Ed., Boston University

Nichole Grapes (2011)
Adjunct Instructor, Marching Band
B.S., Towson University

Whitney Gray (2012)
*Adjunct Instructor, Business
Communication*
B.A., Mercer University;
M.F.A., University of North Carolina,
Greensboro

Katherine Greco (2011)
Adjunct Instructor, Marching Band

Morris Greenberg (2010)
Adjunct Instructor, Criminal Justice
B.S., M.S., The Johns Hopkins
University

Patricia Greenberg (2011)
Adjunct Instructor, Sociology
B.A., Goucher College;
M.A., University of Maryland,
Baltimore County

Deric M. Greene (2004)
*Associate Professor, Business
Communication*
B.S., James Madison University;
M.A., Norfolk State University;
Ph.D., Howard University

George W. Greene (2007)
*Adjunct Instructor, Business
Communication*
B.A., Frostburg State University;
Diplome, Universite d'Aix-Marseilles;
M.A., New York University

Jonathan S. Greene. (2008)
Adjunct Professor, Law
B.A., J.D., University of Maryland,
Baltimore

Paul A. Griffey MT(ASCP) (2001)

Adjunct Professor, Medical Technology
B.S., University of Maryland, Baltimore;
M.B.A., Loyola College in Maryland

Vivi-Anne W. Griffey, MLS(ASCP) (1981)

Program Coordinator and Adjunct Professor, Medical Technology
B.S., University of Maryland, Baltimore;
M.S., Thomas Jefferson University

John Grimes (2013)

Adjunct Instructor, Forensic Studies
A.A., Essex Community College;
B.A., Notre Dame of Maryland University;
M.S., Stevenson University

Paul Grimm (2012)

Adjunct Professor, Biology
B.S., Ph.D., University of Nebraska Medical Center

Catherine Griswold, R.N. (2011)

Assistant Professor, Nursing
B.S., Stevenson University;
M.S., The Johns Hopkins University

David Grow (2013)

Adjunct Professor, Psychology
B.S., University of Maryland University College;
Psy.D., Argosy University

Barbara E. Gruber (2001)

Adjunct Professor, Art
B.F.A., Maryland Institute College of Art;
M.F.A., Brooklyn College

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
M.A., University of Maryland, Baltimore County;
B.S., Towson University

Santosh Gupta (2011)

Adjunct Instructor, Physical Science
B.S., B.Ed., M.S., Kurukshetra University, India

Barbara E. Guthrie (2004)

Adjunct Professor, Human Services
B.A., M.Ed., McDaniel College

Jacqueline Hall (2008)

Adjunct Instructor, English
B.A., M.A., Morgan State University

Kathryn E. Hall (2008)

Adjunct Instructor, History
B.S., Frostburg State University;
M.A., James Madison University

William Hall, Jr. (2009)

Adjunct Professor, Philosophy
B.A., J.D., Howard University

Judith M. Hamilton (2007)

Adjunct Professor, Law
B.A., M.A., West Virginia University;
J.D., University of Baltimore

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

Anne Hammel (2010)

Adjunct Instructor, Education
B.A., Michigan State University;
M.A., University of Maryland, Baltimore County

Sean Hannigan (2011)

Adjunct Professor, English
B.S., Southern Illinois;
M.F.A., University of Alaska, Anchorage

Terence Hannum (2011)

Assistant Professor, Art
B.A., Florida Southern College;
M.F.A., School of the Art Institute of Chicago Illinois

Ian "Blake" Hardcastle (2008)

Adjunct Professor, Religion
B.S., University of Wisconsin;
M.D.I., Ph.D., The Southern Baptist Theological Seminary

Brian M. Hare (1997)

Assistant Professor, Information Systems
B.A., The George Washington University;
M.A., Bowie State University;
M. Div., Trinity Seminary

Benjamin Harris (2009)

Adjunct Professor, Criminal Justice and Law
B.A., The Johns Hopkins University;
J.D., Yeshiva University

Heather E. Harris (2003)

Associate Professor, Business Communication
B.A., Concordia University;
M.A., Ph.D., Howard University

Sally Harris (2008)

Adjunct Professor, Theatre
B.A., Principia College;
M.A., Antioch-Putney Graduate School of Education

Morgan Hassler (2012)

Adjunct Instructor, Criminal Justice
A.A., Catonsville Community College;
B.S., University of Phoenix;
M.S., The Johns Hopkins University

Josette Hayes, R.N. (2012)

Adjunct Instructor, Nursing
B.S., Stevenson University;
M.S., Towson University

Amanda Heard (2013)

Adjunct Instructor, Chemistry
B.S., M.S., Stevenson University

Robert L. "Larry" Henderson (2001)

Adjunct Instructor, Management
B.A., Georgetown University;
M.B.A., Loyola College in Maryland

Theodore W. ("Ted") Hendricks (1998)

Adjunct Professor, English
B.A., St. John's College;
M.A., The Johns Hopkins University;
Ph.D., The Catholic University of America

Ronald Heneghan (2012)

Adjunct Professor, Theatre
B.S., University of Maryland, College Park;
M.F.A., University of Washington, Seattle

Kristin Hennessey (2011)

Adjunct Instructor, Education
B.S., Stevenson University;
M.Ed., Towson University

Pamela V. Henry (2003)

Adjunct Instructor, Education
B.S., University of Maryland, Eastern Shore;
M.Ed., McDaniel College

Mark J. Herwig (2005)

Adjunct Instructor, Business Administration
B.A., M.B.A., Loyola College in Maryland

Anne Heuisler (2011)

Adjunct Instructor, English
B.A., Hood College;
M.L.A., The Johns Hopkins University

Gary N. Hicks, R.N. (2005)

Adjunct Professor, Nursing
R.N., Harford Community College;
B.S., Villa Julie College;
M.S., Towson University

Rodney E. Hill (2007)
Adjunct Professor, Law
B.S., University of Maryland, College Park;
J.D., University of Baltimore

William Hodge (2013)
Assistant Professor, Physics
B.S., University of North Carolina at Wilmington;
Ph.D., Wake Forest University

John Hoeprich (1984)
Adjunct Professor, Religion
B.A., Barrington College;
MDI, THM, Princeton Theological Seminary

Michael Hoff (2011)
Adjunct Instructor, Marching Band
B.S., Towson University

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

Matthew Holtzman (2012)
Adjunct Professor, Philosophy
B.A., St. John's College;
M.Sc., University of Edinburgh;
M.A., Ph.D., The Johns Hopkins University

Alexander E. Hooke (1978)
Professor, Philosophy
B.S., Towson University;
M.A., West Chester State College;
Ph.D., University of Missouri

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

Amanda Gingery Hostalka (1998)
Chair and Professor of Art
B.F.A., Maryland Institute College of Art;
M.A., M.F.A., University of Baltimore

Lisa Howard (2011)
Adjunct Instructor, Business Administration
B.S., Towson University;
M.S., The Johns Hopkins University

Derek Howell (2012)
Adjunct Professor, Criminal Justice
B.S., M.S., The Johns Hopkins University
J.D., University of Baltimore

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

Richard Huberfeld (2011)
Adjunct Instructor, Criminal Justice
B.A., M.A., Brooklyn College

Rick Huff (2008)
Adjunct Instructor, Mathematics
A.S., Niagara County Community College;
B.A., University of Hawaii;
M.S., State University of New York, Buffalo

James C. Hull, CPA (2005)
Adjunct Instructor, Accounting
B.S., Villanova University

Jacqueline Hutcheson (2010)
Adjunct Professor, Psychology
B.A., Biola University;
Ph.D., University of Maryland

Virginia N. Iannone (2002)
Associate Professor, Psychology
B.S., University of Scranton;
M.A., Ph.D., The Catholic University of America

Paul Insley (2010)
Adjunct Instructor, Information Systems
B.S., M.S., Stevenson University

Bradley R. Isbell (2006)
Adjunct Instructor, Information Systems
B.S., University of Maryland, College Park

Michelle Ivey (2013)
Associate Professor, Chemistry
B.S., Harvey Mudd College;
M.S., Ph.D., University of California, Irvine

Carla Jackson (2011)
Adjunct Instructor, English
B.A., Howard University;
M.A., University of Baltimore

Sherrie Jacobs (2012)
Adjunct Instructor, Developmental Studies
B.B.A., Baruch College;
MSED, Brooklyn College, The City University of New York

Dubravka "Dunya" Jancic (2011)
Adjunct Professor, Physics
B.S., University of Novi Sad, Yugoslavia;
Ph.D., University of Texas at Austin

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

Marcia Jennings (1996)
Adjunct Instructor, Physical Education
B.A., Goucher College;
M.A., Loyola College in Maryland

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

Cynthia Johnson (2011)
Adjunct Instructor, Education
B.A., M.S., Loyola University Maryland

Keith Johnson (2012)
Assistant Professor, Biology
B.S., Central College;
Ph.D., Texas A & M University

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

Alissa Jones (2010)

Adjunct Professor, Art
B.F.A., M.A., M.F.A., Savannah College
of Art and Design

Robert Jones (2013)

Adjunct Instructor, Marching Band

Eric Jorgensen (2010)

Adjunct Instructor, Philosophy
B.S., University of Idaho;
MDI, Nazarene Theological Seminary

Marilyn K. Julius (1983)

Adjunct Professor, History
B.A., M.A.T., Emory University

Janice Kachadourian (2011)

Adjunct Professor, Art
B.F.A., Maryland Institute College of
Art;
M.F.A., Transart Institute, Austria

Deborah Kai Kai (2011)

Adjunct Instructor, Psychology
B.A., University of Virginia;
M.S., Florida State University

Amy M. Karpodinis (2004)

Adjunct Instructor, Education
B.S., Villa Julie College;
M.Ed., Loyola College in Maryland

Alexandra Katzoff (2013)

Adjunct Instructor, Marching Band
B.A., University of Maryland, College
Park

John Kavanaugh (2009)

Adjunct Instructor, Film/Video
B.S., Empire State College

Anna B. Kayes (2006)

Professor, Management
B.A., Catawba College;
M.A., Ed.D., The George Washington
University

John Keenan (2012)

Adjunct Professor, Biology
B.S., University of Maryland, College
Park;
M.D., American University of the
Caribbean School of Medicine

Algis Kemezys (2008)

*Adjunct Instructor, Information
Systems*
B.S., M.B.A., University of Baltimore

Gregory T. Keplinger (2006)

Associate Professor, Film/Video
A.A., Montgomery College;
B.S., Towson University;
M.F.A., American University

Anne M. Kerns (2003)

Adjunct Professor, French
B.A., Albright College;
M.A., University of Colorado;
Ph.D., University of California

Pamela Kessler (2005)

Adjunct Professor, Law
B.A., University of Maryland, College
Park;
J.D., University of Baltimore

Aamir Khan (2011)

Assistant Professor, Finance
B.S., North Carolina State University;
M.B.A., Fayetteville State University

Wendy L. Kimber-Louis (2005)

Associate Professor, Biology
B.S., Wolverhampton Polytechnic;
Ph.D., Edinburgh University

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

Mary Kinnecome (2008)

Adjunct Professor, Art
B.A., University of Mary Washington;
M.A., University of Massachusetts;
Ph.D., University of
Wisconsin-Madison

Lyle B. Kissack (2001)

Adjunct Professor, Art
B.F.A., The University of Texas;
M.F.A., Maryland Institute College of
Art

Melissa Kline (2009)

Adjunct Professor, Forensic Science
B.S., M.S., Stevenson University

Emmanuelle Klossou (2011)

Assistant Professor, Criminal Justice
B.A., Hartwick College;
M.S., Northeastern 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

Marybeth M. Kobett (1998)

Assistant Professor, Education
B.S., University of Missouri;
M.S., The Johns Hopkins University

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

Katarina Kozarova (2011)

Adjunct Instructor, Fashion Design
B.S., M.S., University of Alexander
Dubcek, Slovakia;
A.A.S., Baltimore City Community
College

Deborah S. Kraft (1998)

*Dean, School of Education and
Professor, Education*
B.S., Lesley College;
M.A., Webster University;
Ph.D., Saint Louis University

James Kranz (2011)

Adjunct Instructor, Marching Band
B.M., Peabody Conservatory of Music,
The Johns Hopkins University

Barbara Kreamer (2011)

Adjunct Professor, English
B.A., Washington College;
M.L.A., The Johns Hopkins University;
J.D., University of Maryland, Baltimore

Caleb Kriesberg (2011)

Adjunct Instructor, Philosophy
B.A., St. Mary's College of Maryland;
M.P.A., The George Washington
University

Christopher Kroft (2011)

*Adjunct Instructor, Business
Communication*
B.A., York College;
M.L.A., The Johns Hopkins University

Bonnie S. Kundl (1993)

Adjunct Professor, Education
B.S., University of Illinois;
M.Ed., National College of Education;
M.S., The Johns Hopkins 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

Samuel Lacombe (2012)

Adjunct Professor, Art
B.F.A., M.F.A., Boston University

Sean Lally (2008)

Adjunct Instructor, Physics
B.S., Pennsylvania State University;
M.Ed., University of Pittsburgh

Lynda Lambert (2011)

Adjunct Instructor, Business Communication
B.A., University of Maryland, Baltimore County;
M.D.E., University of Maryland University College

Lorie E. Lana (1996)

Professor, Biology
B.S., M.S., Ph.D., University of Maryland, College Park

Jennifer S. Landon (2006)

Adjunct Instructor, English
B.A., Coppin State University;
M.A., University of Maryland, College Park

Lea Landrus (2010)

Adjunct Instructor, Management
B.A., Hollins University;
M.A., Washington College

Andrea Lardner (2010)

Adjunct Instructor, Sociology
B.A., Benedictine University;
M.A., University of Maryland, Baltimore County

Katherine Lashley (2010)

Adjunct Professor, English
B.A., M.A., Notre Dame of Maryland University;
M.S., Drexel University

Romas Laskauskas (2005)

Assistant Professor, Management
B.S., Mount St. Mary's College;
M.B.A., Virginia Commonwealth University

Jonathan Lasson (2013)

Adjunct Professor, Psychology
B.S., Talmudic University of Florida;
B.A., Ner Israel Rabbinical College;
M.S., Miami Institute of Psychology;
Psy.D., Carlos Albizu University

George E. Lauterbach (2003)

Adjunct Professor, Chemistry
B.S., University of Maryland, College Park;
M.A., The Johns Hopkins University;
D.D.S., University of Maryland, Baltimore

Mary-Kay Leary (2009)

Adjunct Instructor, Accounting
B.S., Towson University;
M.S., University of Baltimore

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

William Ledent (2012)

Adjunct Professor, Theatre
A.A., Grossmont College;
B.A., University of California, Los Angeles;
M.F.A., The George Washington University

David P. Leech (2006)

Adjunct Instructor, Economics
B.A., University of Maryland;
M.A., American University

Mark L. Lefko (2008)

Adjunct Instructor, Accounting
B.S., University of Baltimore

Raymond E. Leidinger, Jr. (2005)

Adjunct Professor, Human Services
A.A., Allegany Community College;
B.S., M.S., Frostburg State University;
M.S.W., West Virginia University

Thomas Lentz, Jr. (2008)

Adjunct Professor, Information Systems
B.S., M.S., Stevenson University;
M.B.A., University of Baltimore

Holly Lentz-Schiller (2012)

Industry Specialist, Design and Adjunct Professor, Fashion Merchandising
B.A., M.A., University of North Carolina at Wilmington;
Ph.D., University of North Carolina at Greensboro

Loryn S. Lesser (2004)

Adjunct Professor, Sociology
B.A., College of Staten Island, The City University of New York;
M.A., Montclair State University;
M.S., Towson University;
Ph.D., Walden University

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

Kenneth Levine (2011)

Adjunct Instructor, Developmental Studies and Education Supervisor I
B.A., University of Maryland, Baltimore County;
M.Ed., The Johns Hopkins University

Mara Levine (2012)

Adjunct Instructor, Chemistry
B.S., Hood College;
M.S., University of South Carolina

Michael I. Levine (1980)

Adjunct Professor, Law
B.A., University of Maryland, College Park;
M.S., J.D., University of Baltimore

Jessica Liberatore (2011)

Adjunct Instructor, Chemistry
B.S., M.S., Stevenson University

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

Levonne Lindsay (2011)

Adjunct Professor, Theatre
B.S., Philadelphia University;
M.F.A., University of Maryland, College Park

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

Mark Lortz (2011)

Director, Bands and Assistant Professor, Music
B.A., M.M.U., M.M.U., Peabody Conservatory of Music, The Johns Hopkins University

Sandra Lucci, R.N. (2008)

Adjunct Instructor, Nursing
B.S., Rutgers-Newark The State University;
M.S., University of Maryland, Baltimore

Sonya D. Luthe (2007)

Adjunct Instructor, Information Systems
B.S., West Chester University;
M.S., The Johns Hopkins University

Joanne "Joey" Lye (2011)

Head Coach, Softball, and Assistant Coach, Women's Ice Hockey and Adjunct Instructor, Physical Education
B.A., Williams College

Robyn Lyles (2011)

Adjunct Instructor, Criminal Justice
B.S., University of Missouri, St. Louis;
M.S., University of Baltimore

Deborah A. Lyons, R.N. (2003)

Assistant Professor, Nursing
B.S., Villa Julie College;
M.S.N., M.S., Towson University

Robert Mackey (2010)

Adjunct Instructor, Religion
B.Th., Hannibal-Lagrange College;
M.Div., Midwestern Baptist Theological Seminary

Sandra L. Macon, MT(ASCP) (1999)

Adjunct Instructor, Medical Technology
B.S., Towson University

Argiro Magers (2012)

Adjunct Instructor, Forensic Science
B.A., McDaniel College;
M.S., Towson University

Gerald S. Majer (1985)

Professor, English
B.A., Northeastern Illinois University;
M.A., The Johns Hopkins University;
Ph.D., Northwestern University

Martin Malarkey, III (2009)

Adjunct Instructor, Forensic Studies
B.S., Towson University

Barry Malin, CPA (1983)

Adjunct Professor, Accounting
B.A., Ner Israel Rabbinical College;
B.A., Loyola College in Maryland

James R. Mallek (2013)

Professor, Accounting
B.A., M.S., The University of California at Irvine;
M.S., American InterContinental University
M.P.A., Ph.D., The University of Texas at Austin

Melinda A. Mangum (2007)

Adjunct Professor, English
B.S., Towson University
M.S., M.B.A., The Johns Hopkins 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

James D. Marsalek (2007)

Adjunct Instructor, English
B.A., Loyola College of Maryland;
M.L.A., The Johns Hopkins University

Joseph E. Marshall (2006)

Chair and Associate Professor, English
B.A., Providence College;
M.A., Ph.D., The Catholic University of America

Meggen Marx (2009)

Adjunct Instructor, Art and Business Communication
B.F.A., University of Wisconsin, Eau Claire

Tracey M. Mason (2008)

Assistant Professor, Chemistry
B.S., Longwood College;
Ph.D., Virginia Commonwealth University

Joseph C. Matanoski (2006)

Associate Professor, Biology
B.S., University of Maryland, Baltimore County;
Ph.D., University of Maryland, College Park

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

Kellie McCants-Price (2011)

Adjunct Professor, Psychology
B.S., University of Maryland, Baltimore County;
M.S., Ph.D., The Ohio State University

Lynda L. McClary (2007)

Adjunct Instructor, Communication Arts
B.S., Towson University

William McComas (2007)

Adjunct Professor, Forensic Studies
B.A., Brown University;
J.D., University of Baltimore

Michael McConnell, Jr. (2009)

Adjunct Instructor, Law
B.S., St. John Fisher College;
M.S., Syracuse University

Hunter McCord (2012)

Adjunct Instructor, Sociology
B.A., M.S., Hunter College

Katherine McCord (2009)

Adjunct Professor, English
B.S., Middle Tennessee State University;
M.A., New Mexico State University;
M.F.A., Warren Wilson College

Patrick McDowell (2011)

Adjunct Instructor, Criminal Justice
B.S., M.S., The Johns Hopkins University

Melanie McEntee (2012)

Adjunct Professor, Psychology
B.A., M.A., Ph.D., Loyola University Maryland

John McFadden (2009)

Adjunct Professor, Mathematics
B.S., M.S., Villanova University;
M.S., The George Washington University;
Ph.D., Pennsylvania State University

Heather L. McGann, MT(ASCP)SBB (2007)

Adjunct Instructor, Medical Technology
A.A.S., Villa Julie College;
B.S., University of Maryland, Baltimore

Amanda McGown (2012)

Adjunct Professor, Chemistry
B.S., Stevenson University;
M.A., Ph.D., The Johns Hopkins University

Eileen C. McGraw (1989)
Associate Professor, Mathematics
B.S., The College of William & Mary;
M.A., University of Michigan

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

Marcia McKinley (2012)
Adjunct Professor, Psychology
B.A., M.A., Ph.D., George Mason
University

Alexander R. McMullen. (2007)
Adjunct Professor, Law
B.S.N., University of Maryland;
M.B.A., J.D., University of Baltimore

Betty R. McNally (1995)
Associate Professor, Education
B.S., M.Ed., Towson University

Shana McNew (2012)
Adjunct Professor, Human Services
B.S. Stevenson University;
M.S.W., University of Maryland,
Baltimore

Renee McSwain (2013)
Adjunct Instructor, Film/Video
B.S., University of South Carolina;
M.A., American University

Susan Medghalchi (2011)
Adjunct Professor, Biology
B.S., State University of New York,
Buffalo;
Ph.D., The Johns Hopkins University

Jason Medinger (2011)
*Adjunct Professor, Forensic Studies
and Law*
B.A., University of Notre Dame;
J.D., Emory University

Erin Medley (2013)
Adjunct Instructor, Education
B.S., Indiana University of
Pennsylvania;
M.Ed., University of Alaska

Jill E. Megaro (2008)
Adjunct Professor, Psychology
B.A., Binghamton University;
M.S., Psy.D., Loyola College in
Maryland

Matthew Mettler (2012)
Adjunct Instructor, History
B.A., Gustavus Adolphus College;
M.A., Stanford University;
M.A., University of Iowa

Hillary J. Michaud (2004)
*Program Coordinator and Associate
Professor, Law*

B.S., Miami University of Ohio;
J.D., University of North Carolina at
Chapel Hill

Marc Mileto (2010)
Adjunct Professor, Film/Video
B.F.A., Carnegie Mellon University;
M.F.A., Yale University

Brian Miller (2009)
Adjunct Professor, Forensic Science
B.S., Richard Stockton College of New
Jersey;
M.S., Stevenson University

Debra Miller (2011)
Adjunct Instructor, Education
B.S., York College;
M.S., McDaniel College

Neal Miller (2013)
Assistant Professor, Mathematics
A.B., Princeton University;
M.S., University of Pennsylvania;
M.S., Ph.D., New Mexico State
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

Sue R. Miller (2004)
*Adjunct Professor, Developmental
Studies*
B.S., University of Pennsylvania;
M.A., Morgan State University

James Von Minor (2000)
Adjunct Professor, Art
B.F.A., Colorado State University;
M.F.A., Pennsylvania State University,
University Park

Paula C. Mister, MT(ASCP) (2007)
*Adjunct Instructor, Medical
Technology*
B.A., B.S., M.S., Towson University

Meghan Mitchell (2013)
Adjunct Instructor, Biology
B.S., Cornell University;
MPHE, Columbia University

Tracey L. Monroe (2010)
Adjunct Instructor, Criminal Justice
A.S., Northern Virginia Community
College;
B.A., Saint Leo University;
M.S., Albany State University

Anthony Montcalmo (2010)
*Adjunct Instructor, Business
Administration*
B.A., University of Delaware;
M.B.A., University of Maryland,
College Park

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

Karen Moody-Springer (2010)
Adjunct Professor, Biology
B.S., M.Ed., University of Maryland,
College Park;
M.S., University of South Florida

An'Nita Moore, R.N. (2012)
Associate Professor, Nursing
B.S., Coppin State College;
M.P.He., Morgan State University;
D.N.P., Drexel University

George M. Moore (2006)
Associate Professor, Art
B.A., Hampshire College;
M.F.A., Maryland Institute College of
Art

Charles Moorer (2011)
*Adjunct Professor, Developmental
Studies*
B.A., Brooklyn College;
M.S., Lincoln University;
Ph.D., Morgan State University

John H. Morris, Jr. (1991)
Adjunct Professor, Law
B.A., J.D., Yale University

Christos Motsiopoulas (2013)
Adjunct Instructor, Mathematics
A.A., Greek Army Academy, Greece;
B.S., University of Maryland, Baltimore
County

Steven Mrozinski (2009)
Instructor, Biology
B.S., M.S., Stevenson University

Lisa Murphy (2012)
*Adjunct Instructor, Business
Communication*
B.A., Towson University;
M.A., University of Maine, Orono

David Murray (2010)
*Adjunct Professor, Business
Administration*
B.S., Murray State University;
M.B.A., J.D., Creighton University

Rashelle Musci (2013)
Adjunct Professor, Psychology
B.S., M.S., Ph.D., University of
California, Davis

Norbert Myslinski (2008)
Adjunct Professor, Psychology
B.S., Canisius College;
Ph.D., University of Illinois

Vanessa Nakoski (2012)
Adjunct Instructor, English
 B.A., University of Maryland,
 Baltimore County;
 M.A., University of Iowa

Sara Narayan (1992)
Professor, Chemistry
 B.S., M.S., Ph.D., Indian Institute of
 Science, Bangalore

Rebecca Neil (2012)
*Adjunct Instructor, Medical
 Technology*
 B.S., Clarion University;
 M.S., Towson University

Brian Nelson (2010)
Adjunct Professor, Management
 B.A., Miami University;
 M.F.A., University of Arizona

Bruce R. Nelson (2007)
Adjunct Instructor, Theatre
 B.A., Towson University

Mark Nelson (2009)
Adjunct Professor, Psychology
 B.S., Virginia Polytechnic Institute and
 State University;
 M.A., Ph.D., American University

Timothy Nelson (2009)
Adjunct Instructor, English
 B.S., M.S., Towson University

Martha Nesbitt (2009)
Adjunct Instructor, Education
 B.A., St. Lawrence University;
 M.S., Emerson College

Ellen Neu, R.N. (2009)
Adjunct Instructor, Nursing
 B.S., Stevenson University;
 M.S., Samuel Merritt College

Danielle Newill (2012)
*Education Supervisor I and Adjunct
 Instructor, Education*
 B.S., Stevenson University;
 M.S., McDaniel College

Emily Newton (2012)
Assistant Professor, Psychology
 B.A., M.A., University of California,
 Davis;
 M.A., California State University,
 Sacramento;
 Ph.D., University of California, Davis

David W. Nicholson (2006)
Professor, Education
 B.A., James Madison University;
 M.A., M.Ed., Ohio University;
 Ph.D., University of Virginia

Lea Nolan (2012)
*Adjunct Instructor, Healthcare
 Management*
 A.B., Georgetown University;
 M.A., The George Washington
 University

Elizabeth Noratel (2012)
Adjunct Professor, Biology
 B.S., Mount St. Mary's College;
 Ph.D., University of Maryland,
 Baltimore County

Mark Norris (2013)
Associate Professor, Biology
 B.S., Allegheny College;
 M.S., Kansas State University;
 Ph.D., University of Minnesota-Twin
 Cities

Leann Norman (2010)
Adjunct Professor, Biology
 B.S., Wagner College;
 Ph.D., University of Maryland, College
 Park

Kevin L. Northrup (2006)
Adjunct Instructor, Mathematics
 B.A., Swarthmore College;
 M.S., The Johns Hopkins University

Christine A. Noya (1985)
*Assistant Professor, Business
 Communication*
 B.A., College of New Rochelle;
 M.A., Wesleyan University

Meagan Nyland (2010)
Adjunct Professor, English
 B.S., B.A., Southern Illinois University;
 M.F.A., University of Baltimore

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

Terrence J. O'Grady (2006)
*Adjunct Instructor, Information
 Systems*
 B.A., Goucher College;
 M.S., Villa Julie College

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

Elizabeth H. Oakes (2006)
*Adjunct Professor, Business
 Communication*
 B.A., University of Vermont;
 M.A., University of California, Los
 Angeles;
 Ph.D., University of Massachusetts,
 Amherst

Samuel Obae (2013)
Assistant Professor, Biology
 B.S., University of Nairobi, Kenya;
 M.S., Frostburg State University;
 Ph.D., West Virginia University

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

Karin A. Olsen (2006)
Adjunct Instructor, Physical Science
 B.S., University of North Carolina,
 Chapel Hill;
 M.S., State University of New York,
 Stony Brook

Natasha D. OrtizFortier (2005)
Adjunct Professor, Art
 B.A., Morgan State University;
 M.A., University of Baltimore

Susan V. Osborn (2005)
Adjunct Professor, Art
 B.F.A., Illinois Wesleyan University;
 M.F.A., University of Wisconsin

Jonah Ottensofer (2000)
Adjunct Professor, Mathematics
 B.S., City College of New York;
 M.S., The Catholic University of
 America

Meredith Page (2012)
Adjunct Instructor, Fashion Design
 A.A.S., Baltimore City Community
 College;
 B.A., University of Maryland, College
 Park

Anthony Pagnotti (2010)
*Adjunct Instructor, Business
 Communication*
 B.S., Boston University;
 M.A., Notre Dame of Maryland
 University

Angela Pallozzi (2013)
Adjunct Professor, Law
 B.S., Stevenson University;
 J.D., Widener University, School of
 Law

Jerome T. Palmerino (2008)
*Adjunct Instructor, Information
 Systems*
 B.S., Villa Julie College;
 M.S., University of Maryland,
 Baltimore County

Patricia Parker (2001)
Adjunct Professor, Education
 B.S., Salisbury State College;
 M.Ed., Towson University

Marc Partee (2011)
Adjunct Instructor, Criminal Justice
B.A., Morgan State University;
M.S., University of Baltimore

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

Lynn Pavlock (2010)
Adjunct Instructor, Developmental Studies
B.S., Clarion University;
M.Ed., Loyola University Maryland

Alexander Pavuk (2012)
Adjunct Professor, History
A.B., Colgate University;
M.A., University of Maryland, Baltimore;
Ph.D., University of Delaware

M. Diane Payne (1998)
Director, Office of Research Development and Instructor, Chemistry
B.S., Brescia College;
M.S., University of Cincinnati

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

Christopher Pearre (2011)
Adjunct Instructor, Information Systems
B.S., M.S., University of Phoenix

Gary S. Pedroni (2000)
Adjunct Professor, English
B.A., M.Ed., Harvard University

Kathleen Pelletier (2011)
Adjunct Instructor, Education
B.S., Lock Haven University;
M.S., McDaniel College

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

Alan Penczek (1991)
Adjunct Professor, Philosophy
B.A., Northeastern Illinois University;
M.A., Ph.D., The Johns Hopkins University

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

Meghan Pennini (2011)
Adjunct Professor, Biology
B.S., University of Maryland, College Park;
Ph.D., Case Western Reserve University

Mikhail Petukhov (2012)
Adjunct Instructor, English
B.A., Millersville University of Pennsylvania;
M.A., Towson University

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
STL, STD, Gregorian University, Rome;
B.A., University of Maryland, Baltimore County

Andrea Pippins (2011)
Assistant Professor, Art
B.F.A., M.F.A., Temple University

Barbara Pivonski (2011)
Adjunct Instructor, Education
B.S., Towson University;
M.Ed., Loyola University Maryland

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

Gary Popoli (2010)
Adjunct Professor, Psychology
B.A., M.A., Loyola University Maryland;
Ph.D., University of Maryland, College Park

Barry W. Powell (2010)
Adjunct Professor, Criminal Justice
A.A., Community College of Baltimore
B.S., M.P.A., J.D., University of Baltimore;

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

Edward Priola (2011)
Adjunct Instructor, Business Communication
B.A., State University of New York;
M.A., Bowie State University

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

George "Tim" Puls (2010)
Assistant Coach, Lacrosse and Adjunct Instructor, Physical Education
B.A., University of Maryland, Baltimore County

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

Jignasa Rami (2012)
Adjunct Instructor, Developmental Studies
B.S., Saurashtra University, Rajkot India;
M.S., University of Baroda, Vadodara India

Joseph V. Rampolla (2005)
Adjunct Instructor, Information Systems
B.S., Loyola College in Maryland

Caroline Rankin (2010)

Adjunct Professor, Business Communication

B.A., M.A., The Ohio State University;
Ph.D., University of Texas at Austin

Vikki Rayman (2009)

Adjunct Instructor, Education

B.S., M.Ed., Towson University

Lynnett Redhead (2011)

Adjunct Instructor, Forensic Science

B.S., University of the West Indies;
M.S., Towson University

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

Melissa Regan (2009)

Adjunct Professor, Biology

B.S., Wake Forest University;
Ph.D., The Johns Hopkins University

Elizabeth Reichl (2012)

Adjunct Professor, Biology

B.S., University of Wisconsin;
Ph.D., The Johns Hopkins University

Christin Reuter (2011)

Adjunct Instructor, Medical Technology

B.S., Stevenson University

Janna Rice (2002)

Adjunct Professor, Art

A.A., Harrisburg Area Community College;
B.F.A., Maryland Institute College of Art;
M.F.A., 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

Josie Mae Rigney (2011)

Adjunct Instructor, Developmental Studies

B.A., North Park University;
M.A.T., University of Maryland, Baltimore County

Kevin Rivera (2009)

Adjunct Professor, Forensic Studies

B.S., Park University;
M.S., Norwich University

Raymond Rivera (2013)

Adjunct Instructor, Marching Band

B.M., Peabody Conservatory of Music,
The Johns Hopkins University

Marsha Roach (2006)

Education Supervisor II and Adjunct Professor, Education

B.S., M.S., Towson University;
Ed.D., Nova 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

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

Nicole Roberts (2012)

Adjunct Professor, Film/Video

B.S., Northwestern University;
M.F.A., Columbia 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

Robert Robinson (2011)

Adjunct Instructor, English

B.S., M.S., Towson University

Frank Romeo (2008)

Adjunct Professor, History

B.A., Roanoke College;
M.S.Ed., Dowling College;
M.A., Notre Dame of Maryland University

Joseph Rosalski (2011)

Adjunct Instructor, History

B.A., University of Baltimore;
M.A., University of Maryland, Baltimore County

Esther B. Rosenstock (1976)

Assistant Professor, Developmental Studies

B.A., University of Maryland, College Park;
M.S., The Johns Hopkins University
Ph.D., University of Maryland

John Rosicky (2012)

Chair and Professor, Human Services

B.S., Brown University
Ph.D., University of Oregon

Ellen M. Roskes (1996)

Associate Dean and Chair, Chemistry and Mathematics and Professor, Chemistry

B.A., M.A., Ph.D., The Johns Hopkins University

Ann Rothlisberger (2010)

Adjunct Professor, Psychology

B.S., M.Ed., Brigham Young University;
Ph.D., Loyola University Maryland

Mary Elizabeth ("Chip") Rouse (1984)

Chair and Associate Professor,

Business Communication

B.A., Western Maryland College;
M.Ed., Loyola College in Maryland;
M.A., University of Maryland, College Park

Lori L. Rubeling (1997)

Professor, Art

B.F.A., Corcoran School of Art;
M.A., St. John's College

Karen Russell, R.N. (2006)

Adjunct Professor, Nursing

B.S., M.S., University of Maryland, Baltimore

Matthew Russell (2013)

Head Coach, Tennis and Adjunct Instructor, Physical Education

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

Mark Sanders (2011)

Adjunct Instructor, Developmental Studies

A.A.S., Norwalk State Technical Institute;
B.A., Loyola University Maryland;
M.S., National Louis University

James Sanford (2011)
Adjunct Instructor, Business and Technology Management
A.A.S., York College;
B.S., Albright College;
M.S., Stevenson University

Patricia Santos-Ciminera (2011)
Adjunct Professor, Biology
M.S., Amazonas Federal University, Brazil;
Ph.D., Uniformed Services University

Sidas A. Saulynas (1994)
Instructor, Information Systems
B.A., Dickinson College;
B.S., Stevenson University;
M.S., University of Baltimore

Scott J. Saunders, Jr. (2004)
Adjunct Professor, Developmental Studies
B.S., University of Illinois;
M.A., DePaul University;
M.A., Cambridge College

Sarah Sauthoff (2012)
Adjunct Instructor, Biology
B.S., Stevenson University

Richard V. Sayers (2004)
Adjunct Instructor, Film/Video
B.S., Temple University

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

Lauren Schiszik (2011)
Adjunct Instructor, History
B.A., Earlham College;
M.A., University of Maryland, College Park

Carol Schmidhauser (1997)
Instructor, Biology
B.S., University of Rochester;
M.S., Clemson University

Jennifer Schneider (2011)
Adjunct Instructor, Forensic Studies
B.S., M.S., Stevenson University

Jesse M. Schneider (2004)
Adjunct Instructor, Mathematics and Developmental Studies
B.S., M.S., Polytechnic Institute of New York

Tonya Schneidereith, R.N. (2009)
Assistant Professor, Nursing
B.S.N., Florida State University;
M.S., University of Pennsylvania;
Ph.D., The Johns Hopkins 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

John Schott (2010)
Adjunct Instructor, Information Systems
A.A., Essex Community College;
B.S., Towson University;
M.S., Stevenson University

Karl Schroeder (1999)
Adjunct Instructor, Information Systems
B.S., M.S., Virginia Polytechnic Institute and State University

Elizabeth Schulman (2010)
Adjunct Instructor, Physical Education

Henry Schupple (2003)
Adjunct Instructor, Geography
B.S., M.A., Towson 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

Kelly M. Scott (2011)
Adjunct Professor, Developmental Studies
B.A., University of Maryland, Baltimore County;
M.F.A., University of Baltimore

Mary Scott (2013)
Adjunct Instructor, Medical Technology
B.S., Stevenson University

Denise Seigart, R.N. (2010)
Associate Dean, Nursing Education and Professor, Nursing
B.S.N., Niagara University;
M.S., Binghamton University;
Ph.D., Cornell University

Gregory N. Seltzer (1997)
Adjunct Instructor, Human Services
A.A., Essex Community College;
B.A., University of Maryland, Baltimore County;
M.A.R., Reformed Theological Seminary

Linda N. Sevier, M.D. (2007)
Adjunct Professor, Biology
B.S., Loyola College in Maryland;
M.D., University of Maryland, Baltimore

Johanna Seymour (2012)
Adjunct Instructor, History
B.A., Temple University;
M.A., University of Maryland, Baltimore County

Joseph Seymour (2013)
Adjunct Instructor, History
B.A., Pennsylvania State University;
M.A., Temple University

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

Harold D. Shaffer (2004)
Adjunct Professor, Human Services
B.S., West Virginia Institute of Technology;
M.S., Loyola College in Maryland

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

Zachary Shanks (2011)
Adjunct Instructor, Marching Band

Alison Shao (2010)
Adjunct Instructor, Biology
B.S., University of Connecticut;
M.S., State University of New York, Albany

Marina Shapiro (2012)
Adjunct Instructor, Chemistry
B.S., M.S., Towson University

- 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, GPS
B.A., Towson University;
M.A., University of Maryland, College Park
- Catherine Shiel** (2008)
Adjunct Instructor, Education
B.S., Towson University
- Jeffrey G. Silver** (2005)
Adjunct Instructor, Accounting
B.S., University of Baltimore;
M.S., The Johns Hopkins University
- Zamira Simkins** (2007)
Adjunct Professor, Economics
B.S., Kyrgyz-Russian Slavic University;
M.I.A., Missouri State University;
Ph.D., American University
- Alyssa Simms-Clark** (2012)
Adjunct Instructor, Developmental Studies
B.A., University of California, Berkeley;
M.Ed., Howard University
- Leslie Simpson** (2011)
Instructor, Fashion Design
B.A., Simmons College;
M.S., Philadelphia University
- Jerome Singletary** (2011)
Adjunct Instructor, Art
B.S., Southern New Hampshire University;
M.A., Emerson College
- Edward Singleton** (2009)
Adjunct Professor, Psychology
B.S., University of Maryland;
M.A., Loyola University Maryland;
Ph.D., Howard University
- Mary Skipper** (2008)
Adjunct Instructor, English
B.S., East Carolina University;
M.E.D., Goucher College
- John M. Sloan** (2000)
Adjunct Professor, Education
B.S., M.S., Towson University
- James Smith** (2009)
Adjunct Instructor, Business Communication
B.S., University of Baltimore;
M.S., Morgan State University
- Laura T. Smith** (2010)
Assistant Professor, English
B.A., The College of William & Mary;
M.A., Ph.D. University of Texas at Austin
- Marilyn B. Smith** (2006)
Adjunct Professor, Chemistry
B.A., St. Olaf College;
M.S., Ph.D., University of Nebraska, Lincoln
- Terrell Smith** (2012)
Adjunct Instructor, Marching Band
B.S., Kutztown University
- 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 Solan** (2013)
Associate Dean, Business Programs, Graduate and Professional Studies
B.S., Nyack College;
M.B.A., Dowling College;
Ph.D., Regent University, Virginia Beach
- Jason Sonnenberg** (2009)
Assistant Professor, Chemistry
B.A., Eastern Michigan University
Ph.D., The Ohio State University
- Colleen Spada** (2010)
Adjunct Professor, Psychology
B.S., Catholic University of America, D.C.;
M.S., Psy.D., Loyola University Maryland
- Diana Speelman** (2008)
Adjunct Professor, Chemistry
B.S., University of Maryland, Baltimore County;
Ph.D., University of Maryland, Baltimore
- Christopher Sperling** (2009)
Adjunct Instructor, History
B.A., M.A., George Mason University
- Erin Stamper** (2011)
Adjunct Instructor, Biology
B.S., Stevenson University;
M.S., The Johns Hopkins University
- 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
- Dennis Starliper** (2009)
Adjunct Instructor, Accounting
B.S., Benjamin Franklin University;
M.B.A., Southeastern University
- Jefferson J. Steele** (2007)
Manager, Photography Lab and Adjunct Instructor, Art
B.F.A., Maryland Institute College of Art
- Charlee Sterling** (1996)
Adjunct Professor, English
B.A., Brandeis University;
M.A., Ph.D., New York University
- Linda Stone** (2013)
Adjunct Professor, Psychology
B.A., Rutgers University;
M.S.W., Virginia Commonwealth University;
Ed.D., The College of William & Mary
- 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
- Jack R. Sturgill, Jr.** (1996)
Adjunct Professor, Law
B.S., Towson University;
J.D., University of Baltimore
- Robert J. Suggs** (1994)
Professor, Music
B.M.E., Wichita State University;
M.M., The Catholic University of America;
D.M.A., University of Maryland, College Park

Catherine Sullivan-Windt (2013)
Adjunct Professor, Psychology
B.A., Boston College;
M.A., M.Ed., Teachers College,
Columbia University;
Ph.D., University of Maryland, College
Park

Geetha Suresh (2013)
Associate Professor, Criminal Justice
B.A., M.A., Madras University, India;
M.P.H., Bharathiar University, India;
Ph.D., University of Louisville

Benjamin Sutley (2013)
Adjunct Professor, History
B.A., Denison University;
M.A., University of Maryland,
Baltimore County;
J.D., University of Baltimore

Thomas K. Swisher (2006)
Associate Professor, Human Services
B.S., University of Virginia;
J.D., University of Baltimore;
M.S., Ph.D., Loyola College in
Maryland

Donna R. Swope, R.N. (1994)
Assistant Professor, Nursing
B.S.N., M.S., University of Maryland,
Baltimore

Katie Swope (2011)
Assistant Professor, Criminal Justice
B.A., Slippery Rock University of
Pennsylvania;
M.A., Ph.D. Indiana University of
Pennsylvania

Nancy Tabor (2011)
*Adjunct Instructor, Business
Communication*
B.A., Notre Dame of Maryland
University;
M.A.T., Goucher College

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

Nanette C. Tamer (1989)
Professor, English
B.A., Syracuse University;
M.A., M.A.T., State University of New
York, Binghamton;
Ph.D., University of Delaware

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

Jeffery L. Tarleton (2007)
*Adjunct Instructor, Business
Administration*
B.A., Curry College;
M.B.A., Boston College

Paul Taylor (2011)
*Adjunct Instructor, Developmental
Studies*
B.S., Towson University;
M.A., Notre Dame of Maryland
University

Renee' Taylor (2012)
Adjunct Professor, Sociology
B.A., University of Alaska;
M.A., Ph.D., Howard University

Kjersti Teachman (2008)
Adjunct Instructor, Spanish
B.A., Hope College;
M.A., Northern Illinois University

Colleen Terpos (2011)
*Adjunct Instructor, Developmental
Studies*
B.S., Miami University, Ohio;
M.A., Boston College

Sarah Texel (2009)
Adjunct Professor, Biology
B.S., Montclair State University;
M.S., Ph.D., The Johns Hopkins
University

Barry Thomas (2012)
*Adjunct Instructor, Sociology and
Human Services*
B.S., Towson University;
M.S., The Johns Hopkins University;
M.Ed., Loyola University Maryland

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

Kathryn J. Thomas, R.N. (1991)
Adjunct Professor, Psychology
B.S.N., M.S., M.S., University of
Maryland, Baltimore;
Ph.D., Institute for the Study of
Human Sexuality

William J. Thompson (2004)
Adjunct Instructor, History
A.A., Essex Community College;
B.A., M.A., University of Maryland,
Baltimore County

John J. Tobin, Jr. (1994)
*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

Takisha Toler (2013)
Assistant Professor, Marketing
B.B.A., University of Memphis;
M.B.A., Saint Louis University

Jonathan Tortora. (2012)
Adjunct Professor, Criminal Justice
B.A., State University of New York,
Albany;
J.D., Brooklyn Law School

Courtney Tribble (2010)
Adjunct Instructor, English
B.S., Stevenson University;
MALA, St. John's College

Mitchell Tropin (2012)
*Adjunct Instructor, Business
Communication*
B.S., University of Maryland, College
Park;
M.A., The Johns Hopkins University

Peter Truby (2011)
*Adjunct Instructor, Business
Communication*
B.S., Shepherd University;
M.B.A., University of Maryland,
College Park

Kristen Trumpler (2011)
Adjunct Instructor, Marching Band
B.S., Towson University

Kimberly Tucker (2012)
*Director, Center for Environmental
Sustainability and Assistant Professor,
Biology*
B.S., Florida State University;
Ph.D., University of Florida

Ingrid Tulloch (2013)
*Visiting Assistant Professor,
Psychology*
B.A., Hunter College;
Ph.D., The Graduate Center, The City
University of New York

Patricia M. Turnbaugh (1996)
Assistant Professor, Marketing
 B.A., McDaniel College;
 M.B.A., University of 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

Robert Valasek (2011)
Adjunct Instructor, English
 B.A., Loyola University Maryland;
 M.A., Morgan State University

Gerald N. Van Aken (1988)
Professor, English
 B.A., Trinity College;
 M.A., Ph.D., University of Maryland,
 College Park

Philippe van Berten (2010)
Assistant Professor, Marketing
 B.A., M.S., CNAM, Paris;
 Ph.D., Telecom and Management
 Sudparis

Christine Vandeyar-Wise (2012)
Adjunct Instructor, Criminal Justice
 A.A., Montgomery College
 B.S., University of Maryland University
 College

Exsul Van Helden (1984)
Professor, Film/Video
 D.R.S., University of Amsterdam

Henderika "Rika" Van Huizen (2012)
Adjunct Professor, Biology
 M.S., Wageningen Agricultural
 University;
 Ph.D., University of Alberta

Eric Van Rite (2011)
Adjunct Professor, Sociology
 B.A., University of Wisconsin,
 Madison;
 M.A., Ph.D., University of California

Jesse Varsalone (2012)
Adjunct Instructor, Forensic Studies
 A.S., Community College of
 Baltimore;
 B.A., George Mason University;
 M.A., University of South Florida

Carmen Velez, CPA (1995)
Adjunct Instructor, Accounting
 A.A., B.S., Villa Julie College;
 M.S., The Johns Hopkins University

Megan Veness (2012)
Adjunct Instructor, History
 B.S., James Madison University

Stephanie L. Verni (2000)
*Associate Professor, Business
 Communication*
 B.S., M.S., Towson University;
 M.F.A., National University

Sara J. Verville (2011)
Assistant Professor, Art
 B.A., Marymount University;
 M.F.A., Maryland Institute College of
 Art

Frederick Via, III (2010)
Adjunct Instructor, Theatre
 B.F.A., Kansas City Art Institute

Raymond Villard (2010)
Adjunct Instructor, Physical Science
 B.A., State University of New York,
 Albany;
 M.S., Boston University

Shera Vis (2011)
*Coach, Women's Ice Hockey and
 Adjunct Instructor, Physical Education*
 B.S., Minnesota State University;
 M.Ed., Elmira College

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

Allen A. Wagner (1997)
*Adjunct Professor, Business
 Administration*
 B.S., West Virginia University;
 M.B.A., Southern Illinois University

Daniel Wagner (2011)
Adjunct Professor, Psychology
 B.A., Brandeis University;
 M.S., Psy.D., Long Island University,
 C.W. Post Campus

Julia Wagner (2011)
*Adjunct Instructor, Business
 Communication*
 B.A., Towson University

Stephanie Walsh (2012)
*Adjunct Instructor, Medical
 Technology*
 B.S., M.S., Stevenson University

Ashlie Warnick (2013)
Adjunct Professor, Marketing
 B.A., University of Maryland,
 Baltimore County;
 J.D., University of Michigan Law
 School;
 M.A., Ph.D., George Mason University

Dawn Ward (2009)
Assistant Professor, Chemistry
 B.A., Lincoln University;
 Ph.D., University of Maryland,
 Baltimore County

Sue Ward (2011)
Adjunct Instructor, Physics
 B.S., Towson University;
 M.Ed., Loyola University Maryland

Kimberly Warren (2010)
Adjunct Professor, Psychology
 B.A., M.A., Ph.D., University of
 Maryland, Baltimore County

Mark Warren (2011)
*Adjunct Instructor, Business
 Administration*
 B.B.A., Chaminade University,
 Honolulu, Hawaii;
 M.S., Towson University

Sherron Washington (2012)
*Adjunct Instructor, Business
 Communication*
 B.A., M.A., Trinity University

John Waterman (2011)
Adjunct Professor, Philosophy
 B.A., Vassar College;
 M.A., Birbeck College, England;
 M.S., The London School of
 Economics and Political Science;
 M.A., The Johns Hopkins University

Stephanie Watkins, R.N. (2009)
Adjunct Professor, Nursing
 B.S., Stevenson University;
 M.S., Towson University

E. Richard Watts, Jr. (1988)
*Director and Adjunct Instructor,
 Physical Education*
 B.S., The Johns Hopkins University;
 M.S., Loyola College in Maryland

James Watts (2013)
Adjunct Professor, Chemistry
 B.S., Spring Hill College, Alabama;
 Ph.D., Florida State University

Margaret Wear (2012)
Adjunct Instructor, Chemistry
 B.A., Saint Mary's College of
 Maryland;
 M.S., Irell and Mannella Graduate
 School of Biological Sciences

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

William Weglein, Jr. (2010)
*Adjunct Instructor, Information
 Systems*
 B.S., University of Maryland, College
 Park;
 M.B.A., Loyola University Maryland

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

Maureen A. Weiss (2005)
Adjunct Instructor, Art
B.F.A., Syracuse University

Karen W. Welbourn (1994)
Adjunct Professor, Philosophy and Music
B.S., Loyola College in Maryland;
M.A., Oxford University;
M.A., St. Mary's Seminary and University

Kelly Welker (2013)
Associate Professor, Fashion Merchandising
B.A., M.B.A., Ball State University;
Ph.D., Florida State University

Charisse Wernecke (2011)
Adjunct Instructor, Accounting
B.A., Loyola University Maryland;
M.S., The Johns Hopkins University

Lesley Wernsdorfer (2011)
Adjunct Instructor, English
B.A., Goucher College;
M.A., Hollins University

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

Herbert L. West, Jr. (1993)
Adjunct Professor, Sociology
B.A., North Carolina Central University;
M.A., Ph.D., University of Minnesota

Richard West (2009)
Adjunct Professor, Forensic Studies
B.A., Lawrence University;
J.D., Northwestern University

Curtis Wharton (2011)
Adjunct Instructor, Marching Band
B.A., McDaniel College

Virginia White (2011)
Adjunct Instructor, Developmental Studies
B.A., M.A., University of Maryland, College Park

Charles H. Wilbur (2006)
Adjunct Instructor, Information Systems
B.S., University of Maryland University College

Matthew Willey (2012)
Adjunct Instructor, Marching Band
B.A., Salisbury University

Joyce Williams, R.N. (2012)
Assistant Professor, Nursing
B.A., Antioch University;
M.F.S.A., Oklahoma State University;
D.N.P., University of Tennessee, Memphis

Crystal Willoughby (2012)
Adjunct Professor, Psychology
B.S., Seattle University;
M.A., Psy.D., Azusa Pacific University

Jean M. Wilson, R.N. (2007),
Assistant Professor, Nursing
A.A., Howard Community College;
B.S., Stevenson University;
M.S.N., Towson University

Harriette Wimms (2009)
Adjunct Professor, Psychology
B.S., Towson University;
M.S., The Johns Hopkins University;
M.A., Ph.D., University of Maryland, Baltimore County

Richard A. Winchurch (2005)
Adjunct Professor, Biology
B.A., M.S., Seton Hall University;
Ph.D., Rutgers University

Stephen E. Windsor (2006)
Adjunct Instructor, Information Systems
B.S., Towson University

Melissa Winters (2012)
Adjunct Professor, Psychology
B.S., University of Delaware;
M.A., Ph.D., Argosy University

Carrie Wise (2011)
Adjunct Professor, Forensic Science
B.S., M.S., Stevenson University

Kevin Wisniewski (2011)
Adjunct Instructor, History
B.A., Stevenson University
M.A., University of Baltimore;
M.A., University of Pennsylvania;

Stephanie Witt (2011)
Assistant to the Dean and Adjunct Instructor, Chemistry
B.S., University of Baltimore;
M.S., Stevenson University

Richard L. Wolf (2006)
Adjunct Instructor, Accounting
B.B.A., Emory University

Larry Wolod (2011)
Adjunct Professor, Political Science
B.S., University of Baltimore;
M.S., University of Hartford;

J.D., Potomac School of Law;
L.L.M., Georgetown University Law Center

Sarah Wood (2012)
Laboratory Specialist and Adjunct Instructor, Chemistry
B.S., M.S., Stevenson University

John Woods (2011)
Adjunct Instructor, English
B.S., Towson University;
M.A., M.L.A., St. John's College

Gail E. Wright (2007)
Professor, Accounting
B.S., M.B.A., University of Pittsburgh;
M.S., University of Baltimore

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

Susan Yingling (2007)
Adjunct Professor, Human Services
B.A., Towson University
M.S., McDaniel College

Andrea Young. (2010)
Adjunct Professor, Philosophy
B.S., MDI, Howard University;
J.D., University of Baltimore

Justin Young (2013)
Adjunct Professor, Chemistry
B.S., Stevenson University;
Ph.D., University of Pittsburgh

Susan D. Youngren (1990)
Adjunct Professor, Biology
B.A., University of Pennsylvania;
Ph.D., Cornell University

Michael Zablocki (2011)
Adjunct Instructor, Marching Band
B.S., Towson University

Carol Zajano (2010)
Education Supervisor II and Adjunct Professor, Education
B.S., M.S., Towson University;
M.Ed., The Johns Hopkins University

Jason Zeiler (2010)
Adjunct Instructor, Criminal Justice
B.S., Excelsior College;
M.S., Troy University;
M.S., Stevenson University

Joyce Zerhusen (2004)
Adjunct Professor, Forensic Studies
A.A., B.S., Stevenson University;
M.A., University of Baltimore

Samuel Zervitz (2008)
Adjunct Instructor, English
B.S., M.A., The Johns Hopkins 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

Carol Zimmerman (1991)
Adjunct Instructor, Physical Education
 B.S., West Chester University;
 M.Ed., Towson University

Advisory Boards and Councils

Stevenson University President's Advisory Council

Robert J. Aumiller, Esq.
 MacKenzie Commercial Real Estate
 Services, LLC

Lisa Barnhill
 Yerman, Witman, Gaines and Conklin

Anirban Basu
 Sage Policy Group, Inc.

Frank Bonsal III
 New Markets Venture Partners

Ingrid L. Bortner, M.Ed., B.S.N., R.N.
 The Community College of Baltimore
 County

Luis E. Borunda
 U.S. Hispanic Youth Entrepreneur
 Education

William R. Bowles
 IBM, Retired

Aurelia Burt
 Education Consultant

Patrice McConnell Cromwell
 The Annie E. Casey Foundation

John Dinkel
 Baltimore Business Journal

Wanda Q. Draper
 WBAL-TV 11

Steven D. Frenkil, Esq.
 Miles & Stockbridge

Donald C. Fry, Esq.
 Greater Baltimore Committee

Mark S. Furst
 United Way of Central Maryland

Karen P. Gibbs
 The Gibbs Perspective

Jean Halle

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

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

Richard J. Hunt, Jr.
 Northwest Savings Bank

Brenda Jews, Ed.D.
 Horizons Greater Washington

The Honorable Francis X. Kelly, Jr.
 Kelly & Associates Insurance Group,
 Inc.

Jennifer Lieu, RN, MS, CRNP '96
 St. Joseph Medical Center

Elizabeth N. Lynott '70

Nick Mangione, Jr.
 Hilton Pikesville

John G. McCormick
 McCormick & Company, Inc.

Lawrence A. Melfa, Esq.
 Francomano, Butler, Melfa, & Taylor,
 P.A.

David O. Modell
 3ality Digital

The Honorable John J. Nagle III
 Circuit Court for Baltimore County

David H. Nevins
 Nevins & Associates, Chtd.

Todd Parchman
 Parchman, Vaughan & Company,
 L.L.C.

Barry Rascovar
 BCR Communications LLC

The Honorable Eileen M. Rehrmann
 Eileen Rehrmann and Associates, Inc.

John Ridgeway
 Toyota/Lexus Financial Services

Lawrence M. Rivitz
 Marketing Initiative LLC

Henry A. Rosenberg, Jr.
 Rosemore, Inc.

Owen J. Rouse, Jr.
 Manekin, LLC

James B. Sellinger

Ronald M. Shapiro, Esq.
 Shapiro Negotiations Institute

Stuart O. Simms, Esq.
 Brown, Goldstein & Levy, LLP

Gregory Smith
 Smith Sports International, LTD

Jo-Ellen Turner Ed.D.
 Stevenson University English faculty,
 Retired

Jeanne M. Uphouse '79
 Medifast, Inc.

Arturo Violante
 A. J. Fava Produce Company

Regina Holter Welsh '57

Susan B. Wilfong '70

Diane Wit '69

Ellen H. Yankellow, Pharm.D.
 Correct Rx Pharmacy Services, Inc.

The Honorable Robert A. Zirkin
 Maryland State Senator

Career Services Advisory Board

Shirin A. Ahmed
*Chief, Economic Planning and
 Coordination Division*
 U.S. Census Bureau

Adrienne Alberts
Lead Associate, University Relations
 Booz Allen Hamilton

Will Anderson
Director of Technology
 Maryland Business Roundtable for
 Education

Susan B. Bennett
Senior Vice President
 Meridian Resources

Geoff Chojnacki
Human Resources Manager
 PayPal

Edward Fangman
Chief, Workforce Development
 Baltimore County Office of Economic
 Development

Alan Gropp
*Vice President, Manufacturing and
 Distribution*
 McCormick & Company, Inc.

Beverly League
Corporate College Relations Manager
 CareFirst BlueCross BlueShield

Scott Schnabel
*Vice President of Business
 Development*
 Centric Business Systems

Anne Scholl-Fiedler

Vice President, Career Services
Stevenson University

Marie-Ann Sennett

Assistant Public Defender
Neighborhood Defender Services
Office of the Public Defender

Brian Sullivan

Senior Vice President
Sogetti, USA

Joan Sweeney

Partner
Sudina Search, LLC

Madeline Yates

Executive Director
Maryland Campus Compact

Academic Advisory Boards

**Biology and Biotechnology
Program Advisory Board**

Gwenda L. Brewer

Program Manager - Science Program
Maryland Department of Natural
Resources

Sheldon E. Broedel, Ph.D.

Chief Executive and Science Officer
Athena ES, Inc.

Nancy DeSesa, M.B.A.

Molecular Manufacturing
BD Diagnostics Systems

J. Adam Frederick

Marine Education Specialist
Maryland Sea Grant Program
Institute of Marine and Environmental
Technology

Peter S. Liao, M.D.

*Director, Comprehensive Obesity
Management Program*
Greater Baltimore Medical Center

Christine F. Hohman, Ph.D.

Professor of Biology
Morgan State University

Mark A. Schenerman, Ph.D.

*Vice President, Analytical
Biochemistry*
MedImmune, Inc.

Christine Shumaker

Coordinator, Secondary Science
Baltimore County Public Schools

Robert Stephens, Ph.D.

*Director, Bioinformatics Support
Group*
Advanced Biomedical Computing
Center
Frederick National Laboratory for
Cancer Research

Neil Talbot, Ph.D.

Gene Evaluation and Mapping
Animal Bioscience and Biotechnology
Laboratory
ANRI, ARS

Vicki Wolff-Long, Ph.D.

Vice President, Operations
Cangene Biopharma, Inc.

Diane Young

Supervisor,
Career and Technical Programs
Baltimore County Public Schools

**Brown School of Business
and Leadership Advisory
Board**

Jennifer Bodensiek

President
Junior Achievement of Central
Maryland

P. David Bramble, Jr.

Managing Partner
MCB Real Estate, LLC

Misti Burmeister

CEO/Founder
Inspirion, LLC

W. Geoffrey Carpenter

*Vice President, General Counsel and
Secretary*
McCormick & Company, Inc.

Mericia Conway

Co-Founder
Henslee Conway Real Estate

Charles Coon

Vice President
Travelers Incorporated

Jayfus T. Doswell

President/CEO
Juxtapia, LLC

Norman Endlich, Ph.D.

Dean
Brown School of Business and
Leadership, Stevenson University

Joseph Hairston

President/CEO
Vision Unlimited, LLC

Leila Kohler-Freuh

Director, Community Engagement
Habitat for Humanity of the
Chesapeake

Randall M. Lutz

Partner
Saul Ewing, LLP

David R. Paulson

Senior Vice President
Blue & Obrecht Realty, LLC

Josianne Pennington

*Interim Senior Director of University
Marketing and Communications*
Towson University
Principal
Pennington & Associates

Andrew Rose

*Director of Marketing and Business
Development*
Naden/Lean, LLC

J. Thomas Sadowski

President and CEO
Economic Alliance of Greater
Baltimore

Marilyn F. Schneider

Principal, MA, CPA
Hertzbach & Company

Graylin Smith

CPA, Managing Partner
SB & Company

Loretta Mahon Smith

Senior Managing Consultant,
Business Analytics and Optimization -
Data Architect
IBM

Ted Venetoulis

CFO
Corridor Magazine

**Chemistry Program
Advisory Board**

Andrew Coop, Ph.D.

*Professor and Chair, Department of
Pharmaceutical Sciences*
University of Maryland School of
Pharmacy

James Damewood, Jr., Ph.D.

*Business Unit Liaison, Haskell Global
Centers for Health and Environmental
Science*
Dupont Central Research and
Development

Michelle Foss

Analytical Chemist
Proctor & Gamble

Jonathan Leake

Chemist
Bimax, Inc.

Irvin Litofsky

Director, Forensic Services Section
Baltimore County Police Department

Alfred Olsen

Science Teacher
Towson High School

Paul J. Smith, Ph.D.

Associate Professor of Chemistry
University of Maryland, Baltimore
County

Richard H. Smith, Jr., Ph.D.

Professor and Chair, Department of Chemistry
McDaniel College

Frank Switzer, Ph.D.

Chemist
US Food and Drug Administration

Criminal Justice Program Advisory Board

Roger Butz

Principal Creative Director/Partner
Bevel Design, Inc.

Melissa Alarcon

Community Services Coordinator
Maryland Department of Juvenile
Services

Vicki L. Almond

Councilwoman
Baltimore County Second District

Frederick H. Bealefeld, III

Distinguished Professional in Criminal Justice and Instructor
Stevenson University

The Honorable Robert Bell

Chief Judge, retired
Court of Appeals, Maryland

Terry Hunt

Founder and CEO
Law Enforcement Assistance
Connection, Inc. (LEAC)

DUSM David Lutz

United States Marshals Service
District of Maryland

Charles W. Rapp

Executive Director
Maryland Police and Correctional
Training Commissions

Marie-Ann Sennett

Assistant Public Defender
Neighborhood Defender Services
Office of the Public Defender

Arturo Violante

Vice President for Market Development
A.J. Fava Produce Company

School of Education Advisory Board

Rick Bavaria, Ed.D.

Senior Vice President of Education Outreach
Sylvan Learning Systems, Inc.

Donna Bergin

Principal
Perry Hall Elementary School

Nancy Casalena

Principal
The Chatsworth School

Steve Coco

Principal
Cedarmere Elementary School

Amy Grabner

Principal
Essex Elementary School

Dale Hunsinger

Principal
Homestead-Wakefield Elementary

Sharon Kearney

Principal
Sparks Elementary School

Maggie Madden, Ph.D.

Program Approval Specialist
Maryland State Department of
Education

Elizabeth Neal

Program Approval Specialist
Maryland State Department of
Education

Jill Suffel

Adjunct Instructor
Stevenson University

Mia Talarigo

Principal
Pikesville Middle School

Nick Shockney

Principal
Mechanicsville Elementary School

Cheri Wittmann, Ph.D.

Teacher Quality Specialist
Maryland State Department of
Education

Forensic Sciences Program Advisory Board

Yale Caplan, Ph.D.

Former Chief Toxicologist
State of Maryland and
Past President
American Academy of Forensic
Sciences

Francis Chiafari

Director
Baltimore City Crime Laboratory
Baltimore City Police Department

Thomas D. Coogan, Esq.

Chair and Professor Forensic Studies and Assistant 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

Terry Long

Director, Forensic Science Division
Maryland State Police

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

Steve R. Engorn

Program Coordinator and Assistant Professor Business and Technology Management
Stevenson University

William E. Folson, DFCP

President and Chief Forensic Examiner
Folson Digital Forensics, LLC

Robert Garvey

Principal
McLean, Koehler, Sparks &
Hammond

Martin E. Gruen

*Deputy Director for Courtroom
Design and Technology*
The College of William & Mary
School of Law

Carolyn H. Johnson

Professor, Forensic Studies
Stevenson University

**Nicholas Marrocco, CPA, CFE, CFF,
MSF**

Audit Senior
Maryland General Assembly
Department of Legislative Services

Susan A. Schenning

Associate Professor, Forensic Studies
Stevenson University

Allen M. Schiff

Managing Member
Schiff & Associates, LLC

Thomas Talleur

Adjunct Instructor, Forensic Studies
Stevenson University

Brian S. Tanen, CPA, CFE

Audit Manager
Maryland General Assembly
Office of Legislative Audits

John J. Tobin, Jr., Ph. D.

*Program Coordinator and Associate
Professor, Forensic Science*
Stevenson University

**Human Services Program
Advisory Board**

Ari Blum

*Coordinator of Child and Adolescent
Services*
Baltimore County Department of
Health

Lisa Boone

Coordinator of Human Services
Community College of Baltimore
County

Debbie Boyce

*Program Coordinator for the
Middle/High School*
St. Elizabeth School

Bunny Ebling

Director of Psychosocial Oncology
The Harry and Jeanette Weinberg
Cancer Institute

Loretta Elizalde

Program Director
Second Genesis

Mary Ellen Lewis

Director of Education Projects
Kennedy Krieger Institute

Mike Malin

Practice Manager
Overlea Personal Physicians

Kathy Mills

Director of Human Resources
Catholic Charities

Julia Orza

Counselor Education Program
McDaniel College

Carol Shear

*Director of Development and
Volunteer Services*
Villa Maria

Kathea Smith '04 BC-HSP

*Director of Eastern Maryland and
Director, Waldorf Center for Higher
Education*
University of Maryland University
College

Shannon Walsh

Director of Volunteer Services
Sheppard Pratt Health System

Marianne Wood

Assistant Dean for Admissions
University of Maryland School of
Social Work

**Medical Technology
Program Advisory Board**

**Candice S. Grayson, M.A.,
MLS(ASCP)**

*Director, Medical Laboratory
Technology Program*
Community Colleges of Baltimore
County, Essex

Christine Hostetter, M.A., MT(ASCP)

*Education and Staff Development
Coordinator,
Core and Specialty Laboratories*
The Johns Hopkins Hospital

**Donna K. Marquess, M.A.,
MT(ASCP) SBB, DLM**

Director, Pathology Department
LifeBridge Health Laboratories

Heather McGann, MT(ASCP) SBB

Manager, Blood Bank
LifeBridge Health Laboratories

Suzy L. Nicol, M.S., MT(ASCP) SBB

*Assistant Administrator, Department
of Pathology*
Johns Hopkins Bayview Medical
Center

J. Dean Nuckols, M.D., Ph.D.

Chief of Pathology
Sinai Hospital

Eric Schmith, MT(ASCP)

Manager, Automation Laboratory
Sinai Hospital

Ann E. Snyder, MT(ASCP)

Medical Technologist
Division of Laboratory Services
Centers for Medicare and Medicaid
Services

Megan Zadra, MLS(ASCP)

Medical Technologist, Blood Bank
Sinai Hospital

**Nursing Program Advisory
Board**

Gail Biba, BS, R.N., CNRN '03

Nurse Manager, NCCU
The Johns Hopkins Hospital

Susan Bindon, MS, R.N.-BC

*Senior Consultant, Education
Development*
LifeBridge Health

Terrie Dashiell, MS, R.N. - CCP

*Manager, Community Health
Education*
LifeBridge Health

Cheryl Dover, MS, RN

Nursing Department Chair
Prince George's Community College

Marcia Floyd, M.S., R.N.

Director Education Resource Center
LifeBridge Health

Donna Haupt, MSN, R.N. - BC

Education Specialist
Union Memorial Hospital

Jami Hohner, BS, R.N.

School Affiliate Liaison
Greater Baltimore Medical Center

Vicki Krohn, MSN, R.N., NE-BC

*Nursing Professional Development
Coordinator*
Franklin Square Hospital

Della Leister, R.N.

Deputy Health Officer
Baltimore County Department of
Health

Laurel Moody, MS, R.N.

Office of Health Services
Baltimore County Public Schools
Assistant Professor, Nursing
Stevenson University

Charlotte Petalla, R.N.

Director of Learning Center
Carroll Hospital Center

Kelly Reif, BSN, R.N.

Coordinator, Nursing Student
Placements
The Johns Hopkins Hospital

Cyndy Ronald, BA

Manager, School of Nursing
Partnership Programs
University of Maryland Medical
Center

Kathy Sullivan, MS, RN-BC

Director-Nursing Education and
Development
Union Memorial Hospital and
Medstar

**Sister Marie Seton Walsh, SSND,
BSN, R.N.**

Community Nurse Educator
LifeBridge Health

Lori Wilson, MA, BSN, R.N.

Assistant Vice President, Patient
Services
Upper Chesapeake Medical Center

**Paralegal Studies Program
Advisory Board****Shelly Abrams, Esq.**

Senior Placement Director
Special Counsel

Joel B. Charkatz, CPA

Shareholder
KatzAbosch

Jeffrey G. Comen, Esq.

Senior Assistant Attorney General
Office of the Attorney General

Diane Dongarra

Firm Administrator
Gallagher, Evelius & Jones, LLP

The Honorable Robert Dugan

Judge, retired
Circuit Court for Baltimore County
Adjunct Professor, Law
Stevenson University

Patricia M. Ellis, Esq.

Special Assistant to the Dean, School
of Graduate and Professional Studies
Stevenson University

Sue W. Guben, Esq.

Private Attorney

Mary Ann Hammel, Esq.

Owner/Manager
Mid-Atlantic Title, LLC

Duncan S. Keir, Esq.

Associate Attorney
The Law Offices of Steven H. Heisler,
LLC

Joseph LaScuola

Senior Paralegal
Offit Kurman Attorneys at Law

Michael Markovic

Senior Relationship Manager
PSA Financial

Marcia Nueburger

Paralegal/Legal Analyst
T. Rowe Price

B. Marvin Potler, Esq.

Principal
Offit Kurman Attorneys at Law

Sarah Sawyer

SU Alumna and Law Student
University of Baltimore School of Law

Rita G. Weiner

Account Executive
Proforma Spectrum Graphics

**Visual Communication
Design Program Advisory
Board****Roger Butz**

Principal Creative Director/Partner
Bevel Design, Inc.

Chris Carbone

Independent Communications
Director

Diane Devaney

President
Devaney and Associates Inc.

Jared Glasser

Graphic Designer, Interactive
Marketing
McCormick & Company, Inc.

Daniel Hooven

Co-Creative Director
Spencer Media, Inc.

Jason Knauer '02

Art Director
Merrick Towle

Judy Lichtman

Principal
Pink Top Design

Gary Palmatier

Marketing Communications
The Washington Post

Chuck Phillips

President
Doodle Design, Inc.

Martin Root

Art Director
Baltimore Office of Promotion and
the Arts

Bonnie Schilling

Director of New Business
Development
Devaney & Associates, Inc.

Katie Swartz Mychailyszyn

Associate Art Director
Baltimore Magazine

Index

A

Academic Achievement List • 42
 Academic Advising • 16
 Academic Advisory Boards • 195
 Academic Affairs • 162
 Academic Awards • 42
 Academic Calendar 2013-2014 • iv
 Academic Coursework • 1
 Academic Information • 42
 Academic Policies • 42
 Academic Probation • 42
 Academic Programs Continue to Grow • 4
 Academic Support Services • 16, 22
 Academic Support Services Office • 162
 Academic Support Services Policies • 45
 Academic Suspension • 42
 Accelerated Bachelor's Degree Programs • 34
 Accelerated Transfer and Graduate Students • 21
 Acceptance and Deposit • 23
 Access to Records • 42
 Accommodations for Students with Disabilities • 16
 Accounting • 47
 Accounting Course Descriptions • 48
 Accounting Departmental Awards • 39
 Accounting Other Options • 47
 Accounting Program Description • 47
 Accounting Program Outcomes • 47
 Accounting Program Policies • 47
 Accounting Program Requirements • 47
 Accreditations • 6
 Addictions Counseling Track • 109
 Addictions Counseling Track Outcomes • 109
 Administration of Programs for Children Track • 109
 Administration of Programs for Children Track Outcomes • 109
 Admission to the BS/MS Option for Current Stevenson University Undergraduates • 22
 Admissions • 18, 164
 Admissions Procedures and Processes • 18
 Admissions Requirements for International Students • 20
 Adults Entering as Freshmen Students • 18
 Advanced Placement • 24
 Advisory Boards and Councils • 194
 All University Awards for Graduating Seniors • 38
 Alpha Chi – National College Honor Society • 10
 Alpha Psi Omega – National Honorary Theatre Society • 10
 Alternate Admissions Plans • 22
 Annual Housing Charges and Deposits • 25

Anthropology • 49
 Anthropology Course Descriptions • 49
 Applied Mathematics • 49, 121
 Applied Mathematics Course Descriptions • 50
 Applied Mathematics Other Options • 50
 Applied Mathematics Program Description • 49
 Applied Mathematics Program Outcomes • 50
 Applied Mathematics Program Policies • 50
 Applied Mathematics Program Requirements • 50
 Art • 53
 Art Courses • 155
 Art Standard • 154
 Athletic Department Class Conflict Policy • 42
 Athletic Teams Achieve Success • 4
 Athletics • 165
 Athletics at SU • 7
 Attendance • 43
 Auditing Courses • 43
 Auxiliary Services • 167
 Awarding of Aid • 30
 Awards and Scholarships • 38

B

Baccalaureate Degrees Granted for the First Time • 3
 Bachelor's Degrees • 34
 Beta Beta Beta – National Biological Honor Society • 11
 Biochemistry • 53
 Biochemistry Course Descriptions • 55
 Biochemistry Other Options • 54
 Biochemistry Program Description • 53
 Biochemistry Program Outcomes • 53
 Biochemistry Program Policies • 53
 Biochemistry Program Requirements • 54
 Biological Sciences Departmental Awards • 40
 Biology • 55
 Biology and Biotechnology Program Advisory Board • 195
 Biology Course Descriptions • 57
 Biology Other Options • 56
 Biology Program Description • 55
 Biology Program Outcomes • 55
 Biology Program Policies • 55
 Biology Program Requirements • 56
 Biotechnology • 61
 Biotechnology Course Descriptions • 62
 Biotechnology Other Options • 62
 Biotechnology Program Description • 61
 Biotechnology Program Outcomes • 61
 Biotechnology Program Policies • 61
 Biotechnology Program Requirements • 61

Board of Trustees of Stevenson University • 162
 Book Vouchers • 31
 Brown School of Business and Leadership • 169
 Brown School of Business and Leadership Advisory Board • 195
 Brown School of Business and Leadership Awards • 39
 BS/MS Degree Options • 34
 Business Administration • 63
 Business Administration Course Descriptions • 65
 Business Administration Other Options • 65
 Business Administration Program Description • 63
 Business Administration Program Outcomes • 63
 Business Administration Program Policies • 65
 Business Administration Program Requirements • 64
 Business and Leadership • 68
 Business and Technology Management, Forensic Studies, or Healthcare Management • 22
 Business Communication • 68
 Business Communication Course Descriptions • 69
 Business Communication Other Options • 69
 Business Communication Program Description • 68
 Business Communication Program Outcomes • 69
 Business Communication Program Policies • 69
 Business Communication Program Requirements • 69
 Business Information Systems • 113
 Business Information Systems Other Options • 114
 Business Information Systems Program Description • 113
 Business Information Systems Program Outcomes • 113
 Business Information Systems Program Policies • 113
 Business Information Systems Program Requirements • 113
 Business Office • 167

C

Calculation of Class Level • 43
 Campus Resources and Services • 13
 Campus Store • 15
 Campus Technology • 13
 Career Services • 163
 Career Services Advisory Board • 194

Career Services and Experiential Learning • 14
Catalog Information • iv
Caves Sports and Wellness Center, Owings Mills Gymnasium and Fitness Facilities • 7
Changes Through the 1990s • 3
Chemistry • 22, 71
Chemistry Course Descriptions • 73
Chemistry Departmental Awards • 40
Chemistry Other Options • 72
Chemistry Program Advisory Board • 195
Chemistry Program Description • 71
Chemistry Program Outcomes • 71
Chemistry Program Policies • 72
Chemistry Program Requirements • 72
CLEP Examinations • 24
Clinical Requirements • 132
Club Sports • 7
Clubs and Organizations • 7
Community Outreach and Service • 10
Community Service Opportunities for Students • 10
Computer Forensics Track Description • 114
Computer Forensics Track Outcomes • 115
Computer Information Systems • 114
Computer Information Systems Other Options • 116
Computer Information Systems Program Description • 114
Computer Information Systems Program Outcomes • 114
Computer Information Systems Program Policies • 115
Computer Information Systems Program Requirements • 115
Computer Logins • 13
Conditional Admission (PASS Program) • 22
Consumer and General Information • 33
Continued Eligibility • 31
Core Curriculum Requirements (Bachelor's Degree) • 37
Cost of Attendance and the Expected Family Contribution • 30
Costs • 25
Counseling Services • 16
Course Add/Drop • 43
Course Load • 43
Course Withdrawal • 43
Criminal Justice • 77
Criminal Justice Course Descriptions • 78
Criminal Justice Other Options • 78
Criminal Justice Program Advisory Board • 196
Criminal Justice Program Description • 77
Criminal Justice Program Outcomes • 77
Criminal Justice Program Policies • 77
Criminal Justice Program Requirements • 77
Cultural Activities • 10

D

DANTES • 24
Dean's Award for Exceptional Scholarship • 38
Dean's List • 42
Developmental • 80

Developmental Course Descriptions • 80
Developmental Studies • 17
Dining Services • 14
Directed Study • 35
Directory • 162
Disbursement of Awards • 30
Diversity Statement • 2
Dorothy Stang Award • 38

E

E-Advising • 43
Early Childhood Education
 Liberal Arts and Technology • 81
 Liberal Arts and Technology Other Options • 82
 Liberal Arts and Technology Program Description • 81
 Liberal Arts and Technology Program Outcomes • 81
 Liberal Arts and Technology Program Policies • 81
 Liberal Arts and Technology Program Requirements • 82
Early Enrollment • 22
E-Commerce Technology Track Description • 113
E-Commerce Technology Track Outcomes • 63, 113
E-Commerce Track Description • 63
Economics • 80
Economics Course Descriptions • 80
Education • 81
Education Course Descriptions • 85
Educational Services to the Community • 10
Elementary Education
 Liberal Arts and Technology • 82
 Liberal Arts and Technology Other Options • 83
 Liberal Arts and Technology Program Description • 82
 Liberal Arts and Technology Program Outcomes • 82
 Liberal Arts and Technology Program Policies • 83
 Liberal Arts and Technology Program Requirements • 83
Elizabeth McWethy Award • 38
Emeriti • 169
English Course Descriptions • 89
English Language and Literature • 88
English Language and Literature Other Options • 89
English Language and Literature Program Description • 88
English Language and Literature Program Outcomes • 88
English Language and Literature Program Policies • 88
English Language and Literature Program Requirements • 88
English/Language Arts and Social Studies Area of Concentration • 84
Enrollment Management • 164
Entering Freshmen Students • 18
Entrepreneurship Track Description • 64
Entrepreneurship Track Outcomes • 64
Environmental Science • 92

Environmental Science Course Descriptions • 93
Environmental Science Other Options • 93
Environmental Science Program Description • 92
Environmental Science Program Outcomes • 92
Environmental Science Program Policies • 92
Environmental Science Program Requirements • 92

F

Faculty • 173
Fall Semester 2013 • iv
Fashion Design • 94
Fashion Design Course Descriptions • 95
Fashion Design Other Options • 95
Fashion Design Program Description • 94
Fashion Design Program Outcomes • 94
Fashion Design Program Policies • 94
Fashion Design Program Requirements • 94
Fashion Merchandising • 96
Fashion Merchandising Course Descriptions • 97
Fashion Merchandising Other Options • 97
Fashion Merchandising Program Description • 96
Fashion Merchandising Program Outcomes • 96
Fashion Merchandising Program Policies • 96
Fashion Merchandising Program Requirements • 97
FDES 274 History of Fashion • 95
Federal Financial Aid Programs • 28
Fields of Study • 47
Fieldwork • 35
Film Courses • 99
Film, Video, & Theatre • 97
Film, Video, & Theatre Course Descriptions • 99
Film, Video, & Theatre Courses • 99
Film, Video, & Theatre Other Options • 99
Film, Video, & Theatre Program Description • 97
Film, Video, & Theatre Program Outcomes • 98
Film, Video, & Theatre Program Policies • 98
Film, Video, & Theatre Program Requirements • 98
Final Examinations • 43
Finance • 102
Finance Course Descriptions • 102
Financial Affairs • 165
Financial Aid • 26, 165
Financial Aid Verification • 31
Financial Information • 25
Financing Options • 25
First-Year Experience • 17
First-Year Seminar • 17
Foreign Modern Languages (French, Spanish) • 103, 107, 152
Foreign Modern Languages Course Descriptions • 103
Forensic Science - BS/MS • 22

Forensic Sciences • 104
 Forensic Sciences Course Descriptions • 106
 Forensic Sciences Option in Biochemistry Program Requirements • 105
 Forensic Sciences Option in Biotechnology Program Requirements • 62, 106
 Forensic Sciences Option in Chemistry Program Requirements • 104
 Forensic Sciences Option in Chemistry, Biochemistry or Biotechnology Application Process • 104
 Forensic Sciences Option in Chemistry, Biochemistry or Biotechnology Program Description • 54, 73, 104
 Forensic Sciences Other Options • 106
 Forensic Sciences Program Advisory Board • 196
 Forensic Studies Program Advisory Board • 196
 Founding of Villa Julie College • 2
 French • 107
 French Courses • 103
 Full-time Students (students enrolled in 12 to 18 credits per semester) • 25

G

Gamma Sigma Epsilon- National Chemistry Honor Society • 11
 General Academic Information • 34
 General Admissions Policy • 18
 Geography • 107
 Geography Course Descriptions • 107
 Grade Appeals • 45
 Grade Point Average • 42
 Grading Scale • 43
 Grading System • 44
 Graduate Students • 19
 Graduation Application • 38
 Graduation Ceremonies • 38
 Graduation Information • 37
 Graduation with Academic Honors • 38

H

History • 107
 History of Stevenson University • 2
 Honor Societies • 10
 Honors Course Descriptions • 107
 Human Resources • 168
 Human Services • 109
 Human Services Administration Track • 110
 Human Services Administration Track Outcomes • 110
 Human Services Course Descriptions • 111
 Human Services Other Options • 111
 Human Services Professional Developmental Award • 40
 Human Services Program Advisory Board • 197
 Human Services Program Description • 109
 Human Services Program Outcomes • 109
 Human Services Program Policies • 110
 Human Services Program Requirements • 110

I

Incompletes • 44
 Information Directory • iii

Information Systems • 112
 Information Systems Course Descriptions • 116
 Information Systems Departmental Awards • 39
 Information Technology • 163
 Institutional Research and Assessment • 163
 Interactive Design Courses • 157
 Interactive Design Track • 153
 Interactive Design Track Outcomes • 153
 Intercollegiate Athletics • 7
 Interdisciplinary Studies • 120
 Interdisciplinary Studies Course Descriptions • 120
 Interdisciplinary Studies Other Options • 120
 Interdisciplinary Studies Program Description • 120
 Interdisciplinary Studies Program Outcomes • 120
 Interdisciplinary Studies Program Policies • 120
 Interdisciplinary Studies Program Requirements • 120
 International Baccalaureate • 24
 International Business • 121
 International Business Courses • 65
 International Students • 19
 Internship (for credit) • 35
 Internship (non-credit) • 35
 Intramurals • 7

J

John Mitchell Award • 38

K

Kappa Delta Pi – International Education Honor Society • 11
 Kappa Mu Epsilon – National Mathematics Honor Society • 11

L

Lambda Epsilon Chi – National Honor Society for the Paralegal Studies Program • 11
 Lambda Pi Eta – Honor Society of the National Communication Association • 11
 Learning Beyond • 2
 Learning Communities • 17
 Leave of Absence • 44
 Legal Studies • 121
 Legal Studies Departmental Awards • 39
 Library • 163
 Library Services • 14
 Life at Stevenson • 7

M

Management • 121
 Management Courses • 65
 Marion and Henry J. Knott Achievement Award • 38
 Marketing • 121
 Marketing and Digital Communications • 168
 Marketing Courses • 67
 Maryland National Guard Benefits • 29
 Maryland State Programs • 28
 Master's Degrees • 34

Math and Science Area of Concentration • 84
 Mathematics • 121
 Mathematics and Physical Sciences Departmental Awards • 40
 May Term 2014 • iv
 Medical Technology • 121
 Medical Technology Course Descriptions • 124
 Medical Technology Other Options • 124
 Medical Technology Program Advisory Board • 197
 Medical Technology Program Description • 121
 Medical Technology Program Outcomes • 122
 Medical Technology Program Policies • 122
 Medical Technology Program Requirements • 124
 Merit-Based Scholarships • 19
 Middle School Education
 Liberal Arts and Technology • 83
 Liberal Arts and Technology Other Options • 85
 Liberal Arts and Technology Program Description • 83
 Liberal Arts and Technology Program Outcomes • 84
 Liberal Arts and Technology Program Policies • 84
 Liberal Arts and Technology Program Requirements • 84
 Military Science • 126
 Military Science - Air Force ROTC • 126
 Military Science - Army ROTC • 127
 Military Science Air Force ROTC Course Descriptions • 126
 Military Science Army ROTC Course Descriptions • 128
 Military Service Members • 21
 Minors • 34
 Miscellaneous Charges • 25
 Mission • 2
 Mock Trial Courtroom • 13
 Motion Graphics • 100
 Motion Graphics Courses • 157
 Motion Graphics Track • 153
 Motion Graphics Track Outcomes • 153
 Mu Psi – Criminal Justice Honor Society • 11
 Music • 130
 Music Course Descriptions • 130

N

Need-Based Aid Application Procedure • 29
 Network Design Track Description • 115
 Network Design Track Outcomes • 115
 New President Inaugurated • 3
 New Student Orientation and Registration • 17
 Non-Credit Courses • 44
 Non-Degree Students (Undergraduate) • 21
 Notice of Nondiscriminatory Policy • iii
 Nursing • 130
 Nursing Course Descriptions • 133

Nursing Department Statement of Purpose • 131
 Nursing Departmental Awards • 40
 Nursing Other Options • 133
 Nursing Program Advisory Board • 197
 Nursing Program Description • 130
 Nursing Program Objectives • 131
 Nursing Program Policies for Continuance and Progression in the Major • 132
 Nursing Program Requirements • 132
 Nursing Resource Center • 131

O

Office of the President • 162
 One-Credit Option • 135
 Orsia F. Young Leadership Award • 38
 Other Options for Students Interested in Forensic Sciences • 106
 Outstanding Part-Time Student Award • 38

P

Paralegal Studies • 135
 Paralegal Studies Course Descriptions • 137
 Paralegal Studies Other Options • 136
 Paralegal Studies Program Advisory Board • 198
 Paralegal Studies Program Description • 135
 Paralegal Studies Program Outcomes • 136
 Paralegal Studies Program Policies • 136
 Paralegal Studies Program Requirements • 136
 Parallel Enrollment • 22
 Part-time Students (students enrolled in less than 12 credits per semester) • 25
 Part-Time Students (Undergraduate) • 21
 PASS Mentoring Program • 17
 Pass/No Credit Option • 44
 Philosophy • 140
 Philosophy and Objectives of the Core Curriculum • 36
 Philosophy Course Descriptions • 140
 Photography Courses • 158
 Photography Track • 153
 Photography Track Outcomes • 153
 Physical Education • 141
 Physics and Physical Science • 141
 Physics and Physical Science Course Descriptions • 142
 Physics and Physical Science Other Options • 142
 Physics and Physical Science Program Policies • 142
 Placement • 23
 Placement in Foreign Language Courses • 23
 Placement Information in Developmental Courses • 23
 Placement Testing for Transfer Students • 23
 Placement Testing in Mathematics, Reading, and English • 23
 Plagiarism and Academic Dishonesty • 45
 Policy on Matriculated Students Taking Courses Elsewhere • 44
 Political Science • 142

Political Science Course Description • 142
 Post 9/11 GI Bill / Yellow Ribbon Program • 29
 Pre-Law Option • 137
 Pre-Professional Studies • 143
 President's Award for Scholarly and Creative Achievement • 38
 President's Letter • v
 Program Accreditations • 6
 Psi Chi – The International Honor Society in Psychology • 11
 Psychology • 143
 Psychology Course Descriptions • 144
 Psychology Other Options • 144
 Psychology Program Description • 143
 Psychology Program Outcomes • 143
 Psychology Program Policies • 143
 Psychology Program Requirements • 143
 Public History • 107, 146
 Public History Course Descriptions • 148
 Public History Other Options • 148
 Public History Program Description • 146
 Public History Program Outcomes • 147
 Public History Program Policies • 147
 Public History Program Requirements • 147

Q

Qualifying for Need-Based Aid • 29

R

Readmission • 23
 Readmission and Reinstatement • 23
 Refund Policy • 25
 Registrar • 164
 Registration • 44
 Reinstatement • 23
 Religion • 150
 Religion Course Descriptions • 150
 Remote Connectivity • 13
 Repeating Courses • 45
 Requirements for the Bachelor's Degree • 37
 Reserve Officer Training Corps (ROTC) Programs at The Johns Hopkins University and the University of Maryland • 12
 Residence Life • 169
 Resident Student Technology Support • 13
 Return of Title IV Funds Policy • 32
 RN to BS and Masters Options • 131
 RN/BS Departmental Awards • 39

S

School of Design • 170
 School of Design Awards • 39
 School of Education • 170
 School of Education Advisory Board • 196
 School of Education Awards • 39
 School of Graduate and Professional Studies • 171
 School of Graduate and Professional Studies Awards • 39
 School of Humanities and Social Science Awards • 40
 School of Humanities and Social Sciences • 171
 School of the Sciences • 172

School of the Sciences Awards • 40
 Schools of the University • 169
 Science • 151
 Science Course Descriptions • 151
 Second Bachelor's Degrees • 34
 Sigma Alpha Pi – National Leadership Honor Society • 11
 Sigma Beta Delta – International Honor Society in Business, Management, and Administration • 11
 Sigma Tau Delta – International English Honor Society • 11
 Sigma Theta Tau International – Honor Society of Nursing • 12
 Sociology • 151
 Sociology Course Descriptions • 151
 Software Design Track Description • 115
 Software Design Track Outcomes • 115
 Spanish • 152
 Spanish Courses • 103
 Special Programs • 35
 Sport Management Track Description • 64
 Sport Management Track Outcomes • 64
 Spring Semester 2014 • iv
 Stevenson Financial Aid Satisfactory Academic Progress (SAP) • 31
 Stevenson Ideals • 2
 Stevenson University • 4
 STEVENSON UNIVERSITY • i
 Stevenson University Annual Scholarship Funds • 27
 Stevenson University Endowed Scholarship Funds • 26
 Stevenson University President's Advisory Council • 194
 Stevenson University Scholarship and Grant Programs • 26
 Strategies • 2
 Student Accounts • 165
 Student Activities • 169
 Student Affairs • 169
 Student Clubs and Organizations • 7
 Student Conduct and Performance • 45
 Student Eligibility Requirements • 29
 Student Government Association • 7
 Student Grievances • 46
 Student Handbook and Planner • 12
 Student Health Services • 15
 Student Life • 7
 Student Loan Entrance and Exit Counseling • 31
 Student Publications • 12
 Students Applying to Accelerated Undergraduate Programs • 19
 Study Abroad • 24
 SU Pin Award • 38
 Summer Session 2014 • iv
 Supplemental Instruction (SI) • 17

T

Tau Upsilon Alpha – National Honor Society for Human Services • 12
 Technology Helpdesk • 13
 Technology Management Track Description • 113
 Technology Management Track Outcomes • 113
 The Academic Link • 16, 163
 The Career Architecture Process • 1

The Stevenson Approach • 1
The Wellness Center • 15
Theatre Courses • 100
Traditional Transfer Students • 18
Traditional Undergraduate Programs • iv
Transcript Requests • 45
Transfer of Credit • 19
Tuition and Fees (2013–2014) • 25

U

U.S. Permanent Residents • 19
University Advancement • 168
University Curriculum • 34
University Curriculum Objectives • 36
University Degree Requirements • 37
University Status and Name Change • 4
University Store • 15
University Student Learning Goals • 36
Usage Policy • 13
Using Federal Financial Aid to Pay for
Repeating a Course • 31

V

Values • 2
Verizon Center for Excellence in Teaching
and Learning • 15
Veterans' Benefits • 29
Video Courses • 102
Villa Julie Expands to Owings Mills
Campus • 3
Vision • 2
Visual Communication Design • 152
Visual Communication Design Course
Descriptions • 155
Visual Communication Design Courses •
159
Visual Communication Design Department
Awards • 39
Visual Communication Design Other
Options • 155
Visual Communication Design Program
Advisory Board • 198
Visual Communication Design Program
Description • 53, 152
Visual Communication Design Program
Outcomes • 152
Visual Communication Design Program
Policies • 153
Visual Communication Design Program
Requirements • 154

W

Wellness Center • 169
Who's Who Among Students in American
Colleges • 42
Withdrawal from the University • 45

Y

Yellow Ribbon Program • 21